

Kremen 2013 Annual Report**Index**

1. Accomplishment Areas	2
Degree Production	2
Use of Cohorts	4
STEM Teacher Production	7
Service Projects	8
Kremen Publications	9
	8
2. Kremen 2012-13 Goals	10
3. Dean's Activities	27
4. Summary of Accomplishments	29
Unduplicated Publications List	31
Unduplicated Presentations List	35
5. Kremen Goals for 2013-14	53
Appendix A: Assessment	
Counselor Education and Rehabilitation	
Curriculum and Instruction	
Educational Research and Administration	
Literacy, Early, Bilingual, & Special Education	
Goals set by Programs	
Appendix B: Faculty Scholarship Plus	
Publications	
Presentations	
Awards and Honors	
Grants	
Service	
Other Faculty Activities	

Kremen Annual Report 2012-2013

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 2012-2013 relative to this mission in a way that will be informative to the Provost and provide a record for faculty, staff, and students to use as a baseline to compare with past and future years. The Kremen School's goals are stated in our Strategic Plan, which was developed in alignment with the *Plan for Excellence III*. The Dean's goals were set in consultation with Dr. Covino as part of last year's evaluation.

Section 1 of this report specifies 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. The third section details performance on the specific goals set by the Dean and the Provost for the 2012-2013 Academic Year. The fourth section includes the summary narrative of major accomplishments for the year. The fifth section lists our goals for 2013-14. The appendices report on the assessment of our programs and graduates as directed.

Section 1: Accomplishment Areas

1. Degree and Credential Production 2012-2013

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	362
Credential Count snapshot as of 5/23/13 for the 2012-13 Annual Report	
Credential Programs-Kremen	N
Multiple Subject	95
Multiple Subject Clear	2
Single Subject	103

Single Subject Clear	2
Education Specialist	32
Education Specialist Clear	27
Added Autism Authorization	3
Administrative Services	46
Administrative Services Clear	1
Reading Specialist	22
Reading Certificate	1
Pupil Personnel Services	61
CalStateTEACH	66
Internships	38
Added Authorizations	47
Total Kremen Credentials	546
Other Credentials Not Kremen Based	N
Education Specialist (Deaf & Hard of Hearing)	5
PPS Social Work	17
PPS School Psychology	9
PPS School Psychology Interns	10
School Nurse Services	39
Speech Language Pathology	18
Agricultural Specialist	12
Total Non-Kremen Credentials	110
Total Credentials for the Unit:	656

Graduate Program Degrees	N
Educational Leadership Doctorate	19
Master of Arts in Teaching	16
MS Marriage and Family Therapy	58
MA Counseling and Student Services	33
MS Rehabilitation Counseling	34
MA Special Education	17
MA Curriculum & Instruction	17
MA Reading	46
MA Early Childhood	18
MA Educational Leadership	84
Total Graduate Degrees	344

The Kremen School in total produced 706 degree completers and awarded 656 credentials totaling **1362** individual teachers, counselors, administrators, and future teachers produced.

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 **19** cohort programs were located off campus, freeing up over 60 classroom spaces and providing instruction in a manner calculated to have the most impact. In the spring, no new cohorts were started 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. An article from the Teacher Education Quarterly by Beare, Torgerson, Marshall, Tracz, and Chiero (2012) is attached at the end of this annual report. It describes this research and its findings.

Kremen Cohorts 2011-2012**Multiple Subject Credential****N****Program Units****Fall 2012**

Sanger 27 34

Fresno Dual (MS/SpEd) 24 60

Visalia 19 34

Clovis (Pinedale/Nelson) 27 34

Clovis (Jefferson I-done fall) 24 34

Spring 2013

Clovis (Jefferson II) 23 34

Clovis (Weldon) 18 34

Central (Early Childhood focus) 21 34

Single Subject Credential**N****Program Units****Spring 2013**

Fresno (Ahwahnee) 28 34

Fresno (Sunnyside) 20 34

Sanger (WAMS) 20 34

Educational Administration**N****Program Units****Fall 2012**

Kings Canyon (graduated) 18 31

Fresno Leadership 24 31

Clovis 14 31

Sanger 18 31

Visalia 22 31

Chancellor's Fellows	15	31
Central	19	31
Higher Ed/Middle Leaders	21	31

Spring 2013

Fresno Leadership (graduated)	24	31
Clovis (graduated)	14	31
Sanger (graduated)	18	31
Visalia (graduated)	22	31
Chancellor's Fellows	15	31
Central	19	31
Hi Ed/Middle Leaders (grad 10)	21	31

Reading Masters (both cohorts graduate spring, 13)

Visalia	13	34
Clovis	19	34

Master of Arts in Teaching

On-line	19	30
---------	----	----

Master of Arts in Reading

On-line	11	30
---------	----	----

Doctoral Program in Educational Leadership

Cohort 3	21 graduated (3 enrolled)
Cohort 4	17 graduated (3 enrolled)
Cohort 5	15 enrolled
Cohort 6	18 enrolled

Cohort 7	currently interviewing
Bakersfield 1	19 enrolled
Bakersfield 2	18 enrolled
Bakersfield 3	14 accepted

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
 Total math and science for AY 2012: 91

Math for AY 2009: 36
 Math for AY 2010: 46
 Math for AY 2011: 41
 Math for AY 2012: 48

Math has risen from 13 in baseline year 2006 to 48 in 2012, a 269% increase.

Science for AY 2009: 32
 Science for AY 2010: 34
 Science for AY 2011: 51
 Science for AY 2012: 43

Science has risen from 12 in AY 2006 to 51 in AY 2012, a 258% increase.

The Kremen School and the College of Science and Math 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 91. 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
 Fresno Unified Dual Partnership
 Fresno Unified Math Science Teacher Residency
 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

Scholarship – Kremen School

<i>Year</i>	<i>Peer Reviewed Journals</i>	<i>Book/ Book Chapter</i>	<i>Total</i>
2004-2005	12	7	19
2005-2006	14	3	17
2006-2007	13	0	13
2007-2008	18	9	27
2008-2009	20	5	25
2009-2010	13	13	26
2010-2011	15	12	27
2011-2012	21	9	30
2012-2013	25	12	37

Section 2: 2012-2013 Kremen Goals,

- 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.**

The Kremen School submitted a balanced budget this year and was able to maintain it as the year progressed. 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.

Since 2007, the Kremen School has been reduced by \$1,339.20 per FTES, more than any other school or college and \$834/FTES more than the average reduction. Despite this, working within the system, we have continued to provide quality program through very targeted actions by the faculty. Changes have included larger classes and altered requirements. One major change was moving to a Masters degree comprehensive exam instead of a project/thesis. In Education Leadership alone, that saved \$84,000 this year. Unfortunately that savings is lost with the proposed budget formula as are the benefits of larger classes. The faculty will have hard decisions to make in the fall when considering class size, the future of the masters thesis, and the capacity to complete the enormous amount of required programmatic, licensure, and accreditation work compared to that of any other school or college.

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

The Kremen Schools exceed its annualized target by 4% for 2012-13 due to unexpectedly large spring enrollment. This was only possible due to the extremely high level of cooperation and support by the Joyal admissions staff and their flexibility with deadlines and admissions procedures. Kremen is very grateful to them.

The chart below shows ten years of FTES targets and enrollments. As may be seen, Kremen has consistently met or exceeded its target since 2005/2006 with the exception of spring 2010 when no spring admits were allowed, no exceptions. Enrollment in credential programs continues to be volatile. Increases in graduate programming accounts for the enrollment success experienced. With massive teacher shortages projected, one would think the enrollment outlook would be encouraging however catastrophic federal funding of alternative programs looms and, while doomed to educational failure for quality reasons, it may steal away a significant part of the projected boom for the immediate future.

YEAR	ACTUAL	TARGET		% of Target	
2012/13	1310	1260		104%	No spring Admits for University, exception made for Partnerships
2011/12	1228	1169		105.1	
2010/11	1169	1150		104.9	
2009/10	1168	1268	exact in fall, no spring admits	92.11%	Told not to go over, no penalty for under
2008/09	1369	1245		109.96%	
2007/08	1295	1245		104.02%	
2006/07	1264	1145		110.39%	
2005/06	1104	1100	34 Unit Prog lost Unitrack	100.36%	
2004/05	1234	1240	CSET	99.52%	
2003/04	1581	1575		100.38%	

3. Develop a positive working relationship with the new Development hierarchy with both oversight personnel and the yet to be recruited Kremen DOD. Meet fund raising goals set by the VP for Advancement in consultation with the President and Provost.

The goal set for the Campaign for Fresno State was originally \$4,000,000. Kremen raised over \$11,000,000 during the 7 years.

The goal set for 2012-13 was \$4,000,000. The total funds raised during the year was \$3,337,503. The breakdown for these funds is below:

Gifts and Pledges \$824,503
 Planned Gifts \$2,500,000
 Philanthropic Grants \$13,000

There are many highlights relative to Development that cannot be categorized by the simple numbers.

- This was a year of phenomenal growth and excitement for the development team of Dean Paul Beare, Associate Dean Jim Marshall, Senior Director of Development Lee Ann Jansen, Associate Director of Development Sarah Schmidt, and Administrative Assistant for Development Brooke Lindblad.
- Bimonthly development strategy and update meetings of Deans and Directors and development of positive working relationship.
- Formalized a concentrated plan and effort to inform and expand the circle of people involved with the Kremen School of Education and Human Development and its academic programs, including reconnecting with alumni, emeriti and community members.

- Directors of Development met individually with each department chair to identify program strengths and to develop proposal templates.
- Successfully formed a Faculty Development Committee comprised of department chairs and selected faculty, revised purpose and responsibilities, and meet quarterly for ongoing training and involvement opportunities.
- Development trainings with the Faculty Development Committee including presentations on Corporate and Foundation Relations and Planned Giving.
- Development training session with each department (Curriculum and Instruction; Educational Research and Administration; Counselor Education and Rehabilitation; Literacy, Early, Bilingual, and Special Education).
- Development training session for Kremen Alumni Chapter Board.
- Expanded the Community Council from 16 to 23 members further enabling the School to enhance community relationships and continue efforts to enhance support and knowledge of academic programs and the students served.
- Revised the purpose and responsibilities for the Community Council and meet on a quarterly basis with a retreat scheduled for August of 2013.
- Added several members to the Community Council representing the local community with regards to profession and diversity.
- Continuing to identify private industry representatives to expand the growth and reach of the Community Council.
- Removed unviable prospects from the previous Kremen prospect pool, and identified and added those more appropriate (from 40 prospects to 61).
- Addressed ghost mailing list and updated in database.
- Advance list serve pulls for important Kremen School affiliates: Golden Graduates, Kremen Alumni Board, Community Council members, all Kremen Alumni, etc.
- Assembled mailing lists for the following groups and continuing to assemble for other important groups as well: Alumni Board and former board members, Community Council and former members; Bricks Committee and former members, Kremen Emeriti, Retired Superintendents, etc.
- Proposals and Letters of Interest submitted include: \$5 Million proposal to anonymous donor through Dave Gromis for Partner Schools or West Wing naming, \$150k proposal to Fansler Foundation for continued funding support of the Early Childhood Education programs, \$50k proposal to Wells Fargo for support of the Rural Network program in honor of Dr. John D.

Welty and the proposed renaming of CVELI, Mediator Mentors letter of interest to Daphne Foundation

- Establishment of scholarships including: the Cecilio Orozco Memorial Scholarship Fund, the Jeannetta V. Stearns Education Award, and the Moordigian Scholarship.
- Major gifts include:
 - A \$50k gift from Wells Fargo in support of the Rural Network program in the Central Valley Educational Leadership Institute, honoring the legacy of Dr. John D. Welty
 - A gift of \$2.1 million from the estate of Marian Kremen closed in probate
 - A \$200k bequest from Pete Mehas to establish the Peter G. Mehas Professorship in Education, Leadership and Policy Endowment
 - A \$200k gift from Harry Moordigian to honor his late parents in support of scholarships and the work of the Fresno Family Counseling Center
- CVELI naming
 - Held volunteer committee meeting
 - Developed a proposal template
 - Solicitation of individual donors
 - Worked with University Communications regarding website and online donations
 - Collected, processed, and executed thank you process of all funds
- CVELI- worked with CVELI leadership to streamline website, update and consolidate fiscal reporting process, update marketing materials, etc.
- Implemented the following processes into the Kremen Development Office: revamped filing structure, updated gift receipting process, updated and streamlined thank you process, updated stewardship plans for existing donors, and began moves management process.
- Met with existing endowment donors to steward gifts (Dick Sparks, Darlene and Stan Spano, Dale and Shirley Hewlett, etc.)
- Outreach to valley Superintendents and Associate Superintendents through invitations to events and especially at the President's Tribute Celebration.
- Met individually with valley Superintendents to establish relationships including: Larry Powell, Ruthie Quinto, Robert Aguilar, Marcus Johnson, Janet Young, etc.

- Updated the vision and philanthropic strategy for the Kremen School in consultation Development Committee.
- Utilized Kremen Alumni Chapter events for stewardship of existing donors and cultivation of potential donors.
- Developed strategic marketing for development including: Thanksgiving card, End of the year appeal from the Dean, brochure for all guests of the Kremen School at the President's Tribute Celebration, and the Mediator Mentor fundraiser mailing.
- Involvement and presence on the Bricks Committee, including the KSEE 24 Educator of the Week Awards.
- Development team attended and hosted donors and prospects at the following events:
 - Top Dog Alumni Award Gala 9/28/12, hosted six prospects/donors
 - Golden Grad luncheon 9/29/12
 - Kremen Alumni Chapter's Oktoberfest 10/4/12
 - Kremen Football Skybox 11/3/12, hosted ten prospects/donors
 - Fresno County Educator of the Year VIP reception and awards ceremony 11/7/12
 - Kremen Alumni Chapter's Night in Italia Scholarship Dinner 11/15/12
 - Celebration of Joyce Huggins Life 11/28/12
 - President's Holiday Party 12/6/12
 - Kremen School Holiday Party 12/12/12
 - CVELI Conference 1/29/13, hosted six prospects/donors
 - President's Basketball Suite 2/13/13, hosted six prospects/donors
 - Kremen Basketball Suite 3/2/13, hosted ten prospects/donors
 - Valley Business Awards Luncheon 3/5/13
 - COMPACT Shareholders Awards Luncheon 3/6/13, hosted four prospects/donors
 - Teaching Fellows Foundation Kremen Scholars Recognition Dinner 3/14/13
 - Fresno Unified Tournament of Technology 3/16/13

- Kremen Alumni Chapter's Noted Alumni Dinner 3/21, hosted four prospects/donors
- 29th Hispanic Chamber of Commerce Gala 3/22/13, hosted two prospects/donors
- Donor Appreciation Reception 4/3/13
- Common Threads Awards Luncheon 4/11/13
- Carolyn Dobbs Special Education Awards Dinner 4/18/13
- President's Tribute Celebration Dinner 4/20/13, hosted seventy prospects/donors
- Richter Awards Luncheon 5/17/13
- Convocation Reception 5/17/13, hosted fifteen prospects/donors
- Convocation Ceremony 5/17/13
- KSEE 24 Educator of the Week Awards 5/23/13
- Mediator Mentors Fundraiser at Chukchansi Park 6/1/13, hosted ten prospects/donors

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

In the fall 2012 and spring 2013, Drs. Jose Lomeli and Kien Pham team-taught twelve 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 within 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.

Pros

- Co-Teaching has been well received overall, particularly with Multiple Subject Elementary personnel. Nearly 800 Teachers and Teacher candidates have participated in the program.
- Many school districts have participated including: Clovis USD, Fresno USD, Sanger USD, Central USD, Tulare City, Madera USD, CSU Fresno, Visalia USD, Lindsay USD, Kingsburg, Selma, Washington USD, Parlier, Kerman, Farmersville, Kings Canyon, Fowler USD, Kingsburg Charter, Laton, Lemoore, Mendota
- Some language has been added to the Student Teaching Handbooks to encourage the use of Co-Teaching strategies.
- We see evidence of implementation as we supervise our teacher candidates.

- Much of the evaluation data from end of semester surveys is positive. Some negative evaluations seem to stem from personality clashes, lack of chemistry between partners, or disengaged Co-Teachers.
- Many Cooperating Teachers such as Sandy Fox, Maria Mata Webb, Julie McGough, and Jamie Domingues have implemented the strategies effectively and could eventually lead training from the school district side.

Cons:

- Lack of participation by Single Subject program. We have had very limited success with the secondary personnel. Strong leadership is necessary to champion the program and we need the Single Subject Supervisors to embrace and promote this program or it will not be successful.
- Lack of differentiated training between Multiple and Single Subject Programs is a weakness.
- Lack of video examples for secondary settings.

Recommendations:

- To align Co-Teaching with the newly approved Single Subject credential program, a Co-Teaching training dedicated to the needs of single subject teachers is recommended. For long-term implementation and sustainability we recommend that a Single Subject Faculty should lead the trainings with Single Subject personnel (This faculty could be supported by our current trainers Kien and Jose). Names that were mentioned as possible candidates for this would be Fred Nelson, Lori Clune or even a public school single subject teacher. To provide initial guidance, we could invite colleagues from other CSU campuses that have successful implementation of co-teaching training at the high school level
 - Provide release time or pay faculty a stipend to deliver the training based on a per workshop fee.
 - Working collaboratively with Single Subject Faculty and Program Coordinators, train supervisors to prepare co-teaching partners on the Co-Teaching strategies. This could be accomplished at the orientation/placement meetings at the beginning of each semester.
 - Collaborate with district teachers to deliver Co-Teaching training initially at KSOEHD and subsequently at the district sites.
 - Provide support and training to Partnership School Coordinators. These coordinators can eventually provide Co-Teaching training to their site partners.
 - Pairs/Relationship building and planning can continue to be delivered by KSOEHD personnel.
 - Strengthen the Co-Teaching language in the student teaching and supervisor handbooks to ensure implementation.
 - Since we are in the fourth semester of implementation we feel the need to provide differentiated levels of training. A Level I workshop involves both the Co-Teaching Strategies and the Pairs/Relationship Building components. A Level II workshop assumes the participants are familiar with the Co-Teaching strategies but not with each other and the focus is on building relationships and enhancing effective planning of the strategies.
- 5. Initiate the Fresno Unified dual partnership and facilitate the FUSD science/math middle school teacher cohort. Continue to support cohorts at every level.**

In the 2012-13 academic year the Kremen School greatly expanded their partnership preparation of teachers and administrators. This approach to clinical preparation is supported in research, through accreditation and professional organizations, and through data collected from our graduates. The partnerships included: 5 in Multiple Subject (Clovis [2], Sanger, Central [ECE] and FUSD; 3 in Single Subject (FUSD [2] and Sanger); 1 in Special Education in FUSD; and 8 educational administration cohorts (Fresno, Clovis, Sanger, Kings Canyon, Central, Visalia). These partnerships included courses on-site, fieldwork placements in the district whenever possible, and for some classes the district's lens or a co-teaching arrangement.

The DUAL (Education Specialist and Multiple Subject credentials) cohort of 25 teacher candidates began at Ayer Elementary in the fall 2012. The site was elected by FUSD administration and multiple meetings were held the prior spring and summer to set up the new cohort. The principal, Lynn Salazar, welcomed the candidates and has provided space, support and master teachers for their preparation. The candidates in turn complete assignments that target content with students at-risk providing additional support to these students. The candidates have completed half of their classes on-site and will complete final student teaching for both credentials next year. Their placements are being made through joint planning with the district. A new and exciting partnership will begin in Fall 2013 – The Teacher Residency program with FUSD that is partially funded through a Bechtel grant. The 2012-13 year was spent in planning, recruiting, selecting and setting up the program. This year the Coordinator for Partnerships has met approximately once a week with administration to plan and set meetings. Faculty were assigned to participate in at least monthly meetings to design the program which will focus on a Multiple Subject credential with a 4-8th grade lens and candidates will earn foundational credentials in math and/or science. Each semester has identified changes related to math/science emphasis, urban school issues, and grades 4-8th. The faculty from both institutions have also spent time related to Common Core and the instructional shifts required. The candidates and mentor teachers will be selected by early summer and candidates are provided a \$12,500 stipend to participate with a commitment to work for the district for three years. Planning will continue for a second cohort and for a Master degree program in 13-14.

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

The revised single subject program is being offered starting in fall 2013. It includes 3 unit courses, has a Linked Learning lens in the course, and includes common core and co-teaching. It will be phased in with some sections of the old program offered to allow those students to finish who are partway through the program.

Two workshops were held for faculty focusing on the Common Core. A field trip for all teacher education faculty is scheduled for September 6, 2013 to take them to Porterville for a close-up look at the central California district that has the best Linked Learning tracks in the state. They have become a national model, much like Sanger, but for a different purpose.

Old Program (33 Units)		Revised Program (34 Units)	
<u>Units</u>	<u>Course Title</u>	<u>Units</u>	<u>Course Title</u>
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

7. Prepare for the combined NCATE/CCTC spring 2014 accreditation.

Literally, over ten thousand pages have been posted to our accreditation website so far including all precondition reports, biennial reports, and program assessment reports. They may be viewed at: fresnostate.edu/kremen/cctc.

The website is password protected. The user name is: [kremen](#) The password is: [Nu?aBr3T](#)

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

This was accomplished, two advisors were in place by January 1, 2013.



Johnny J. Conley is new to Fresno State, he is an Academic Advisor in the Liberal Studies program. He was raised in Madera, CA and graduated from Madera High School in 2001. After high school, he graduated from CSU Dominguez Hills in 2005 with a Sociology degree and a minor in Behavioral Science. After his undergraduate degree, he earned his Master's degree in Higher Education Administration in 2007 from the University of Southern California. He plans to pursue his Ed.D at Fresno State in Fall 2014. Johnny has worked in education for the past eleven years and is passionate on assisting students in graduating college and creating a legacy

within their family.



Fresno State alumna, Jessica Choy earned her B.A. in Mass Communication and Journalism in 2003 and later received her M.S. in Counseling in 2010. She's been with the Kremen School since 2000 but was new to the advisor position starting in Fall, 2012.

9. 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.

This has been accomplished. The Masters in Multilingual Multicultural Education's purpose is to provide an advanced course of study designed to critically examine theory, practice, and policy in the education of linguistically diverse learners (LCD).

The goals of the program are to

- Provide educators with an advanced level of inquiry, research, and professional preparation with regards to LCD learners.
- Prepare instructional leaders who are cognizant of the challenging issues and rights faced by LCD learners in Pre K – 16 educational settings from a moral, ethical and social justice perspectives.
- Give educators an understanding of the role of leadership within the context of global education systems as viewed and experienced by LCD communities.

The plan of studies is as follows:

Semester 1

LEE 281 Critical Pedagogy for Diverse Learners

CI 285 Advanced Educational Psychology

or

ERA 288 Educational Measurement and Program Evaluation

Semester 2

LEE 282 Research Topics in 2nd Language Acquisition

Elective (3 units)

Elective (3 units)

Summer

ERA 153 Educational Statistics (pre-requisite for ERA 220)

Semester 3

EE 283 Cultural Competency for Educators

ERA 220 Research in Education

Semester 4

LEE 284 Collaborative Leadership in Education for Diversity

LEE 298 Project

or

LEE 299 Comprehensive Exam

10. Work with Counseling in developing an offering to attract international students and negotiate at least one successful partnership with an overseas university to facilitate student and faculty exchange.

The Counselor Education program faculty made a unanimous vote to support exploration of ways to encourage application from international students to the program. One approach practiced by faculty members is the vigilance in responding to inquiries from international students and support of international visiting scholars. Consequently, they have two international students in the COUN program during the year 2012-2013 and we have one international student applicant for Fall 2013. Dr. Song Lee also hosted a visiting scholar from Korea for the complete academic year.

In an attempt to recruit students from China to apply for the Counselor Education program, Drs. Valencia and Lam went to China to meet with university faculty, administrators, and students to inform them about Fresno State and the Counselor Education program. During the trip, both found potential future collaboration to increase the awareness of the lack of counselor education programs in China and the challenge of job opportunities for counselors in China. At the same time, Dr. Lam found a growing interest in higher education administration from Wuhan University of Geosciences. In order to optimize the opportunities of recruiting international students to KSOEHD, she has been working with faculty of the MA in Educational Leadership to develop blended programs for students from Wuhan University of Geosciences to study at Fresno State for one year.

Negotiations for a joint MA degree articulation agreement with Wuhan University of Geosciences were held. Certain agreements were reached including the answering of the following questions:

1. Can the students finish other 22 credits within one year in your university?

Yes, the 22 course credits can be completed in one year. However, the Thesis would be difficult to complete in one year, while also completing the 22 course units.

2. Need the students write the thesis to get your master degree?

Yes, the Thesis is required to obtain the MA Degree in Education from Fresno State. As we proceed to finalize the MA Degree in Education articulation agreement between Wuhan University and California State University, Fresno (Fresno State), we can agree that the Thesis can be completed in one of the two universities, not both, or in collaboration with both universities. That is, if the student is getting a degree from both universities, the student will complete one Thesis as a joint venture between the universities that will meet the requirements for both programs.

3. How much is the tuition and other expenses in one year?

The list price for 22 units during the academic year is \$14,987.00. An additional \$10,000 for room and board and another \$2,000 for insurance and textbooks. That brings the total cost to \$27,000. Some students will be able to live for less, particularly those that live off campus.

11. Develop a course to be developed as a GE offering.

Kremen had as a goal the development of one course proposal to be submitted as a GE offering. We funded two faculty in the summer to develop such a course and three were developed. The reason for this goal was to produce less expensive FTES for the school. The new proposed budget formula in no way rewards inexpensive FTES thus there was no reason for these proposals to be moved forward.

12. Monitor and improve, as warranted, the process and timeline for the acceptance of graduate students.

We made to streamline admissions was to go with the concept of a rolling admissions, meaning acting on students as soon as completed files are received. 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. It really has only been an issue in counseling where they turn away a large percentage of qualified applicants.

As of May 23, 2013 we had received over 335 program applications, admitted 295 students and have a few still pending. Out of the 295 students we are waiting on University admission for 100 of them. The pending University admission could be for various reasons such as, the student hasn't turned in all their transcripts. Here is a sample of the numbers by program;

Program	Fall 2013 Applicants	Fall 2013 Admitted	KSOEHD Pending	Pending University
School Couns	35	32	0	12
College Couns	31	25	1	5
C & I	13	12	1	4
ECE	11	8	1	5
Ed Leadership	105	104	1	41
MFT	43	27	0	0
Reading Online	21	19	2	14
Reading/Lang	17	17	0	4
Rehab	25	19	0	4
SPED	9	9	0	2
Teaching	25	23	3	9
Totals	335	295	9	100

Since Monday the 13th of May our graduate office received 73 department recommendations from University admissions. With the combination of clearing 200 degrees for graduation and

other duties we have been able to record decisions for all but 6 that the University is still waiting on. That is a 98.2% timely completion rate.

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

*** Third Year Initiative:**

- 25 Liberal Studies students on list
- Contacted by email and phone
- 11 students have come in to meet with an advisor (44%)
- Each appointment has a written interview summary

Our ED 100 office is making a second phone call and email to those who have not yet responded and we will try to have them come in before the end of the summer. (*We have been more successful this time because we simply explained to students they need to be seen for mandatory advising.*)

*** 4th Year At-Risk Students:**

The Liberal Studies Program also participated in a pilot to support 4th Year At-Risk Students. 4th year students (entered in Fall 2009 as FTF and registered Fall 2012) were identified with the following at-risk factors:

- have Cum G.P.A. <2.7 and/or Cum Units < 62
- have declining G.P.A. trend
- still Undeclared or Pre-major

Each student was called and asked to come in to meet with an advisor.

Liberal Studies had 14 students on the list and 8 of those students came in for advising (57%).

We also worked with Maxine McDonald and Dean Christensen to develop a survey on Survey Monkey of which data was collected during each student appointment.

*** Crossing the Finish Line Podcast:**

The university developed 5 podcasts aimed at 4th year students to help them “Cross the Finish Line”. Our Liberal Studies Coordinator participated in the development and filming of the podcast on Advising.

14. Establish and/or maintain significant revenue generating initiatives, other than summer school, through Continuing and Global Education.

The major Kremen initiative through Continuing and Global Education has been the Reading Masters on-line. That was so successful it killed the stateside masters in reading. We have moved the on-line stateside and in its place are developing a cross-disciplinary masters in Children’s Literature through self support.

15. Generate significant and increased external grant and contract funding.

The Research and Sponsored Program SAR Report shows that as of March 31, 2013 the Kremen School had submitted \$4,805,389 in proposals and was awarded \$2,640,587 in awards. This is comparable to most years for the March SAR Report, it is \$80,000 less than last year on the same date.

16. Work to develop diverse pools of candidates for faculty and staff searches.

TT Faculty: The Kremen School has been more successful than any other school in recruiting and hiring diverse tenure track faculty over the past ten years. This year we hired six tenure track assistant professors. The pools from which they were drawn were extremely diverse, as was the group of hires.

Maneka Deena Brooks is African American graduate of Stanford joining LEBSE to teach course work in multicultural literacy, dual language, and reading.

Christian Wandeler is Caucasian and from Switzerland. He is joining ERA to teach research courses.

Lisa Bennett is Caucasian, graduating from UC Davis and is joining LEBSE to teach courses in reading and multicultural literacy

Cathy Yun is Chinese and graduating from Peabody College at Vanderbilt University and is joining the early childhood faculty.

Ignacio Hernandez is Hispanic and graduating from Iowa State University to joining ERA to teach higher education leadership.

Susana Hernandez is Hispanic and graduating from Iowa State University to joining ERA to teach higher education leadership.

New Tenure Track Hires in KSOEHD since 2003 by Gender and Ethnicity

	N	%
Men	10	29%
Women	<u>24</u>	<u>71%</u>
Total	34	100%
Black	4	12%
Latino	8	24%
Asian	6	18%
White/non-Hispanic	<u>16</u>	<u>47%</u>
Total	34	100%

Staff Hires: KSOEHD has reduced staff from 23-16 over the last ten years, however this year we did hire five individuals into stateside positions.

Jessica Choy, Chinese, was hired as full time advisor in our student services center.

Johnny Conley, African American, was hired as a full time advisor in our student services center.

Monica Quintero, Hispanic, was hired as the assistant in the Clinical Field Experience Office.

Carol Lawson-Sweezy, Caucasian, was hired as receptionist in our student services center replace Lorri Brown who passed away last year.

Julie Hendrix, Caucasian, was hired to replace Jessica Choy as the assistant for CalStateTEACH.

Additional Dean's Activity 2012-2013

Board Memberships 2012-13

Member, CSU Education Deans Executive Committee.

Chair, Assessment Committee, CSU Education Deans

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

Member, TECSCU Board of Directors

Member, AACTE Governmental Relations Committee

Teaching

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

Spring 2013 - SpEd 233 Special Educator as Researcher (3) 30 students

Publications 2012-13

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2013). Surveys of teacher education graduates and their principals: The value of the data for program improvement. *Teacher Education Quarterly* (accepted May 10, 2013).

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*, 39(4), 55-74.

Chiero, R., Tracz, S., Torgerson, C., Marshall, J., & Beare, P. (2012). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*, 34, 368-380.

Marshall, J. E., Beare, P. L., & Newell, P. (2012). U.S. Department of education teacher education reform: How does your program rate? *Educational Renaissance*, 1, 3-10.

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(1), 159-173.

Campus Committees 2012-13

Athletic Advisory Council
 Athletic Academic Performance Subcommittee
 Campaign Leadership Committee
 California Reading and Literature Project Advisory 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

Formal Presentations 2012-13

March 1, 2013: **American Association of Colleges for Teacher Education** Annual Conference. "The Renaissance Group: Educational Renaissance Journal." Orlando, FL
 February 28, 2013: **American Association of Colleges for Teacher Education** Annual Conference. "Assessing Partnership Effectiveness: Using K-12 Student Achievement, Value Added, Employer and Graduate Surveys, TPAs, and Qualitative Focus Groups." Orlando, FL
 October 26, 2012: **CSU Education Deans**, Fall Conference. "Greatness by Design Research Project." San Diego, CA
 October 2, 2012: **The Renaissance Group** Annual Conference "Strategic Planning Initiatives" Washington, DC
 July 26, 2012: **CSU Education Deans**, Summer Retreat Research Initiatives, San Diego, CA

Section 4: Summary of Kremen Accomplishments

Publishing: Kremen faculty published 25 unduplicated articles accepted and/or printed in peer-reviewed journals, the highest number yet achieved. Additionally they wrote two books and had 11 book chapters. Juan Carlos Gonzalez, Hong Shen, Jim Marshall, Susan Tracz, Robin Chiero, Colleen Torgerson, Robin Chiero, Lisa Nyberg, Chris Lucey, Sarah Lam, Jyothi Bathina, and Paul Beare were faculty members who contributed to multiple published peer reviewed manuscripts during the year.

Presenting: Kremen faculty reported 205 unduplicated conference presentations during the year. This included 81 at national or international conferences and 124 at regional or local 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, Spain, Austria, Columbia, and Singapore, all trips paid for by the hosting organizations. Other faculty presented in Mexico, Guatemala, England, Hong Kong, Greece, China, Spain, and India. Faculty presented 15 different states including New York, Texas, Nebraska, Nevada, Florida, Arkansas, Virginia, New Mexico, North Carolina, Hawaii, Ohio, Oregon, Illinois and Minnesota along with two-dozen presentations at national conferences held in California. Within California, faculty presentations blanketed the state.

Awards and Honors: Fresno State received the AACTE 2013 *Best Practice Award for Professional Ethics and Moral Dispositions in Teacher Education*. Professor Jack Benninga, Director of the Bonner Center for Character Education received the *Sanford N. McDonnell Lifetime Achievement Award* from the national Character Education Partnership. He also received the F. Kiesel Memorial Distinguished Service Award from the Association of California School Administrators, and the Kremen School of Education Alumni Chapter Notable Alumnus Award for significant contributions in the field of education.

Dr. Lisa Nyberg serves on the Board of the National Science Teacher Association. The Association of Mexican American Educators named Dr. Jose Lomeli Teacher Educator of the Year. The Provost presented Dr. Linda Hauser with the Promising New Faculty award. Dr. Colleen Torgerson was the Richter Awardee for Professor of the Year. Carol Fry Bohlin received the Edward Begle Memorial Award for outstanding leadership and service to mathematics education from the California Math Council. Kien Pham was named a Google Faculty Fellow. Ken Magdaleno was named the Higher Education Teacher of the Year by the Association of Mexican American Educators. Don Wise was Professor of Education of the Year for ACSA Region XI.

External Grants: The total for funded external grants so far this year in KSOEHD is **\$2,640,587**. Some much larger, multiple year grants were funded but only the dollars collected this year count in the total. Carol Rankin received three Rehabilitation Counseling grants totaling \$400,000. Carol Fry Bohlin totaled over \$300,000 in support of the Math and Science Teacher Initiative. Rich Firpo received \$275,000 to support the teacher intern project. Steven Hart partnered in a \$250,000 grant from the CA Department of Education. Colleen Torgerson received \$18,000 to support Linked Learning Efforts. Joanne McKay receive \$60,000 from the California Writing Project.

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* offered a continual stream of professional development, networks, conferences, and other training to educational leaders working to close the achievement gap. *Mediator Mentors* offered peer mediation and conflict resolution training and service in 68 area schools. The Rehabilitation Counseling program operated 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* worked in four districts and produced the highest evaluated elementary teachers in the state. 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.

Literate Voices, a writing project for at-risk high school students has published 4 anthologies of students' work in the past 5-years. Kremen operates two, wholly on-line, masters programs, the Master of Arts in Teaching and the Master of Arts in Reading.

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.

The Kremen School held its 10th *Annual Cesar Chavez Conference* on education and social justice and its 29th annual Character and Civic Education Conference. Fresno State hosted the national convening of universities and faculty involved in the *Carnegie Project for the Education Doctorate*. The Center for Leadership, Equity and Research (CLEAR), founded and led by Professor Ken Magdaleno, held its first Mentoring Summit.

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. Chris Lucey puts in 800 hours/year at Fresno Family Counseling but still volunteers as a Boy Scout Leader and is liaison to the California Board of Behavioral Sciences. Otto Benavides is Past President of the International Council for Educational Media and Chair of the International Student Media Festival. Otto, Jeanie Behrend Carol Bohlin, and Paul Beare are all on the Boards and/or work with various charter schools. Song Lee is the Advisor for the Hmong Student Association, Southeast Asian Teachers Association, and Chi Sigma Phi. She also is board member and/or consultant for four community organizations. Carol Rankin is a board member for the Resources for Independence and the Spirit of Woman Centers.

Marinn Pierce is a supervisor at the Marjorie Mason Center and with Probation and Parole. Malik Raheem is President of the Black Faculty and Staff Association. Glenn DeVoogd is President of the California Professors of Reading; Don Wise is Pon the executive of the CA Association of Professors of Educational Administration and is advisor to the Student ACSA chapter. Kathryn Biacindo volunteers with the Cave Research Foundation, and the National Park Service. Carol Fry Bohlin is the web site designer and writier for the CA association of Mathematics Teacher Educators. Ken Magdaleno is the Executive Director of the Center for Leadership, Equity, and Research. Walt Buster is a member of the California Endowment Board. Lisa Nyberg is on the Board of the National Science Teachers Association and the Association for Science Teacher Education.

Juan Carolos Gonzalez volunteered with a dozen different groups this year, Jason Immekus serves on the boards of the J. E. Fehsenfeld Family Foundation and the Center for Leadership Family Foundation. Imelda Basurto is Treasurer of the CA Professors of Reading and on the Board of the Arne Nixon Storytelling Guild. Steven Hart is on the board of the CLEAR and the Kepler Neighborhood Charter School.

Unduplicated Publications List

- Bathina, J.** (2013). "From Slumdog to Humanitarian: Combining Literacy with Purpose. *Journal of Adolescent and Adult Literacy* (in press).
- Bathina, J.** (2013). From 'Slumdog' to humanitarian: Educating orphans to save the world. *International Journal of Children's Spirituality*. DOI: 10.1080/1364436X.2013.771117.
- Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R.** (2013). Surveys of teacher education graduates and their principals: The value of the data for program improvement. *Teacher Education Quarterly* (accepted May 10, 2013).
- 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*, 39(4), 55-74.
- 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(1), 159-173.
- Bohlin, C.F.** (2012). Teacher leadership development as a critical component of systemic reform: The San Joaquin Valley Mathematics Project. *Journal of the California Mathematics Project*, 5, 9-30.

- Boston, Q., Bynum, F., Vaughn, S., **Pitt, J. S.**, Smith-Augustine, S., & Waldrum, S. G. (2012). Chronic disability and women of color: Implications for rehabilitation professionals. *Rehabilitation Counselors and Educators Associations' Journal*, 6(1), 92-102
- Chiero, R., Tracz, S., Torgerson, C., Marshall, J., & Beare, P.** (2012). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*, 34, 368-380.
- González, J. C., & Immekus, J.** (2013, In press). Experiences of Central California Latino male youth: Recollecting despair and success in barrios and schools. *Diaspora, Indigenous, and Minority Education*, 7(3).
- 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. Available: <https://libjournal.uncg.edu/ojs/index.php/ijcp/article/viewFile/305/265>.
- Ketterlin-Geller, L. R., **Jamgochian, E. M.**, Nelson-Walker, N. J., & Geller, J. (2012). Disentangling mathematics target and access skills: Implications for accommodations assignment practices. *Learning Disabilities Research and Practice*, 27(4), 178-188.
- Lam, S.K.Y., Tracz, S., & Lucey, C.** (2012). Age, gender, and ethnicity of counselor trainees and corresponding counseling self-efficacy: Research findings and implications for counselor educators. *International Journal for the Advancement of Counselling*, DOI:10.1007/s10447-012-9175-3.
- Nelson, F. L., & Sadler, T. D.** (2013). A third space for reflection by teacher educators: A heuristic for understanding orientations to and components of reflection. *Reflective Practice* 14 (1), 43-57.
- Leininger, L. J., Harris, D., **Tracz, S., & Marshall, J. E.** (2013). Differences in Physical Activity Participation between University Employees With and Without a Worksite Health Promotion Program. *Californian Journal of Health Promotion*, 11(1), 67-75.
- Lucey, C., & Lam, S.** (2012). Predicting suicide risks among outpatient adolescents using the Family Environment Scale: Implications for practice and research. *International Journal for the Advancement of Counseling*, 34(2),107-117.
- Marshall, J. E., Beare, P. L., & Newell, P.** (2012). U.S. Department of education teacher education reform: How does your program rate? *Educational Renaissance*, 1, 3-10.
- McGough, J. & **Nyberg, L.** (2013). Making connections through conversations. *Science and Children*, 50 (6), 42-46.
- McGough, J. & **Nyberg, L.** (2013). Strong STEMS need strong sprouts! *Science and Children*, 50 (5), 27-33.
- Portillos, E. L., **González, J. C.**, & Peguero, A. A. (2012). Crime control strategies in school: Chicanas'/os' perceptions and criminalization. *The Urban Review*, 44(2), 171-188. DOI: 10.1007/s11256-011-0192-z.
- Tanner, D.E.** and Andrews, D. (2012). Technology as a vehicle for education reform. *International Journal of Information and Education Technology*, 2, 415-41
- Shen, H. (2013). New idea and new approach: Introduce universal design of learning, *Shanghai Special Education* in press.
- Shen, H. (2013). Universal design of learning: What is new? *Shanghai Special Education* in press.

- Xiong, S., & **Lam, S.K.Y.** (2012). Factors affecting the success of Hmong college students in America. *British Journal of Guidance & Counseling*, (41), 132-144.
DOI:10.1080/03069885.2012.713909.
- Weir, K., Lee, S.,** et al. (in press). Whole Family Theraplay: Integrating Family Systems Theory and Theraplay® to Treat Adoptive Families. *Adoption Quarterly*.
- Wenrick, M., Behrend, J. L.,** & Mohs, L. C. (2013). A pathway for mathematical practices. *Teaching Children Mathematics*, 19(6), 354-362.
- Wise, D., **Benavides, O.** & Destarac, M. (February 2013) Using video conferencing for international teaching: A case study linking the US to Central America. *TechTrends, AECT/Springer*.
- Woods, S. & **Hauser, L.** (2013). University preparation of k-12 social justice school leaders: Examination of intended, implemented and assessed Curriculum. *Educational Leadership and Administration: Teaching and Program Development*, 24.

Books

- Tanner, D.E.** & Youssef-Morgan, C.M. (2013). *Statistics for managers*. San Diego: Bridgepoint Education, Inc.
- Bathina, J.** (Ed). (2012). *Ninos de Oro: Cutler Orosi Chronicles*. San Francisco: Literate Voices.
- Moreira, A., **Benavides, O.** & Mendes, A. (2013) *Media in education results from the 2011ICEM and SIIE joint conference*. Springer: London.

Book Chapters

- Akhavan, N.** (at press). Teaching long-term English learners to write in content areas: The application of dynamic and supportive instruction. In K.Pytash, R.Ferdig & T. Rasinski (Eds.), "*Preparing teachers to teach writing using technology*. ETC Press.
- Brown-Welty, S.,** Brogan, A., & **Harmon, T.** (2013). In Their Own Voice: Changed Educational Leaders Leading Educational Change. In J. A. Perry & D.L. Carlson (Eds.), *In their own words: A journey to the stewardship of the practice in education* (pp. 89 – 106). Charlotte, NC: Information Age Publishing, Inc.
- Faughn, A., & **Bohlin, C.F.** (2012). Empowering mathematics teachers through a graduate mathematics program and increased leadership opportunities. In California Mathematics Project. *Mathematics Teacher Retention* (pp. 149-157). Los Angeles, CA. Available online at <https://docs.google.com/file/d/0B-R57vCsTjJ6N045VkYzVnNnWUU/edit?pli=1>
- González, J. C.,** & Portillos, E. (2013). Chicanos teaching social justice in higher education / Chicanos enseñando justicia social en la universidad: Experiences at predominately White and Hispanic serving institutions. In P. G. Boyer & D. J. Davis (Eds.), *Social justice issues and racism in the college classroom: Perspectives from different voices (International Perspectives on Higher Education Research, Volume 8)*, pp. 85-111). Cambridge, MA: Emerald Group Publishing Inc. Doi: 10.1108/S1479-3628(2013)0000008009.
- González, J. C.,** & Ryujin, K. (2013). Of color beyond Black and White. In S. Thompson (Ed.), *Views from the frontline: Voices of conscience on college campuses* (pp. 19-40). Champaign, IL: Common Ground Publishing.
- González, J. C.,** Vaquera, G., Bejarano, C., & Portillos, E. L. (2012). Un camino solitario! / A lonely road!: Chicana/o faculty storytelling and counter-storytelling in academia. In B. Gastic, & R. R. Verdugo (Eds.), *The education of the Hispanic population: Selected essays*. (pp. 255-270). Charlotte, NC: Information Age Publishing.

- 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. & 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). Publisher: American Counseling Association. ISBN: 978-1-55620-313-8
- Moreira, A., **Benavides, O.** & Mendes, A. (2013) *Media in education results from the 2011 ICEM and SIIE joint conference*. Springer: London.
- Saez, L., **Jamgochian, E. M.**, Tindal, G. (2013). Accommodating Special Needs for Large-Scale Assessments. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Improving large-scale assessment in education: Theory, issues, and Practice*. New York: Routledge.
- Sheperis, C. J., & **Pierce, L. M.** (in press). Forensic mental health counseling. *Clinical Mental Health Counseling: Fundamentals of Applied Practice* (Sheperis & Sheperis, Eds). Upper Saddle River, NJ: Pearson.

Technical Reports

- Lomeli, J.** (2012). *Realizing Potentials Migrant High School Youth Leadership Institute*. Evaluation Report, Kern County Office of Education, California Department of Education.
- Lomeli, J.** (2012). *Realizing Potentials Migrant Middle School Youth Leadership Institute*. Evaluation Report. San Joaquin County Office of Education, California Department of Education.
- Lomeli, J. & Price, S.** (2012). *Evaluation of academic gains of Fresno County Office of Education students*. Evaluation Report. Fresno County Office of Education, Migrant Education Fresno, CA.

Reviews

- Tanner, D.E.** (2013). [Review of the book *Learning the hard way: Masculinity, place, and the gender gap in education*]. *Choice: Current Reviews for Colleges and Libraries*, 50, May.
- Tanner, D.E.** (2012). [Review of the book *Narrowing the achievement gap: perspectives and strategies for challenging times*]. *Choice: Current Reviews for Colleges and Libraries*, 49, October.

Unduplicated List – National/International Conference Presentations

- Akhavan, N.** “Content Based Units of Study.” Staff Development on Unit Planning, PS 120 Brooklyn, NY. April 6, 2013. Workshop Presentation.
- Akhavan, N.** “Meeting students’ needs through a standards based focus.” Nebraska State Reading Conference. Nebraska State Reading Association. Kearney, NE. February 22, 2013. Featured Speaker.
- Akhavan, N.** “Accelerated vocabulary instruction: The key to helping English language learners.” Nebraska State Reading Conference. Nebraska State Reading Association. Kearney, NE. February 22, 2013. Featured Speaker.
- Akhavan, N.** “Phonics and the common core: Helping students to read well in order to read closely.” Phonics Special Interest Group, International Reading Association. San Antonio, TX. April 27, 2013. Speaker.

- Akhavan, N.** “The effects of coaching on teacher efficacy, individual academic optimism, and student achievement.” Annual Convention, National Council of Teachers of English. Las Vegas, NV. November 17, 2012. Research Roundtable Presentation.
- Akhavan, N.** “Keys to fabulous vocabulary instruction.” Scholastic Mexico Professional Development Day. Mexico City, Mexico. September 22, 2012. Featured Speaker.
- Akhavan, N., & Tracz, S. M.** (2013, April). *The Effects of Coaching on Teacher Efficacy, Individual Academic Optimism, and Student Achievement.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bathina, J.** International Conference on Postcolonialism, Hyderabad, India. Jan 16-17, 2013. “Teaching Esperanza: California’s Immigrant Students and the House on Mango Street.”
- Bathina, J.** Edulearn 2012, Barcelona, Spain, July 2-4, 2012. “From Struggling Students to Published Authors: Building Literacy for Secondary Students through Personal Narrative and Personal Action Research.”
- Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Nyberg, L.** (February 28, 2013). *Assessing Partnership Effectiveness: Using K-12 Student Achievement, Value Added, Employer and Graduate Surveys, TPAs, and Qualitative Focus Groups.* American Association of Colleges for Teacher Education Annual Conference, Orlando, FL
- Behrend, J.** (2012, June). *Struggling students: Scaffolding through questioning.* Cognitively Guided Instruction Sixth Biennial National Conference, Little Rock, Arkansas.
- Behrend, J., & Bolton, L.** (2012, June). *CGI and state tests? Three third grade comparative studies.* Cognitively Guided Instruction Sixth Biennial National Conference, Little Rock, Arkansas.
- Benavides, O.** (2013 May) The use of mobile technologies in education. *Jornadas de Educación Móvil.* Universidad de la Rioja Logroño, Spain
- Benavides, O.** (2013 January) *The Development of technology throughout the centuries. A virtual presentation to faculty of several Latin American Universities.* Bogotá, Colombia
- Benavides, O.** (2012, December) *The use of mobile technologies in education. A presentation to faculty of four Spanish universities.* Universidad de La Rioja, Logroño, Spain
- Benavides, O.** (2012, October) *Lectio Inauguralis l Desafío de la educación Bilingüe en América Latina.* Universidad de Panamá, Ciudad de Panamá, Panamá
- Benavides, O.** (2012, October). Delivery of Electronic Education Programing for Higher Education in Latin America. Universidad de Panamá, Ciudad de Panamá, Panamá
- 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
- Boris, V.R.** (2012, October 1). *Transition to Common Core: Reinventing Collaboration.* Fall 2012 Joint Conference of TECSCU and TRG, The Proof of Effective Partnerships: Educators Meeting the Challenges and Opportunities of the 21st Century. Arlington, Virginia
- Brown-Welty, S.** (2012, November). *Dissertations in Practice: Doctoral Dissertation Studies that Address Regional Educational Problems of Practice.* Paper presented at the Annual Conference of the UCEA in Denver, CO.
- Clarke, P. B., & **Pierce, L. M.** (April 2013) *Bibliotherapy: Using movies, TV shows, and music in counseling to facilitate client change.* Chi Sigma Iota International Webinar.

- DeVoogd, G.** (2012, October). Teachers' Implementation of Multiple Voices in Social Studies Instruction. Presented at the National Social Science Association Annual Professional Development Conference, Albuquerque, NM.
- González, J. C., & Gonzalez, L., Morris, S., & Ruiz, A.** (2013, Apr 27). *The Latino male college choice in central California: A qualitative study of high school seniors*. San Francisco, CA: Annual Conference of the American Educational Research Association.
- González, J. C., & Immekus, J.** (2013, Jan 6). *Central California Latino males: Community leaders recounting youth challenges*. Honolulu, HI: Hawaii International Conference on Education.
- Gonzalez, S., Immekus, J. C., & Kelley, B.** (2013, March). *School-wide PBS in California: Past, present, and future*. Paper to be presented at the 10th International Conference on Positive Behavior Support, San Diego, CA.
- González, J. C., & Rico, S.** (2012, Nov 14-17). *Dreaming for a higher education: The challenges of Latina/o AB540 college students in Central California*. Las Vegas, NV: 37th Annual Conference of the Association for the Study of Higher Education.
- Hart, S.** (2013, April). *STEM preservice teachers developing disciplinary literacy pedagogy*. Poster presented at annual American Educational Research Association Conference, San Francisco, CA.
- Hart, S.** (2013, April). *Future NOW: Preparing Students for College, Career & Citizenship*. Keynote address. Tenth annual University North Carolina-Charlotte Advancing Literacy for All Conference, Charlotte, NC.
- Hart, S.** (2012, December). *Disciplinary literacy pedagogy development of STEM preservice teachers*. Paper presented at annual Literacy Research Association Conference, San Diego, CA.
- Hart, S.** (2012, November). Service-learning: Linking college & career readiness (aka The Common Core) with civic engagement. *Youth Engagement*. Workshop conducted from Wright State University, Dayton, OH.
- Hauser, L. & Mosley, A.** (2013, April 28). *Middle School Teacher Leader Preparedness to Execute Primary Functions of the Teacher Leader Model Standards*. 2013 AERA Annual Meeting, Education and Poverty: Theory, Research, Policy, and Praxis. San Francisco, CA. *Peer Reviewed*.
- Hauser, L. & Woods, S.** (2013, April 27). *University Preparation of K-12 Social Justice School Leaders: Examination of Intended, Implemented, and Assessed Curriculum*. 2013 AERA Annual Meeting, Education and Poverty: Theory, Research, Policy, and Praxis. San Francisco, CA. *Peer Reviewed*.
- Hauser, L. & Darrow, R.** (2012, July 26). *Google Hangouts Enhance Online Doctorate Community*. 5th Annual International Symposium: Emerging Technologies for Online Learning. Las Vegas, Nevada. *Peer Reviewed*.
- Immekus, J. C.** (2013, May). *The predictive validity of interim assessment scores based on the full-information bifactor model for the prediction of end-of-grade test performance*. Paper presented the annual American Educational Research Association conference, San Francisco, CA.
- Immekus, J. C., & Alamillo, L.** (2013, May). *The use of multiple measures to examine pre-service teachers' cultural responsive beliefs and practices in a teacher education program*. Poster presented at the annual American Educational Research Association Conference, San Francisco, CA.

- Karsevar, K., & **Brown-Welty, S.** (2013, April). *Fundraising Practices of Leadership of the University of California, The California State university, and California Private Universities*. Paper presented at the Annual Conferences of AERA in San Francisco, CA.
- Koligian, S., & **Tracz, S. M.** (2013, May) *The Effects of Fiscal and Human Capital on Student Achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Kralowec, C., **Immekus, J. C., & Lane-Garon, P.** (2013, May). *Predicting end-of-grade achievement based on social-emotional learning and competency beliefs among elementary and middle school students*. Paper presented at the annual American Educational Research Association conference, San Francisco, CA.
- Lau, J.** (2012, November). *An Ecological Approach to Assessing the Training Environment of Counselor Education Programs*. Education session presented at the 2012 Western Association for Counselor Education and Supervision (WACES) conference. Portland, OR.
- Lam, S.** (2013, March). *Chickering's psychosocial development theory on students in higher education*. Presented at the Wuhan University of Geosciences, Wuhan, China
- Lam, S.** (2012, July). *Equipping teachers in guidance and counseling*. Presented at the First International Conference on School Guidance in the Chinese Communities, Hong Kong
- Lam, S.** (2012, August). *Contemporary family and counseling*. Presented at the Doctoral Program of the Chinese Witness Theological Seminary, San Jose, CA
- Lee, S. & Xiong, S.** (2013). *Life of Hmong American Elders in the New Millennium*. Hmong National Development Conference, Fresno, CA.
- Lee, S. & Valencia, A.** (2013). *Meta-synthesis of Studies on the Hmong Americans and their Mental Health*. Hmong National Development Conference, Fresno, CA.
- Marshall, J., & Beare, P.** (March 1, 2011). American Association of Colleges for Teacher Education Annual Conference. "The Renaissance Group: Educational Renaissance Journal." Orlando, FL
- Marquez, B., & **Lau, J.** (2013, May). *Career Counseling Collaboration*. Education Session presented at the 10th Annual Action Research Conference, San Diego, CA.
- McCarthy, M. S., Harris, D., & **Tracz, S. M.** (2013, May). *Academic and Nursing Aptitude and the NCLEX-RN (National Council Licensure Examination-Registered Nurse)*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- McLaughlin, M. & **DeVoogd, G.** (2013, April). *Research into practice: What's new in language arts research? Looking inside 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, San Antonio, TX.
- Nyberg, L.** *Strong STEMS Need Strong Sprouts!* National Science Teachers Association: San Antonio, TX, April 2013.
- Nyberg, L.** *Presidential Awardee: Multigenre Science Research*. National Science Teachers Association: San Antonio, TX, April 2013.
- Pierce, L. M., & Spurgeon, S.** (March 2013). *Wellness, spirituality, and personal dispositions of practicing counselors: Implications for practice*. American Counseling Association. Cincinnati, Ohio.

- Pierce, L. M., & Fenton, A.** (June 2012). *The spiritual experiences of individuals with autism*. Association for Spiritual, Ethical, and Religious Values in Counseling Bi-Annual Conference. Santa Fe, New Mexico.
- Pitt, J. S.** (2013, April). *Promoting multicultural competence using service learning pedagogy: What we learned along the way*. Poster presentation at the Faculty Women of Color in the Academy National Conference: Issues of Politics and Scholarship at the University of Illinois at Urbana-Champaign, Urbana, IL.
- Pitt, J. S., McLaurin, L., Shannon, C. D., & Conroe, G.** (2012, July). *Exposing the “real” of cultural competence: A reality check before it’s too late*. Presentation at the 19th Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Little Rock, Arkansas.
- Pitt, J. S.** (2013, April). *Identifying and working with a mentor*. Presentation at the 13th Annual National Rehabilitation Educators Conference at San Francisco, CA.
- Raheem, M.** (2013). *Ethnic Identity Development and Counselor Educators Ability to Recognize Racial Microaggressions*. American Counseling Association, Cincinnati, OH.
- Raheem, M.** (2012). *Investigating the Relationship of Ethnic Identity Development and Comfort and Competence of Counselor Educators in addressing Multicultural Issues*. Western Association of Counselor Educators and Supervisors, Portland, OR.
- Rodriguez, C., & **Tracz, S. M.** (2013, April). *High School Students' Perceptions of Distributive, Procedural, and Interactional Justice: An Exploratory Study of Justice With Correlates of Counterproductive and Withdrawal Behaviors*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Tanner, D.E.** (2013) *The dynamics of groups and education reform*. The Oxford Education Research Symposium. 19 March, 2013, Oxford University, U.K.
- Torgerson, C., Macy, S., Nyberg, L., & Huerta, T.** American Farm School (October 2012). “STEM and Problem-based Learning” Thessaloniki, Greece
- Tracz, S. M.** (2012, October). Effectiveness of teacher education programs: A descriptive aggregation of supervisors’ ratings of teachers. Paper presented at the annual joint meeting of the Teacher Education Council of State Colleges and Universities and the Renaissance Group, Arlington, VA.
- Tracz, S. M.** (2013, February). *The Preparation of Educators, an All-Campus Responsibility: Supervisor ratings of teachers*. Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, Orlando, FL.
- Turner, C. S. V., & **González, J. C.** (2013, Apr 28). *From poverty to the professoriate: Mentoring and the development of scholars of color*. San Francisco, CA: Annual Conference of the American Educational Research Association.
- Turner, C. S. V., & **González, J. C.** (2012, Oct 11-13, Invited). *Faculty women of color: The critical nexus of race and gender*. Minneapolis, MN: 4th World Conference on Remedies to Racial and Ethnic Economic Inequality
- Westerhof, J., **Hart, S., & Mullooly, J.** (2012, June). *National civic minor in urban education project: Five new models that integrate service learning with public policy coursework*. Workshop presented at annual American Democracy Project Conference, San Antonio, TX.
- Whitman, K., & **González, J. C.** (2012, Nov 14-17). *Former foster youth in higher education: A qualitative study of their academic successes and challenges*. Las Vegas, NV: 37th Annual Conference of the Association for the Study of Higher Education.

- Williams, T. M., & **Tracz, S. M.** (2013, April). *Schooling Experiences of Central California Indian People Across Generations*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Wilson, K. B., **Pitt, J. S.**, & Gines, J. (2012, July). *What Are We Missing: Are the Multicultural Counseling Competencies Challenging Professionals Who Work With People With Disabilities?* Presentation at the 19th Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Little Rock, Arkansas.
- Wise, D.** (2013, March). *Acompañamiento Escolar: Informe de Progreso* (School Coaching: Progress Report). Presentation to the four vice-ministers of Education of Guatemala. Guatemala City, Guatemala. March 22.
- Wise, D.** (2013, March). *Acompañamiento Escolar para el Docente Novicio: Procesos y Técnicas* (Coaching for the New Teacher: Processes and Techniques). Benjamin Bloom Invited Lecture to approximately 400 elementary teachers, directors, and officials of the Ministry of Education, San Marcos, Guatemala. March 20.
- Wise, D.** (2013, March). *Evaluación y Refuerzo de un Plan para Mejorar la Enseñanza y el Liderazgo en los Centros Educativos* (Evaluation and Refinement of a Plan to Improve Teaching and Leadership in Schools). Two one-day workshops to Ministry of Education officials and school directors in Totonicapán (March 19) and San Marcos, Guatemala (March 21).
- Wise, D.** (2012, November). *Un Plan para Mejorar la Enseñanza y el Liderazgo en los Centros Educativos* (A Plan to Improve Teaching and Leadership in Schools). Two-day workshop to Ministry of Education officials and school directors in San Marcos, Guatemala. November 15 and 16.
- Wise, D.** (2012, November). *Un Plan para Mejorar la Enseñanza y el Liderazgo en los Centros Educativos* (A Plan to Improve Teaching and Leadership in Schools). Two-day workshop to Ministry of Education officials and school directors in Totonicapán, Guatemala. November 13 and 14.
- Wise, D.** (2012, November). *Planeación para el Éxito* (Planning for Success). Interactive video presentation between four sites in Guatemala (Totonicapán, Guatemala City, Jalapa, and Chiquimula) with Master's Degree students. November 12.
- Wise, D.** (2012, November 12). *SINAE: Impulsando el Progreso de la Educación* (SINAE: Strengthening Educational Progress). Half-day presentation to Ministry of Education officials from two states of Guatemala. Totonicapán, Guatemala. November 12.
- Wise, D.** (2012, July). *Coaching para el Liderazgo Educativo* (Coaching for Educational Leadership). One week Master's Degree course in Merida, Mexico at the Universidad Autónoma de Yucatán, Merida, Mexico. July 9-14.
- Wise, D.** (2012, June). *Liderazgo académico para el aprendizaje exitoso: Investigaciones recientes* (Academic leadership for successful learning: Recent research). Keynote presentation (Benjamin Bloom Invited Lecture) to over 250 students, teachers, and professors of the Universidad Panamericana in Totonicapán, Guatemala, June 16. Video available at <http://www.reaula.org/catedrasdebloom.php?setcat=17>
- Wise, D.** (2012, June). *Liderazgo para el Aprendizaje* (Leadership for Learning). Two day conference to over 40 instructional coaches and school directors. Totonicapán, Guatemala, June 14 and 15.
- Wise, D.** (2012, June). *El Liderazgo Educativo y Educación de Calidad* (Educational Leadership and Quality Education). Keynote presentation to officials of the Ministry of

Education in Guatemala, including the Minister of Education. Antigua, Guatemala, June 13.

Whyte, J., & Wise, D. (2013, April). Postsecondary Student Access and Success: An Examination of Price Elasticity of Demand for Underrepresented Students in the California State University. Poster session presentation and the annual conference of the American Educational Research Association (AERA) in San Francisco (April 28).

Unduplicated List – Regional Conference Presentations

Aguilar-Gaxiola, Sergio, MD, PhD and **Juan C Garcia, PhD**. (May 29, 2013). “*The Psychological and Physical Consequences of Human Trafficking: Linguistic and Cultural Considerations*” Central Valley Against Human Trafficking Conference, Hosted by Centro la Familia, Fresno CA

Biacindo, K. J. (2013, April). *Cyberbullying: Digital Literacy for Prevention, Detection, and Dealing Effectively With*. Paper presented at the 28th Annual Character Education Conference, Fresno, CA.

Biacindo, K. J (2013, January). *Ridgewalking and dig report for Paradise Ridge grant proposal*. Report presented at the Cave Research Foundation Annual Meeting, Fresno, CA.

Biacindo, K. J (2012, November). *Service learning in the Native American community: Grant and fundraising opportunities*. Report presented to Sierra Seventh Lodge (a nonprofit organization), Fresno, CA.

Biacindo, K. J (2012, October). *Biosurveying in the Sequoia and King’s canyon karst System*. Report presented at the monthly meeting of the San Joaquin Valley Grotto, Fresno, CA

Blohm, C., Delgado, C., Leon, J., & **Hart, S.** (2013, April). *Addressing the Common Core through Service-Learning*. Workshop presented at annual Conference on Character and Civic Education, Fresno, CA

Bohlin, C.F. (2012, Nov. 13). *STEM: Supporting & promoting the K-18 STEM pipeline*. Provost’s Leadership Team Meeting, Fresno, CA.

Bohlin, C.F., Nunna, R., & Zoghi, M. (2012, August 14). *Innovation in STEM*. Provost’s Leadership Team Retreat, Fresno, CA.

Bohlin, C.F., & Williams, D. (2013, February 8). *Interdisciplinary partnerships. CSU Next Generation Science Standards for K-6 Teachers*. WestEd Webinar. Available at www.schoolsmovingup.net/cs/smu/view/e/5307 and <http://youtu.be/2hs0rZGKXII>

Bohlin, C.F., Williams, D., & Papavasiliou, N. (2013, March 1). *STEMulating opportunities for Liberal Studies students at Fresno State*. 13th Annual Fresno State/Community College Liberal Studies Conference. California State University, Fresno.

Bohlin, C.F. (2013, Feb. 7). *Welcome to MATHCOUNTS students and coaches; STEM careers and Fresno State's programs*. MATHCOUNTS Chapter Competition.

Boris, V.R. (2013, March 21). *Writing and Problem Solving in Mathematics: Grades 6 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 6 - 12 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California’s Common Core State Standards. Session emphasized extended written responses. Third of three sessions.

Boris, V.R. (2013, March 21). *Implementing Common Core Standards for Speaking and Listening: Grades 6 - 12*. Sanger, California: Sanger Unified District Office. A half-

- day workshop for administrators and teachers of grades 6 -12 presenting lesson design and applications of California's Common Core State Standards for speaking and listening.
- Boris, V.R.** (2013, March 14). *Writing and Problem Solving in Mathematics: Grades 3 - 5*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 5 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards. Session emphasized extended written responses. Third of three sessions.
- Boris, V.R.** (2013, March 14). *Implementing Common Core Standards for Speaking and Listening: Grades 3 - 5*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 5 presenting lesson design and applications of California's Common Core State Standards for speaking and listening.
- Boris, V.R.** (2013, March 7). *Writing and Problem Solving in Mathematics: Grades K – 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards. Session emphasized extended written responses. Third of three sessions.
- Boris, V.R.** (2013, March 7). *Implementing Common Core Standards for Speaking and Listening: Grades K – 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and applications of California's Common Core State Standards for speaking and listening.
- Boris, V.R.** (2013, February 28). *Integrating Common Core Literacy Standards in Science and Social Studies: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A full-day workshop for administrators and teachers of science and social studies grades 7 - 12 presenting CaCCSS literacy standards and guide best practice in lesson design. Second of two sessions.
- Boris, V.R.** & Cloud, H. (2013, February 19). *Lesson Study in Mathematics*. Sanger, CA: Sanger Unified School District Office. A full day workshop for two grade level teacher leaders, grades 2 – 9, addressing the CACCSS Principles of Mathematical Practice and lesson design. Second of two sessions.
- Boris, V.R.** (2013, February 15). *Educational Course Redesign and the Common Core Standards, Mathematics*. Fresno, CA: Fresno State University. Opening session of Kremen SOEHD faculty workshop. Presentation content addressed emerging assessment and student task paradigms.
- Boris, V.R.** (2013, February 1). *Educational Course Redesign and the Common Core Standards, English Language Arts*. Fresno, CA: Fresno State University. Opening session of Kremen SOEHD faculty workshop. Presentation content addressed emerging assessment and student task paradigms.
- Boris, V.R.** (2013, January 31). *Integrating Common Core Literacy Standards in Science and Social Studies: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A full-day workshop for administrators and teachers of science and social studies grades 7 - 12 presenting CaCCSS literacy standards and guide best practice in lesson design. First of two sessions.
- Boris, V.R.** (2013, January 20). *Problem Solving in Mathematics: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 7 - 12 presenting lesson design and grade appropriate problem solving

- using Standards of Mathematics Practice, California's Common Core State Standards. Second of three sessions.
- Boris, V.R.** (2013, January 20). *Higher Order Questioning Techniques and the Common Core: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 7 - 12 presenting lesson design and applications of higher order questions to raise cognitive rigor and prepare for California's Common Core State Standards.
- Boris, V.R.** (2013, January 16). *Rural Network Workshop on California's Common Core Standards in English Language Arts*. Fresno, CA: Fresno State University. A full day workshop for administrators and lead teachers from Central Valley Educational Leadership Institute's Rural Network addressing the instructional leadership issues associated with the implementation of California's Common Core State Standards.
- Boris, V.R.** (2013, January 13). *Problem Solving in Mathematics: Grades 3 - 6*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 6 presenting lesson design and grade appropriate problem solving using Standards of Mathematics Practice, California's Common Core State Standards. Second of three sessions.
- Boris, V.R.** (2013, January 13). *Higher Order Questioning Techniques and the Common Core: Grades 3 - 6*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 6 presenting lesson design and applications of higher order questions to raise cognitive rigor and prepare for California's Common Core State Standards.
- Boris, V.R.** (2013, January 6). *Problem Solving in Mathematics: Grades K - 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and grade appropriate problem solving using Standards of Mathematics Practice, California's Common Core State Standards. Second of three sessions.
- Boris, V.R.** (2013, January 6). *Higher Order Questioning Techniques and the Common Core: Grades K - 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and applications of higher order questions to raise cognitive rigor and prepare for California's Common Core State Standards.
- Boris, V.R.** (2012, December 6). *Posing Higher Cognitive Questions in Fifth Grade Social Studies Lessons*. Clovis, CA: Clovis Unified School District. Fresno County Teaching American History Grant, Fifth Grade Cohort. A two-hour interactive session demonstrating instructional strategies to integrate higher order thinking questions and non-fiction text in fifth grade social studies lessons.
- Boris, V.R.** (2012, November 2). *Drive: Theory Y Motivation*. Central Valley Educational Leadership Institute's Middle Leaders Project Session. Fresno, CA: Fresno State University. A two-hour interactive session for certificated and classified middle managers on Daniel Pink's Drive and applying Theory Y when motivating employees.
- Boris, V.R.** (2012, November 1). *Problem Solving in Mathematics: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 7 - 12 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards.

- Boris, V.R.** (2012, November 1). *Thinking Tools for the Common Core: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 7 - 12 presenting lesson design and applications of common, articulated graphic organizers to raise cognitive rigor and prepare for California's Common Core State Standards.
- Boris, V.R.** (2012, October 18). *Integrating Common Core Literacy Standards in Fifth Grade Social Studies Lessons*. Clovis, CA: Clovis Unified School District. Fresno County Teaching American History Grant, Fifth Grade Cohort. A two-hour interactive session demonstrating instructional strategies to integrate higher order thinking skills and non-fiction text in fifth grade social studies lessons.
- Boris, V.R.** (2012, October 18). *Problem Solving in Mathematics: Grades 3 - 6*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 6 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards.
- Boris, V.R.** (2012, October 18). *Thinking Tools for the Common Core: Grades 3 - 6*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 6 presenting lesson design and applications of common, articulated graphic organizers to raise cognitive rigor and prepare for California's Common Core State Standards.
- Boris, V.R.** (2012, October 12). *Building Teams*. Central Valley Educational Leadership Institute's Middle Leaders Project Session. Fresno, CA: Fresno State University. A two-hour interactive session for certificated and classified middle managers presenting attributes of effective teams and team leaders.
- Boris, V.R.** (2012, October 11). *Problem Solving in Mathematics: Grades K – 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards. First of three sessions.
- Boris, V.R.** (2012, October 11). *Thinking Tools for the Common Core: Grades K – 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and applications of common, articulated graphic organizers to raise cognitive rigor and prepare for California's Common Core State Standards.
- Boris, V.R.** (2012, September 27). *Implementing a High Utility Academic Vocabulary Program for Kindergarten Through Grade Two*. Firebaugh, CA: Bailey Elementary School. Half- day workshop for certificated faculty and administration at Bailey Elementary School addressing the attributes and implementation of a school-wide academic vocabulary program.
- Boris, V.R.** (2012, September 27). *Implementing a High Utility Academic Vocabulary Program for Grades Three Through Five*. Firebaugh, CA: A. E. Mills Intermediate School. Half- day workshop for certificated faculty and administration at A. E. Mills Intermediate School addressing the attributes and implementation of a school-wide academic vocabulary program.
- Boris, V.R.** (2012, September 20). *Implementing a High Utility Academic Vocabulary Program for Middle and High Schools*. Firebaugh, CA: Firebaugh Middle School. Full day

- workshop for middle and high school core and special education faculty addressing the attributes and implementation of a school-wide academic vocabulary program.
- Boris, V.R.** (2012, August 29). *Gearing Up for the Common Core: Ten Things District Leaders Should Do*. Fresno, CA: Fresno State University. Presentation to member superintendents of the Central Valley Educational Leadership Institute Rural Schools Network.
- Boris, V.R.** (2012, August 6). *First Time Best Instruction*. Clovis, CA: Clovis Unified School District. Keynote address to Clovis Unified School District Leadership Team at the District's annual Charge Conference.
- Boris V.R. & Akhavan, N.** (2012, November 7). *Responding to California's Common Core State Standards in English Language Arts and Mathematics*. Fresno, CA: Fresno State University. A three-hour interactive workshop for Kremen School of Education and Human Development faculty introducing California's Common Core Standards and facilitating faculty dialogue addressing the impact of CaCCSS on Kremen SOEHD course offerings.
- Boris, V.R., Baker, R. & Parra, D.** (2012, August 7). *Introducing California Common Core State Standards for Mathematics, Grades 7 - 12*. Clovis, CA: Clovis Unified School District. Break-out session presentation to Clovis Unified School District secondary principals, learning directors, program specialists and district staff for curriculum and instruction at the District's annual Charge Conference.
- Boris, V.R., Baker, R. & Parra, D.** (2012, August 6). *Introducing California Common Core State Standards for Mathematics, Grades K - 6*. Clovis, CA: Clovis Unified School District. Break-out session presentation to Clovis Unified School District elementary principals, guidance learning specialists, resource teachers and district staff for curriculum and instruction at the District's annual Charge Conference.
- Boris, V.R. & Cloud, H.** (2012, November 30). *Lesson Study in Mathematics*. Sanger, CA: Sanger Unified School District Office. A full day workshop for two grade level teacher leaders, grades 2 – 9, addressing the CACSS Principles of Mathematical Practice and lesson design. First of two sessions.
- Brady, M., **Bohlin, C.F., Nelson, F., & Tehrani, F.** (2013, May 10). *STEM for future elementary teachers*. STEM Learning in Action Conference, Fresno, CA.
- Caldwell, M., **González, J. C., & Espinoza, A.** (2013, Apr 16). *Diversifying the faculty at a Hispanic Serving Institution in California: Opportunities and challenges*. Minneapolis, MN: Keeping Our Faculty of Color Symposium. Presented by M. Caldwell & J. C. González.
- Chiero, R., & Flores, A.** (February 2013). *CalStateTEACH: Preparing Elementary Teachers Across California*. Presentation at Apple Education Briefing, Cupertino, CA.
- Delgado, A., Williams, D., **Bohlin, C.F., Angulo, E., Go, C., Cha, J., & Stimach, C.** (2012, October 10). *Student Physics*. KSEE 24 *Central Valley Today*, Fresno, CA.
- Dixon, K., Rooney, T., **Immekus, J. C., & Ayala, D.** (2012, November). *The implementation and evaluation of a performance based system in a rural California Central Valley District*. Presentation at the annual California Educational Research Association Conference, Monterey, CA.
- 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*.

- Garcia, Juan C.** (May 20, 2013). “*Cultural Aspects of Latino Mental Health Traditional Family Structure: Acculturation, Psychiatric Prevalence, and Cultural Healing*,” Holistic Cultural and Education Wellness Center, , Mental Health Services Act Project, Fresno CA
- González, J. C.** (2012, Aug 10). *Experiences of Central California Latino males: From barrios to community college*. Reedley, CA: Reedley College.
- Greenlaw, C., & **Immekus, J. C.** (2012, December). *Performance-Based Assessments*. Workshop conducted at Fresno County Office of Education, Fresno, CA.
- Hauser, L.** (2013, March 8). *Creating and Leading Culturally Sensitive and Proficient Workplaces: Districts, Departments and Schools*. CVELI Middle Leaders Development Program.
- Hauser, L.** (2012, December 5). *Effective meeting management to achieve results*. CSU Regional Leadership Development Program. Northridge, CA.
- Hauser, L.** (2012, November 2). *Effective meeting management to achieve results*. CVELI Middle Leaders Development Program.
- Hauser, L.** (2012, October 16). *Instructional Rounds: A Network Approach to Improving Teaching and Learning*. Northern IR Network, Planada, CA.
- Immekus J. C.** (2012, November). *The use of interim assessment total and sub-scale scores in educational practice and research*. Presentation at the annual California Educational Research Association, Monterey, CA.
- Jamgochian, E. M. & Stang, K. K.** (February, 2013). The Role of Guided Reflection in the Development of Education Specialists. Poster presented at the 21st Annual Pacific Coast Research Conference, San Diego, CA.
- Lee, S.** (2013). Importance of Education. Invited keynote speaker. Atwater, CA
- Lomeli, J. & Perez, A.** (2012). *Enhancing Self-Confidence and Internal Motivation*. 14th Annual Realizing Potentials Academic/Leadership Institute. Fish Camp, California. (Invited Conference/Workshops).
- Lomeli, J. & Perez, A.** (Aug. 2012 and May 2013). *Group Dynamics/Teambuilding*. Annual KSOEHD Doctoral Program Initial Meeting. Fish Camp, California (Invited Workshop).
- Lomeli, J. & Pham, K.** (Fall, 2012). *Co-Teaching*. 6 Training workshops, Central Valley Cooperating Teachers and Teacher Candidates. California State University, Fresno, KSOEHD, Fresno, California.
- Lomeli, J. & Pham, K.** (Spring, 2013). *Co-Teaching*. 6 Training workshops, Central Valley Cooperating Teachers and Teacher Candidates. California State University, Fresno, KSOEHD, Fresno, California.
- Lomeli, J. & Perez, A.** (2013). *Dreams of Success: Enhancing Academic Performance*. Preparation for Success in Content Standards, Burroughs and John Muir Elementary Schools, Fresno Unified School District, Fresno, California. (Invited Speaker-Conference).
- Macy, S.** *Comprehensive Lesson Plan Project Scoring Workshop*, KSOEHD, Spring 2013 & Fall 2012.
- Macy, S.** *Teaching Sample Project Review Workshop Series*, KSOEHD, Spring 2013 & Fall 2012.
- Macy, S.** *Backwards Mapping*, Viking Elementary School, Fresno, CA, January 31, 2013.
- Macy, S.** *Project Approach*, American Farm School, Thessaloniki, Greece, October 5, 12, 2012.
- Macy, S.** *Joyce M. Huggins Memorial Celebration*, Fresno, CA, Fall 2012

- Magdaleno, K.R.** (2013, March 1). *Inspiring Possibilities Through Mentoring*. Keynote Speaker, California State University, Fresno Liberal Arts Conference, Fresno, CA.
- Magdaleno, K.R.** (2012, December 1). *Improving Achievement Via Student Discipline Policy*. Panelist, California School Board Association Annual Education Conference, San Francisco, CA.
- Magdaleno, K.R.** (2012, October 18). *Educational Leadership Mentoring*. Center for Leadership, Equity, and Research First Annual Mentoring Summit, California State University Fresno, CA.
- Magdaleno, K.R.** (2012, October 12). *Now is the time*. Keynote speaker, California Association of Professors of Educational Administration, "Equity and Excellence: Leading Change in Educational Policy," Fall Conference, San Diego, CA.
- Magdaleno, K.R.** (2012, June 28). *Valuing Diversity and Culture*. Fresno State Summer Bridge Program, Fresno, CA.
- Magdaleno, K.R.** (2012, May 23). *Valuing Diversity and Culture*, Fresno State Staff Training and Recognition Day, Fresno, CA.
- Magdaleno, K.R.** (2012, May 23). *Promoting a Mentoring Culture*, Fresno State Staff Training and Recognition Day, Fresno, CA.
- Magdaleno, K.R.** (2012, May 17). *Mastery, Not Mystery: Addressing Issues of Race, Culture, and Equity in Education*, Workshop presenter, Total School Solutions, Ontario, CA.
- McKay, J.** (2013). *Seeing, Speaking, Writing Thinking: Using Visual Texts to Develop Written Language Skills*. New Perspectives through Illustrations and Visual Literacy Symposium, California State University, Fresno. (invited)
- McKay, J.** (2012). *Multigenre Reporting*. San Joaquin Valley Writing Project, California State University, Fresno. (invited)
- Nelson, F. L.** (2013, May). *What happened to inquiry in the NGSS?* Presentation at the STEM Learning in Action Conference, Fresno, CA.
- Nelson, F. L., Brady, M., Bohlin, C. F., & Tehrani, F. M.** (2013, April). *A STEM concentration in liberal studies at California State University, Fresno*. Presentation to the California State University, Fresno Liberal Studies Review Committee, Fresno, CA.
- Nelson, F. L., & Nelson, L.** (2013, March). *Hosting mix-it-up at lunch day: Creating inclusive school communities*. Presentation at the Cesar Chavez Conference on Literacy, Early Education & Education Policy, Fresno, CA.
- Nelson, F. L.** (2012, November). *Oh, the places I've been! A physics teacher's professional development journey*. Presentation at the Department of Physics Colloquium at California State University, Fresno, CA.
- Nelson, F. L.** (2012, November). *Master Teacher/University Supervisor Panel*. Professional Development Day for University Supervisors and Master Teachers, Fresno, CA.
- Nelson, F. L.** (2012, October). *Who's got the information? Revising our roles as teachers*. Presentation at the Fall Conference of the Central Valley Computer-Using Educators, Visalia, CA.
- Nelson, F. L.** (2012, October). *Whirlygig science with technology*. Presentation at the Fresno State Master Teacher Professional Development Workshop, Fresno, CA.
- Nyberg, L.** *Strong STEMS Need Strong Sprouts!* STEM Learning in Action Conference: Fresno, CA, May 2013. California State University, Fresno. Fresno, CA. February 27, 2013.

- Pham, K. and Lomeli, J.** (2013) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. February 20, 2013.
- Pham, K. and Lomeli, J.** (2013) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. February 13, 2013.
- Pham, K. and Lomeli, J.** (2013) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. February 9, 2013.
- Pham, K.** (2013) “Using SDAIE Strategies to Teach Mathematics to English Learner Students.” California League of Schools Technology Conference. Monterey, CA. January 11, 2013.
- Pham, K. and Lomeli, J.** (2013) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. January 9, 2013.
- Pham, K. and Lomeli, J.** (2012) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. September 28, 2012.
- Pham, K. and Lomeli, J.** (2012) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. September 20, 2012.
- Pham, K. and Lomeli, J.** (2012) “Co-Teaching Strategies and Communication Skills” Tulare Unified School District. Tulare, CA. September 15, 2012.
- Pham, K. and Lomeli, J.** (2012) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. September 13, 2012.
- Pham, K. and Lomeli, J.** (2012) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. August 30, 2012.
- Pham, K.** (2012) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. August 17, 2012.
- Postma, J., **Marshall, J.**, Tarjan, J., Bohlin, C.F., Keller, J., Kloock, C., & Marcum, B. (2013, May 10). *University reforms and partnerships advancing successful K-12 STEM education*. STEM Learning in Action Conference, Fresno, CA.
- Raheem, M.** (2013). *African American Mental Health: Microaggressions, Racial Cultural Identity Development and Healing*, Holistic Cultural and Education Wellness Center, Fresno, CA.
- Raheem, M.** (2013). *Ethnic Identity Development and Counselor Educators Ability to Recognize Racial Microaggressions*. Researchers and Critical Educators (R.A.C.E.) brown bag Lecture Series, Fresno, CA.
- Rankin, C. S.** (2012, May). *Dual disorders*. Presented to staff of Spirit of Woman, Fresno, CA.
- Rankin, C.S.** (2012, August). *What is motivational interviewing?* Presented to the Student Leadership Orientation for Health Promotion & Wellness at Fresno State: Student Health Services. Fresno, CA.
- Rankin, C.S.** (2012, Dec). *Motivational Interviewing*. Presented as an in-service to Student Health Center Staff, Fresno State, Fresno, CA.
- Rankin, C.S.** (2013, Feb). *Motivational Interviewing*. Presented for Fresno Center for Medical Education and Research Area Education Center Retention and Evaluation Activities. UCSF- Fresno, CA.
- Smith, H. D.** (2012). "Professional ethics and laws: A workshop for mental health practitioners." Fresno, CA; 09-15-2012)
- Smith, H. D.** (2013). “Child abuse assessment and reporting.” Fresno, CA; 03-16-2013.
- Torgerson, C.** (December, 2012). “Active Engagement Strategies” Fresno State: Syllabus Conference, Fresno, CA

- Torgerson, C.** STEM Learning in Action Conference. (May 2013). “Teacher Residency: Collaboration to Prepare 4-8th Grade Teachers with a Science and Mathematics Focus Fresno, CA
- Torgerson, C.** Fresno State Deans (April 2013). Common Core: Effects on Higher Education Fresno, CA
- Torgerson, C.** Rehabilitation Services. (March 2013). “Financial Literacy” Fresno, CA
- Torgerson, C.** Rehabilitation Services. (January 2014). “What not to do on the job” Fresno, CA
- Torgerson, C.** Rehabilitation Services. (December 2012). “Getting and Keeping a Job” Fresno, CA
- Torgerson, C.** Fresno State: Syllabus Conference. (December 2012). “Active Engagement Strategies” Fresno, CA
- Valadez, J., Dueck, J., & Bohlin, C.F.** (2012, October 18). *California STEM Summit*. KSEE 24 *Central Valley Today*, Fresno, CA.
- Valencia, A.** (2013, February). Keynote Address: Clovis West High School, Latino Student Success Conference, Clovis, CA.
- Valencia, A.** (2013, January). Keynote Address: Crestview Charter School, Graduation, Fresno City College, Fresno, CA.
- Valencia, A.** (2012). The Art and Science of Mentoring. CLEAR National Mentoring Conference, California State University, Fresno, CA

Kremen 2013-2014 Goals

Goal 1. Continue developments of partnerships for the preparation of professional educators. Implement the Teacher Residency with FUSD, continue multiple subject, single subject, and educational specialist partnerships with FUSD, Clovis, Sanger, and Central. Continue exploration of a south valley cohort for Linked Learning in Porterville. Continue cohorts for Educational Leadership.

Goal 2. Successfully complete the NCATE and CCTC accreditation visit.

Goal 3. Continue working with the new Kremen and University Development hierarchy.

Goal 4. Work to update the Center for Teacher Quality survey of graduates and employment supervisors.

Goal 5. Complete research pertaining to the movement for “selectivity” in teacher education admittance.

Goal 6. Move the Single Subject Program toward a Linked Learning focus.

Goal 7. Work to maintain diverse hiring practices in Kremen. This goal will include employment of at least one bi-lingual Spanish speaker in the Counseling program.

Goal 8. Successfully move Fresno Family Counseling to a safer and more suitable location.

Goal 9. Establish a Bi-lingual Dual Immersion preschool room in the Huggins Center.

Goal 10. Deal effectively with the proposed revised budget formula. The proposed formula counteracts most if not all of the Kremen actions to manage the budget the last 5 years thus it will be a challenge for the faculty and staff.

Goal 11. Promote the Pipeline to Teaching Project in alliance with Fresno Unified School District.

2012-2013 ANNUAL REPORT TO THE PROVOST
Kremen School of Education and Human Development
June 7, 2013

Assessment Appendices

ASSESSMENT

Department of Counselor Education and Rehabilitation

1. What learning outcomes did you assess this year?

For our Counseling Programs, we assessed content knowledge and practicum skills of graduate students in the three MS degree programs: Marriage and Family Therapy; K-12 school counseling; and, Student Affairs and College Counseling.

For Rehabilitation Program, we assessed the application of rehabilitation counseling principles knowledge, skills, and, attitudes. The Rehabilitation program also assessed for CORE accreditation reviews and Program Reviews.

2. What instruments did you use to assess them?

To assess the Counseling Programs, faculty utilizes the Comprehensive Examination and, the Clinical Review Protocol.

The Comprehensive Examination (CE) is one of the options for the culminating experience that is required for all Counseling students. The CE is offered in the fall and spring semesters. The CE a two-part exam. The first part is in a multiple-choice format, and, the second part is in an essay format.

The CE is announced at the beginning of every semester, and, interested students are invited to an orientation meeting. For students who attend the orientation meeting, they are offered an overview of the exam and the date that the exam is schedule. To be eligible to sit for the exam, students are required to have their Advancement to Candidacy either approved, or, under review. For students who pass the CE, they can move forward in the manner listed in their Advancement to Candidacy. For students who do not pass the CE, their progress towards graduation is delayed until they pass both sections of the exam. For 2012-2013 the CE was offered in fall and spring semester with the following student totals:

Fall 2012

- SACC – 10 students total - All students passed all sections
- K-12 – 4 students total – All passed multiple choice; 3 passed vignette
- MFCC – 29 students total – All passed multiple choice; 27 passed vignette
- 1 student only took vignette, 1 student only took multiple choice

Spring 2013

- SACC – 18 students total – 2 failed both sections, 2 failed multiple choice, 2 failed vignette (1 currently under appeal)
- K-12 – 7 students total – All passed multiple choice, 5 failed vignette
- MFCC – 18 students total; All passed all sections.
 - Two students only took vignette portion

The protocol for the Clinical Review includes 9 criteria items that are deemed essential for a successful counselor student. 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 suggests 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 for the 9 items.

The Clinical Review takes place every fall and spring semester and serves to review the clinical progress of all counseling students who are enrolled in COUN 208, Practicum in Counseling, a required course. Students are advised to enroll in COUN 208 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.

On October 19, 2012, the Clinical Review Committee met for the Fall 2012 semester:

- Approximately 47 students reviewed
- Seven faculty (full & part-time), Program Coordinator and Dept Chair attended
- Four additional meetings called regarding three students of concern
- October 30, November 6, November 13, and, November 20

On March 19, 2013, the Clinical Review Committee met for the Spring '13 semester

- Approximately 70 students reviewed
- Seven faculty (full & part-time), Program Coordinator and Dept Chair attended
- Two additional meetings called regarding three students of concern
- On, April 23, one student met with committee after which committee discussed progress of student
- Five faculty (full & part-time), Program Coordinator, Dept Chair attended
- May 14 student met with committee after which committee discussed progress of student; also discussed another student's progress at meeting
- Approximately five faculty (full & part-time), Program Coordinator, Department Chair attended

For Rehabilitation Program, we assessed the application of rehabilitation counseling principles knowledge, skills, and, attitudes. The Rehabilitation program also assessed for CORE accreditation reviews and Program Reviews using alumni survey.

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.

The comprehensive exam, which is required of all Rehabilitation students, was revised, as were the Student Outcomes Assessment Plans (SOAPs) for two rehabilitation courses.

3. What did you discover from these results?

For the Comprehensive Exam, we learned that the coordination of the CE process needs to be delegated to more than one faculty member. Particularly, we need to ask tenured faculty members to coordinate the CE, thereby allowing newer faculty members more time to work on their RTP plan. We learned that students who failed parts, or, all, of the exam need to be able to access their results in a faster and more direct fashion.

We also learned that for students who fail part or, all, of the CE, we should offer a make-up exam in summer for those students who were trying to graduate in spring semester. If we do not offer a make-up CE in summer, students wait 6 months before being able to take the exam again. Waiting 6 months can be a barrier to applying for employment, and/or, to apply for doctoral programs.

For Clinical Review process, the concerns with three students forced the Committee to focus on revising the language in the COUN 208 Student Handbook. In a few parts of the Handbook, the language was outdated, and, vague. One helpful issue that emerged was that letters sent to students were more helpful with they were written in greater detail with specific, and, if the student was required to complete assignments, that the language be in the letter be time-sensitive and specific.

In the Rehabilitation Program, the program's comprehensive exam was updated to reflect shifts in knowledge that is emphasized in the courses offered by the program. We learned that in order to keep the CE current and relevant, we need to schedule regular reviews of the language in the comprehensive exam.

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

Counseling will review the coordination of the Comprehensive Examination by tenured faculty.

Counseling will review our ability to offer a make-up exam in summer for students who failed parts, or, all, of the CE in the spring, and, who were originally scheduled to graduate in spring semester. All other students who failed the CE, will need to wait for fall semester to re-take the CE.

Counseling will offer revise the Clinical Review protocol and insert the revised protocol in the COUN 208 Student Handbook. The revised language will also be inserted in the COUN 208 course syllabus, in the General Catalog, on our website, on our hard copy advising

roadmaps, and, alert the Division of Graduate Studies, our Graduate Admissions Technician, and, our faculty.

In the Rehabilitation Program, the comprehensive examination was revised and will be under additional review in the 2013-2014 academic year. Both the objective section and the written sections are included in the review and revision. Rehabilitation will review the possibility of placing the exam on Blackboard.

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. Jean Behrend, 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. Jean Behrend, Coordinator

1. What learning outcomes did you assess this year?

- As a credential program we assess students performance related to the 13 state Teaching Performance Expectations (TPEs).
- We also review our performance related to the Chancellor’s report and address the weaknesses that are part of our IAP (addressing the needs of English learners, at-risk students, students with special needs, and implementing social studies into our courses)

2. What instruments did you use to assess them?

- We use the FAST assessment system to assess TPEs.

- In addition we review the Chancellor’s report to assess progress toward IAPs.

3. What did you discover from these results?

1. Students’ performance on TPEs continue at acceptable levels.
2. Improvements in addressing needs of English learners, at risk students, and students with special needs.

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

- Added seminars connected to field placements to provide additional avenues for addressing instructional needs of at risk students and implementing social studies methods strategies.

**B. Single Subject Program: Secondary Teaching Credential
Dr. Jacques Benninga, Interim Coordinator**

1. What learning outcomes did you assess this year?

- As a credential program we assess students performance related to the 13 state Teaching Performance Expectations (TPEs).
- We also review our performance related to the Chancellor’s report and address the weaknesses that are part of our IAP (addressing the needs of English learners, at-risk students, students with special needs, and implementing social studies into our courses)

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?

The 2012-2013 academic year was a major transition year for the Single Subject credential program. During the prior academic year (2011-2012) Dean Beare appointed and convened an 18-member committee of faculty and community members to re-conceptualize the program. Dr. Robin Chiero chaired the committee’s work that resulted in several significant program updates.

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

Courses and structure of the program were examined and updated. In Fall 2012 the newly created/revised courses made their way through the university’s approval process. All were eventually approved, including a set of new classes:

- CI 149--Research-Based Planning, Instruction and Technology
- LEE 156--Content Area Literacy and Communication in Secondary Classrooms
- LEE 157—Teaching English Learners in Secondary Classrooms
- SPED 158—Differentiated Instruction in Inclusive Secondary Settings
- EHD 154A—Student Teaching Seminar A
- EHD 154B—Student Teaching Seminar B

During the current year, planning and implementation was initiated for the KSOEHD’s new Partnership School initiative. Experimentation with this idea began in Spring 2013 and a

partnership program at Sunnyside High School (FUSD) will be initiated in Fall 2013, with others, including a Linked Learning partnership, in the planning stages for 2014.

In Spring 2013 it was announced that Dr. Jody Daughtry would retire at the end of the semester. Dr. Daughtry had served as Single Subject coordinator for 28 years and had provided enormous service over that time. Dr. Nancy Akhavan will replace Dr. Daughtry in that position.

Finally, the department requested, and Dean Beare approved, a faculty search for an Assistant Professor of Secondary Curriculum with expertise in instructional technology. The search was necessitated because a) one faculty member retired and b) current faculty teaching the secondary curriculum class lack expertise in instructional technology. The search will commence in Summer 2013.

C. Co-Teaching—A New KSOEHD Initiative

Dr. Kien Pham and Dr. Jose Lomeli, Coordinators

In the school year 2012-2013, Drs. Jose Lomeli and Kien Pham team-taught twelve 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 cooperating 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.

The Kremen School of Education and Human Development is in the fourth semester of implementing the Co-Teaching program. The training workshops and their impact have received very positive feedback. The twelve workshops received many positive evaluations from the participants including administrators and cooperating teachers from the school districts.

D. Master of Arts in Teaching (MAT)

Dr. Walter Ullrich, Coordinator

What learning outcomes did you assess this year?

The previous mission of the Master of Arts in Teaching (MAT) focused 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.

Spring 2012 was spent re-conceptualizing the program's learning outcomes and SOAP for implementation with the newly admitted Cohort 8 that began the 3-semester MAT last fall 2012. This re-conceptualization was essentially driven by the data gathered in previous Annual Reports as well as for the SOAPS by the program's coordinator, Walter J. Ullrich. This process and the program's success with the use of action research in addressing

multicultural, social justice learning outcomes in the MAT with respect to the program's previous learning outcomes is more fully delineated in the following book chapter:
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 2012/13 for Cohort 7 (who began the program fall 2012) are identified below with an asterisk (*). Each 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.

Before moving to this analysis and report, a few caveats are in order. First, although both campus and school dialogue among graduate program and assessment coordinators about on the current SOAPs was promised mid-spring before this writing, it was not provided until a meeting on April 30, 2013, a meeting very few of the KSOEHD's program coordinators could attend because of AERA and despite the objections of Dean Beare for advance short notice of this meeting. Second, written feedback on the MAT's new SOAP was not provided until May 8th, thus making it impossible for me to incorporate even a cursory response to these data in this Annual Report. Third, my knee-jerk response to this feedback is that the reviewer does not understand the obstacles to designing, assessing, and evaluating online graduate programs dedicated to challenging the teaching/learning status quo. Fourth, in the years I've served as program coordinator and program assessor, the Division of Graduate Studies and Office of Institutional Effectiveness have surveyed MAT graduates about the program's effectiveness. As of this writing, I have not received these data so have not been able to incorporate these data in this report. Finally, to continue beating a dead horse: proposals to IRAF spring 2009 and spring 2010 to design the MAT's Culminating Experiences to be consistent with the previous SOAP's learning outcomes as well as proposals to the KSOEHD's Dandoy Committee spring 2009, fall 2010, and spring 2011 to investigate the MAT, consistent with the study noted above and subsequently published spring 2012, were never responded to, let alone formally evaluated and then rejected. So even paranoids have enemies, I guess. 'Nuf said....

The **new** overarching goal of the online Master of Arts in Teaching is to prepare candidates become inclusive teachers and critically reflective, equity-oriented educators who are familiar with multiple ways of framing issues and concerns related to teaching, skilled in using research to inform and improve their own practice, and strong in communicating with a wide variety of constituencies, including those who speak a language other than English. Consequently, the program contributes directly to the needs of our democratic schools and society.

Consistent with the mission and vision of CSU Fresno and the KSOEHD, the online MAT has developed a **new** set of learning outcomes delineated below. The program's core courses as well as assessment components have been **re**-constructed around these **new** seven learning outcomes.

***(1) Critical Questioner (CQ): CI240 (Fall), Entry; CI241, (Spring), Intermediate**

Students will express a critical, questioning perspective (i.e., identify, describe, and analyze) about diverse theoretical paradigms about teaching, learning and school reform, including those generated by marginalized groups, which situate schooling in a larger historic and political context.

This means that:

- Students use broad undergirding epistemological perspectives (i.e., positivism, phenomenology, narrative, emancipatory knowledge) to critically interpret what people say about teaching, learning, and school reform.
- Students compare and contrast "mainstream" perspectives about teaching and learning with those generated by members of marginalized groups.
- Students use their own personal and professional experience as a foundation to articulate their own perspectives about teaching and learning issues.
- Students situate (identify, place, and interpret) specific school issues in larger sociological contexts defined by complex historical and contemporary relations of race, ethnicity, language, social class, and gender.

The CQ outcome was addressed in the following ways:

1. CI240 was redesigned last summer to help students reach this outcome at the Entry level (E); CI241 was re-designed before spring to help students reach this outcome at the Intermediate level (I).
2. Signature Assignments in Blackboard included problem-based case studies “resolved” on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments.
3. Data in CI240 and CI241 indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements (e.g., Graduate Writing Requirement).
4. These data will be used this summer to re-design CI260, CI246, and CI298B to help students reach the Master y level in this coursework and their chosen Culminating Experience.

***(2) Scholar Activist (SA): ERA243 (Fall), Entry; CI245 (Spring), Intermediate**

Students will search, navigate, and critically consume (read, analyze, and use) educational research.

This means that:

- Students use electronic search processes to locate appropriate resources.
- Students show familiarity with a range of important journals, including research journals.
- Students evaluate the appropriateness of different research methods for the particular question being asked and research design.
- Students describe how different research designs broaden or narrow both the questions and the findings.
- Students can critique epistemological assumptions of multiple research paradigms.
- Students can read, evaluate, and use articles that report both quantitative and qualitative research.

The SA learning outcome was addressed in the following ways:

1. **ERA243 was redesigned last summer to help students reach this outcome at the Entry level (E); CI245 was re-designed before spring to help students reach this outcome at the Intermediate level (I).**
2. Signature Assignments in Blackboard included mixed methods research modules on Eluminate, Quizzes, Discussion Board, Assignments,, and Five Chapter Outline of Proposed Action Research Mini-Study in ERA243 and Final Action Research Mini-Study in CI245.
3. Data in ERA243 and CI245 indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements.
4. These data will be used this summer to re-design CI260, CI246, and CI298B to help students reach the Mastery level in this coursework and their chosen Culminating Experience.

***(3) Mixed Methods Action Researcher/Qualitative and Quantitative (MMAR):
ERA243 (Fall), Entry; CI245 (Spring), Intermediate**

Students will use, apply, design, and implement research to bring about change and make improvements in their own professional environment.

This means that:

- Students can describe the main features of action research.
- Students can identify a focused problem related to education, and formally propose a reasonable research process for investigating and acting on that issue.
- Students can design and carry out an applied action research study, project or thesis.
- Students can communicate the completed study, project, or thesis both orally and in written or electronic form.
- Students can identify and use the main features of relevant research design.
- Students can reflect on the process of their research and progress toward change as a result of their research.

The MMAR learning outcome was addressed in the following ways:

1. ERA243 was redesigned last summer to help students reach this outcome at the Entry level (E); CI245 was re-designed before spring to help students reach this outcome at the Intermediate level (I).
2. Signature Assignments in Blackboard included mixed methods research modules on Eluminate, Quizzes, Discussion Board, Assignments, and Five Chapter Outline of Proposed Action Research Mini-Study in ERA243 and Final Action Research Mini-Study in CI245.
3. Data in ERA243 and CI245 indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements.
4. These data will be used this summer to re-design CI260, CI246, and CI298B to help students reach the Mastery level in this coursework and their chosen Culminating Experience.

***(4) Critically Reflective, Equity-Oriented Practitioner (CREQP): CI240 (Fall), Entry; CI241, (Spring), Intermediate**

Students will demonstrate their knowledge of and ability to use the most appropriate culturally responsive and inclusionary practices that support complex and challenging learning and development of all pupils.

This means that:

- Students identify, demonstrate and advocate for what it means to teach well in a pluralistic, global context.
- Students actively work to strengthen own practice through reflection and continuing professional and personal development.

The CREO outcome was addressed in the following ways:

1. CI240 was redesigned last summer to help students reach this outcome at the Entry level (E); CI241 was re-designed before spring to help students reach this outcome at the Intermediate level (I).
2. Signature Assignments in Blackboard included problem-based case studies “resolved” on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments.
3. Data in CI240 and CI241 indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements (e.g., Graduate Writing Requirement).
4. These data will be used this summer to re-design CI260, CI246, and CI298B to help students reach the Master y level in this coursework and their chosen Culminating Experience.

***(5) Clear Communicator (CC): CI240 (Fall), Entry; ERA243 (Fall), Entry CI241, (Spring), Intermediate; CI245 (Spring), Intermediate**

Students will communicate clearly and effectively orally, in writing, and online and in their action research studies, projects or thesis in a manner that is clear and commands professional attention.

This means that:

- Speaking, writing, and online communication are free of distracting errors.
- Writing and oral communication are organized clearly.
- Forms of communication are appropriate to the topic and audience.
- Conventions of using the work of others are employed correctly and ethically.
- Online posts, action research, etc. shows polish and attention to detail.

The CC outcome was addressed in the following ways:

1. CI240 was redesigned last summer to help students reach this outcome at the Entry level (E); CI241 was re-designed before spring to help students reach this outcome at the Intermediate level (I). ERA243 was redesigned last summer to help students reach this outcome at the Entry level (E); CI245 was re-designed before spring to help students reach this outcome at the Intermediate level (I).

2. For CI240 and CI241: Signature Assignments in Blackboard included problem-based case studies “resolved” on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments. For ERA243 and CI245: Signature Assignments in Blackboard included mixed methods research modules on Eluminate, Quizzes, Discussion Board, Assignments,, and Five Chapter Outline of Proposed Action Research Mini-Study in ERA243 and Final Action Research Mini-Study in CI245
3. Data in all four of these courses indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements (e.g., Graduate Writing Requirement).
4. These data will be used this summer to re-design CI260, CI246, and CI298B to help students reach the Mastery level in this coursework and their chosen Culminating Experience.

***(6) Technological Navigator (TN): CI240 (Fall), Entry; ERA243 (Fall), Entry CI241, (Spring), Intermediate; CI245 (Spring), Intermediate**

Candidate will use technology critically to access information, to communicate, and as a means of curricular and pedagogical support for higher level thinking.

This means that:

- Students assess the value of technology in relation to the needs of pupils, the values that the technologies communicate, and the relevance to pupil learning.
- Students make decisions about technologies based on ways in which those technologies aid, limit, or hinder the learning process.
- Students use technologies in creative and innovative ways while representing the substance of content being explored.
- Students develop explorative and creative educational applications of technology.
- Students use multiple forms of technology for a range of purposes (e.g., communication, presentation, curriculum development, locating information, organization and classroom management, problem solving, learning support, current technological applications).

The TN outcome was addressed in the following ways:

1. CI240 was redesigned last summer to help students reach this outcome at the Entry level (E); CI241 was re-designed before spring to help students reach this outcome at the Intermediate level (I). ERA243 was redesigned last summer to help students reach this outcome at the Entry level (E); CI245 was re-designed before spring to help students reach this outcome at the Intermediate level (I).
2. For CI240 and CI241: Signature Assignments in Blackboard included problem-based case studies “resolved” on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments. For ERA243 and CI245: Signature Assignments in Blackboard included mixed methods research modules on Eluminate, Quizzes, Discussion Board, Assignments,, and Five Chapter Outline of Proposed Action Research Mini-Study in ERA243 and Final Action Research Mini-Study in CI245
3. Data in all four of these courses indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements (e.g., Graduate

Writing Requirement). However, the vast majority of the requirements in all four of these courses focused on effective use of technology as a learner, not as a teacher of students.

4. These data will be used this summer to re-design CI260, CI246, and CI298B to help students reach the Mastery level in this coursework and their chosen Culminating Experience as teachers using technology with students, not primarily as users of technology as learners.

***(7) Social Justice Collaborator (SJC): CI240 (Fall), Entry; CI241, (Spring), Intermediate**

Students will work with communities of practice on behalf of social justice.

This means that:

- Students connect with parents and communities.
- Students have socio-cultural consciousness; that is, they recognize that the way people perceive the world, interact with one another, and approach learning, among other things, are deeply influenced by such factors as race/ethnicity, social class, language, and disability. This understanding enables students to cross cultural boundaries that separate them from their students, families, and surrounding communities.
- Students develop their own pupils' critical consciousness.
- Students build democratic participation inside and outside of school.

The SJC outcome was addressed in the following ways:

1. CI240 was redesigned last summer to help students reach this outcome at the Entry level (E); CI241 was re-designed before spring to help students reach this outcome at the Intermediate level (I).
2. Signature Assignments in Blackboard included Multicultural Bibliographies of Community Resources, Social Justice Bibliographies of Community Resources, problem-based case studies “resolved” on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments.
3. Data in CI240 and CI241 indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements (e.g., Graduate Writing Requirement).
4. These data will be used this summer to re-design CI260, CI246, and CI298B to help students reach the Mastery level in this coursework and their chosen Culminating Experience.

Consistent with the recommendations of the 2011 Self-Study Review Report as well as my follow-up Self-Study Action Plan, Dr. Jason Immekus (faculty now responsible for the research strand in the MAT) and Dr. Fred Nelson (new faculty proposed to be responsible for the foundations/curriculum/instruction strand in the MAT) will continue to refine CI240, ERA243, CI241 to build on the data in this Annual Report and reflect the new SOAP while Dr. Walter J. Ullrich (faculty formally responsible for the foundations/curriculum/instruction strand, CI260, and design of the Culminating Experiences) will redesign CI246, CI260, and

CI298B to build on these data and reflect the new SOAP in the Fresno State Teaching Innovations Academy, June 10-June 19, 2013.

E. M.A. in Education – Curriculum and Instruction
Dr. Roy Bohlin, Coordinator

1. What learning outcomes did you assess this year?

Objective 2.1: Graduates will use learning and instructional theories and research findings to analyze instructional practices.

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

2. What instruments did you use to assess them?

As per the SOAP for the M.A. in Ed. – C&I option, these two objectives were evaluated through the analyses of:

- a) *Comprehensive Exams, and*
- b) *Implementation and Analysis of Teaching projects in CI 275.*

Three students elected to take the Comprehensive Examination option for their culminating experience. The students must write on-demand in response to four essay questions that each address a Student Learning Outcome of the program (objectives 1.1, 1.2, 2.1, and 2.2). Each student must pass all four questions. If they fail any question, they are given a second and final opportunity to pass a similar question addressing the same objective. These three examinations were analyzed. One student passed the Exam on the first attempt. Two of the students failed one question each on the first attempt, but passed it on the second attempt. The objective that was not passed the first time for those students was objective 2.1 for one and 2.2 for the other.

Because it is only offered in the Spring semester, most students take CI 275 during the first or second semester of their graduate program. During Spring 2013 semester, 23 students (22 from our program) enrolled in CI 275. This key assignment is required in this course twice, with an expectation of improvements in quality of both the implementation and the analysis components. The second assignments from five randomly selected students were analyzed for this purpose.

3. What did you discover from these results?

- **Comprehensive Examinations:**
The students' responses were assessed as passing for objective 2.2 on the first attempt for two of the students. While it was passing, none of the responses were exemplary and would have been assigned a grade of "B" if it had been evaluated for a letter grade. The passing responses for the first exam for two of the students on the question that addressed objective 2.1 were also in the "B" range. The analyses concluded that because the focus in the CI 275 class is in applying the knowledge and skills, it probably is not surprising that students might have difficulty in doing a complex comparison and contrast with three instructional theorists.

- **Implementation and Analysis of Teaching:**
The reports of the Implementation and Analysis of Teaching assignment in CI 275 were of very high quality. The instructional strategies designed as innovative interventions very well conceived, delivered, and assessed. They all used strong theoretical foundations and demonstrated very thorough reflection. Many students reported that this activity had a very strong effect on their beliefs about effective teaching and learning.

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

The quality of the Implementation and Analysis of Teaching assignment was found to be very high. This assignment will be continued in its current design. The rubric will undergo a slight revision, which will involve an added dimension (Instructional Innovation) as part of the assessment to help assure that all of the student projects are to some degree innovative.

It was realized that the SLOs for Comprehensive Exams and for Project/Theses were completely different. It was decided that the sources of data must be revised in ways that the Comprehensive Exams can assess the two same objectives as the Project/Theses. This was done and will be used to design future Comprehensive Exams.

The above-described changes were into the new syllabus for CI 275 and entered into a new revised matrix for the program SOAP. The revised SOAP is being forwarded to the School and the University.

Department of Educational Research and Administration

Learning Outcomes Assessment

1. What learning outcomes did you assess this year?

Student Learning Outcome Assessed in 2012/2013

The student learning outcome assessed during the 2012/2013 academic year was:
In order to promote the success of every P 12 student, Educational Leadership and Administration candidates, as instructional leaders, will implement equitable practices to ensure the achievement of every student and promote equity, fairness, and respect among all members of the school community. (2.5)

Learning outcome assessment question:

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. What instruments did you use to assess them?

Assessment Instruments

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 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 P-12 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. A Comprehensive Exam was administered for the first time in Spring 2013 as one of three options to the culminating master's experience. Students who selected Comprehensive Exam, also, took an action research course titled, *Mixed Methods Research for Diverse Schools*. Ninety-three percent of the students selected the Comprehensive Exam option. The Comprehensive Exam is an in-depth assessment of student learning focused on the knowledge and skills of our candidates to effectively implement equitable practices to ensure the achievement of every P-12 student, and promote equity, fairness, and respect among all members of the school community.

The direct measure instruments used to assess the student outcome addressed this year was the Comprehensive Exam responses and two Signature Assignments with continuum or rubric scores. In addition, the End-of-the-Year Program Survey (indirect measure) provided additional assessment information regarding this 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. What did you discover from these results?

Comprehensive Exam Findings and Key Learning from Results

The Comprehensive Exam was a primary instrument used to assess this learning outcome. Fifty-one students were administered this exam (two scenarios for a total of 102 written essay responses). Both scenarios must earn a passing score to earn a Pass on the Comprehensive Exam. Table 1 represents Spring 2013 Comprehensive Exam results.

Table 1.

Comprehensive Exam Results – Spring 2013

Exam Administration	Pass	Not Pass	Pass	Not Pass	102 Possible Passing Responses	
	Scenario 1	Scenario 1	Scenario 2	Scenario 2	Pass	Not Pass
1 st Administration	41/80%	10/20%	48/94%	3/6%	89/87%	13/13%
					13 Possible Passing Responses	
					Pass	Not Pass
2 nd (Retake) Administration	10 of 10 100%	0/0%	3 of 3 100%	0/0%	13/100%	0/0%

Note: 51 students for a total of 102 responses.

Faculty Analysis and Debrief Session - - Key Findings:

- Adequate overview of essential components (context, inquiry questions(s), four instruments, participants, findings and conclusions) was presented.
Area for growth and development: Need to enhance students’ skill on turning data into information that cannot be ignored – Work on moving from findings to conclusions to recommendations.
- Acceptable descriptions of three or more actions candidates would take to promote equitable learning environments at their schools. For each action, candidates adequately described (a) the action, (b) who would be involved, (c) why the action is justified and would be high leverage, (d) the resources needed to implement the action, and (e) the intended outcome(s) of the action.
Area for growth and development: Need to enhance candidate knowledge on what makes an action *high leverage* and how to develop a *set of connected actions* aligned with vision and based on data.
- For most to all actions, criteria to evaluate success (what’s working/what’s not) were identified. Descriptions of procedures and data used for progress monitoring and outcome attainment was adequate.
Area for growth and development: Further development of candidate knowledge and skill relative to identifying criteria for process evaluation, much of the criteria was student outcome data not process data. Need further development on identifying indicators of success.
- Methods described to communicate actions were acceptable. Responses adequately addressed most to all communication elements: key stakeholder groups, content and communication methods, and connection to school mission and vision. General, adequate responses were provided relative to identifying and describing national, state, and/or local policies that influence and need to be considered in planning, executing, assessing, and monitoring the given set of actions. Connection of policies to topic and relevance to actions was acceptable.

Area for growth and development: Communication methods and policy were the two weakest areas. Most candidates that did not pass the Comprehensive Exam on first administration did not pass because of limited, very weak to no response in one or both of these areas.

Strongest student responses evidenced:

- Clear and concise writing
- High degree of specificity
- All parts of the prompt were thoroughly addressed and aligned and linked with one another - - vision of school, findings and conclusions, high leverage actions, evaluation of actions, methods for communicating actions, and policy implications
- Overall responses were substantive and supported by literature and results

Other Overall Learning based on Comprehensive Exam Results:

- Remind students of the purpose of the written overview template – do not need to reiterate all these components in written response. Only template components should be addressed on template. Actions should not be included on template.
- Reinforce reading and responding to every part of the prompt and aligning and connecting all parts.
- Weakness: Responses too general, need more detail and specificity. More examples need to be given to ground generalizations.
- Acronyms - Define or do not use
- Balance allotted time for responding to two scenarios
- Better connection of Scenario 2 data to drive strategy and recommendation response
- Provide more experiences requiring written response to unseen prompts in an on-demand setting

Signature Assignment Findings and Learning from Results

The continuum (rubric) scores from two different Signature Assignments were also used to assess this learning outcome.

Table 2.

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

Assignment	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
Equity Audit	0	0	1	2.0	4	7.8	46	90.2	11	21.6
RtI	0	0	1	2.0	4	7.8	46	90.2	11	21.6

The results of the composite scores for Signature Assignments related to the focus student learning outcome revealed that all, but one candidate 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 was 21.6 percent for each of the two Signature Assignments.

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.

In addition, through an End-of-Program Survey, students were asked about the extent to which 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. A five-point scale was used with 1 the lowest and 5 the highest. Table 3 depicts the average mean scores for each survey item for cohorts from 2008 to 2013. The data indicated a slight increase in mean score for a few items: cohort experience, developing site vision, and practicing collaboration; and a slight decrease for: course sequence, personal vision, use of data, curriculum alignment, instructional leadership, opportunity to reflect on learning and ethical decision making, and recognizing the importance of diversity. However, every item was rated a 4.5 or higher with 100% response rate and the N for 2013 was much higher than 2012 (from 49 to 72). Additionally, students' written open-ended responses cited the areas of vision, use of data, curriculum alignment, instructional leadership, decision making, and recognizing the importance of diversity or equity as important knowledge and skill areas developed (Table 4). Program courses, curriculum and instruction have 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.

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 3.

Graduating Candidates' Responses for End-of-Program Survey: Item Mean Score Comparisons for 2008, 2010, 2012, and 2013

Question #/Description	2008* Average	2010 Average	2012 Average	2013 Average
5 Cohort experience is essential	4.3	4.7	4.8	4.9
6 Course sequence appropriate	3.6	4.5	4.6	4.5
7a Program helped develop clear personal vision	4.2	4.5	4.7	4.6
7b Program helped develop clear site vision	4.0	4.3	4.6	4.7
7c Program helped me to clearly articulate vision	4.1	4.5	4.6	4.6
7d Program helped me to use data to inform instruct.	4.2	4.4	4.8	4.7
7e Program helped me to align curriculum to standards	4.2	4.5	4.8	4.7
7f Program helped me to use effect. Supervisor strategies	4.2	4.6	4.7	4.7
7g Program helped me to be an instructional leader	4.3	4.7	4.8	4.7
8a Program has provided opportunity to regularly reflect on learning	4.2	4.7	4.8	4.7
8b Program has provided opportunity to regularly reflect on practice	4.2	4.7	4.8	4.7
8c Program has provided opportunity to analyze and interpret issues	4.0	4.5	4.7	4.6
8d Program provided opportunity reflect ethical decision making	4.1	4.6	4.8	4.7
8e Program help recognize importance of diversity	4.0	4.5	4.7	4.6
8f Program has provided opportunity to learn to collaborate	4.3	4.7	4.8	4.8
8g Program has provided opportunity to practice collaboration	4.3	4.6	4.8	4.9
8h Program has demonstrate value of continuous life-long learning	4.4	4.8	4.8	4.8
N	47	69	49	72

Note. 1-5 scale

*including CF5 2007 data

The survey also included 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 4, Table 5, and Table 6 present the findings.

Table 4.

Student Responses to Important Skills and Knowledge Developed in the Program

Skill/Knowledge/Ability	# Responses	% of Respondents Total N = 72
Data Use/Data Analysis Skills/Making Data Driven Decisions	16	22.2
Instructional Supervision Processes	15	20.8
Collaboration – Structures and Skills	14	19.4
Coaching Up Strategies/Coaching	12	16.7
Equity - Creating an Equitable School and Culture/Valuing Diversity	11	15.3
Evaluation Processes	11	15.3
Decision-Making	11	13.9
Standards: Deconstructing or Unwrapping	10	12.5
Knowledge and Skills for Effective Leadership	9	12.5
Instructional Rounds	9	11.1
Student Support Programs	8	11.1
Conducting Research	8	11.1
Developing a Vision	8	11.1
Collaboration	8	11.1
Common Core	7	9.7
Building Capacity and PD	7	9.7
Managing Change	6	8.3
Developing a Plan of Action	6	8.3
Collecting Classroom Observation Data	6	8.3
Instructional Leadership – Knowledge and Skills for Leading Curriculum and Instruction	4	4.7
Lens shift – From teacher to administrator	3	4.2
Dealing with Difficult People/Conflict	3	4.2
Legal Aspects	3	4.2
Budget	3	4.2
Leadership Standards	3	4.2
FRISK Model	2	2.8

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

Table 5.

Student Indications of the Strongest Elements of the Program

Program Elements	# of Responses	% of Respondents Total N = 72
Professors/Instructors	23	31.9
Signature/Fieldwork/Real-world Assignments	21	29.2
Course Content/Specific Courses	10	13.9
Cohort Model – Networking	10	13.9
District Leaders as Instructors/Facilitators	8	11.1
Providing Timely Feedback	4	5.6
Context within District Systems	4	5.6
Logistics – Meeting needs of candidate	2	2.8

Note: Only themes with more than one response were included in Table 5. Respondents could indicate more than one response.

Table 6.

Student Recommendations for Strengthening the Program

Program Elements	# of Responses	% of Respondents Total N = 49
On-line Courses: More support, eliminate, provide face-to-face option, blended	22	30.5
ERA 244 and EAD 269 simultaneously - difficult	5	6.9
Some assignments seem repetitive	4	5.5
Additional support/Prep for scenarios and on-demand writes	4	5.5
More timely feedback online	4	5.5
New course – multiple instructors – expectation consistency	4	5.5
Organization/Structure of courses	3	4.2
Additional Content – Special Education and 3 4.2 Early Learning	3	4.2
Enhance Coaching/mentoring opportunities	2	2.8

Note. Only themes with more than one response were included in Table 6. Respondents could indicate more than one response.

Of all student recommendations for strengthening or improving the program, almost half of the responses pertained to online classes.

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

The department is re-examining the use of online instruction for the delivery of ERA 220 and ERA 288. Multiple P 12 ERA 220 and ERA 288 sections will be scheduled for Spring 2014. Further analysis of student data and feedback as well as feedback and input from faculty debrief and collaboration sessions will be used to drive next step decisions. Fall 2013 will be used to further analyze data and decide on a course of action. Changes under consideration are all face-to-face, blended courses, and student choice of delivery.

Signature Assignment and Comprehensive Exam results are a direct measure used to assess our student learning outcomes. Findings and key learnings derived from analysis of our Comprehensive Exam (new culminating experience option) and Signature Assignment results will be used to inform decisions about modifications to student learning outcomes by course as well as further development, elimination and/or modifications to Signature Assignments for each EAD course in the program. A summer retreat/Professional Learning Community meeting has been scheduled for June 12, 2013 to begin this review and revision process based on findings. This is an on-going process of closing the loop that will extend into the 2013-14 academic year.

Appendix A
End of Program Student Survey

**EDUCATION ADMINISTRATION END OF PROGRAM SURVEY
SPRING 2013**

1. I am a member of the following cohort:
 - a. Clovis Cohort
 - b. Fresno Unified Leadership
 - c. Sanger Cohort
 - d. Visalia Cohort

2. Gender:
 - e. Male
 - f. Female

3. Ethnic Background:
 - g. American Indian/Alaskan Native
 - h. Asian/Pacific Islander
 - i. Black
 - j. Caucasian
 - k. Hispanic
 - l. Other _____

4. Years in an administrative position:
 - m. 0
 - n. 1 – 2
 - o. 3 – 5
 - p. 6 +

5. The cohort experience is an essential element of the Education Administration Program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

6. The sequence of courses in the program was appropriate in preparing me for a leadership position.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

7. The education administration program has helped me to:

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
--------------------------	-----------------	-----------------------------------	--------------	-----------------------

a. develop a clear personal vision:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

b. develop a clear school/site vision:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

c. be able to clearly articulate my vision effectively:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

d. use data to inform instruction:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

e. align curriculum to standards:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

f. use effective supervision strategies:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

g. be an instructional leader:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

8. The Education Administration Program has:

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
--------------------------	-----------------	-----------------------------------	--------------	-----------------------

a. provided opportunities for me to regularly reflect upon my learning:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

- b. provided opportunities for me to regularly reflect upon my practice:
 1 2 3 4 5
- c. provided opportunities for me to analyze interpersonal issues in education settings:
 1 2 3 4 5
- d. fostered my understanding of the importance of reflecting on ethical decision making:
 1 2 3 4 5
- e. helped me to recognize more fully the importance of valuing cultural, linguistic, cognitive, and physiological diversity:
 1 2 3 4 5
- f. provided opportunities to learn the skills of collaboration:
 1 2 3 4 5
- g. provided opportunities to practice the skills of collaboration:
 1 2 3 4 5
- h. demonstrated the value of continuous professional growth and life-long learning:
 1 2 3 4 5

9. List three to five of the most important skills and/or knowledge areas that you developed as a result of participation and preparation in the program.
10. What are the strongest elements of our preparation program?
11. What elements in our preparation program could be strengthened?
12. Please feel free to add any additional comments or suggestions below to assist us in meeting the preparation needs of our educational leaders.

Department of Literacy, Early, Bilingual, and Special Education

Early Childhood Education Program Report

Susan R. Macy, Program Coordinator

1. What learning outcomes did you assess this year?

The Early Childhood Education Program assessed all outcomes during the 2012-13 year. Those outcomes are:

- Goal A: ECE graduates utilize theory, research, and ongoing assessment when making instructional decisions. To that end, students:
 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. To that end, students:
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. To that end, students:
Objective C-1. Integrate various perspectives to create quality early education for all children.
Objective C-2. Be responsive to ethnic, cultural and linguistic diversity.
- Goal D: Develop interprofessional skills necessary to become ECE leaders in both the educational community and in the community at large. To that end, students:
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?

Five of the seven assessments were used to evaluate student performance relative to the four goals:

- Assessment 1: Thesis, Project, Research Paper, and Comprehensive Exam evaluated Goal A.
- Assessment 2: Portfolio evaluated Goals A, B, C, and D.
- Assessment 3: Charter School evaluated Goals A and C.
- Assessment 4: Leadership Activity evaluated Goal D.
- Assessment 5: Action Research Activity evaluated Goal A

3. What did you discover from these results?

Relative to Goal A, there were mixed assessment results. Analysis of the Action Research Project indicates a relative strength for all students in their ability to utilize a variety of inquiry methods while the majority of students showed minimum competency in their ability to apply current research to issues of practice. In contrast, students who completed a Project or Thesis demonstrated at a high level their ability to apply current research to issues of practice and to use a variety of inquiry methods whereas students who completed the Comprehensive Exam met the goal at a minimum level of proficiency. Student performance on the Comprehensive Exam relative to Goal A did improve in spring with more a more clearly defined assessment rubric and a more rigorous research and writing assignment in LEE232, Literacy in ECE.

Relative to Goal B, the Portfolio assessment indicates students are, in fact, caring and ethical teacher-leaders, guided by their knowledge of culturally and developmentally appropriate practices in so far as they are able to engage in reflection, documentation, self-assessment and life-long learning. Although all students met this learning outcome, students who took the assessment in spring scored at a higher level due in large part to a more rigorous and

well-defined assessment and rubric that stresses reflection, self-assessment and documentation. .

Relative to Goal C, the Portfolio assessment indicates that ECE students are strong with regards to addressing the needs of their culturally diverse learners in a respectful and responsible manner as indicated by their ability to integrate various perspectives and to be responsive to ethnic, cultural and linguistic diversity. This strength in the Portfolio assessment was seen as a reflection of students' experiences in LEE271, Diversity in ECE and the inclusion of a case study in LEE233, Curriculum and Assessment in ECE that now includes child rearing practices and their implications in the workplace. This declaration of relative strength was supported by students' performances on the Charter School assessment.

Relative to Goal D, students' performances in 2012-13 were significantly improved in the areas of leadership and advocacy as measured by both the Leadership Activity and the Portfolio assessment. It is believed that the introduction of a course devoted to leadership and advocacy in ECE (LEE280T) significantly impacted students' performance. Although an elective course, virtually all students enrolled and were able to apply this enhanced knowledge and skill set to the Portfolio Assessment. Additionally, students enrolled in LEE241, Fieldwork in ECE, were required to complete and present to an outside group an action research field study assignment that would result in positive change. Such an assignment reinforced skills taught in the leadership class and provided another venue for the application of Goal D-related knowledge and skills.

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

Changes in assessment instruments, rubrics, and curriculum have been made throughout the year to strengthen students' performances relative to each of the goals and additional revisions are planned for 2013-14.

- Goal A: The Comprehensive Exam rubric was further refined to more clearly identify expectations; rigorous research and writing assignment in LEE232, Literacy in ECE; an assignment requiring direct assessment of children was added to LEE232, Literacy in ECE. 2013-14 plans include even further refinement of rubrics and exploring the alignment of coursework assignments to provide needed practice in students' abilities to apply research to practice.
- Goal B: The Portfolio assessment has been revised to demand a higher level of reflection, self-assessment and documentation. In 2013-14 a new ethics assessment will provide data relative to Goal B. We are rethinking the way we are teaching and assessing professional ethics. There will be an emphasis on professional codes of ethics, including advocacy, and their application for ECE leaders.
- Goal C: Continue to implement as re-designed.
- Goal D: Changes implemented in LEE241 will continue in 2013-14. LEE280T, Leadership in ECE, will become LEE250, a required ECE core class. LEE250 has been approved by KSOEHD and will be presented to the University's Graduate Curriculum committee in fall, 2013.

In addition to planned goal-specific changes, the ECE SOAP is undergoing revision to better measure student performance relative to the Program's goals. Such a revision 2013-14 will include scrutiny of the goals evaluated by the system, the alignment of assessments with those goals, the further refinement of valid assessment instruments, a revision of the ethics assessment and the employer survey, and the refinement of our data collection system via Blackboard.

Master of Arts in Education Reading/Language Arts

Steven Hart Coordinator

and

Master of Arts in Reading (Online)

Glenn DeVoogd, Coordinator

Program Report

The regular face to face Master of Arts in Education with an Option in Reading/Language Arts and the Master of Arts in Reading (online) are essentially the same programs, but one is delivered in face to face classes mostly in an area public schools (Clovis, Fresno, Visalia) and the other is delivered online through Continuing and Global Education in Special Session at the request of the Dean and Provost. The faculty, courses, and SOAP are the same for each group. The online format will be offered stateside starting fall 2013.

1. What learning outcomes did you assess this year?

The Reading/Language Arts Program assessed the following outcomes during the 2012-13 year:

- Goal 1: To prepare graduates to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development.
Outcomes: Graduates will be able to:
 - 1.1 Compare and contrast major theories of literacy and language development
- Goal 2: To prepare graduates with the capacity to plan, implement, evaluate, and modify literacy instruction to meet the needs of diverse struggling readers and English Language Learners.
Outcomes: Graduates will be able to:
 - 2.1 Design differentiated instructional strategies based on student assessment results.
- Goal 3: To prepare graduates to be knowledgeable and effective literacy leaders capable of mentoring colleagues in effective literacy instruction and evaluating educational intervention programs.
Outcomes: Graduates will be able to:
 - 3.1 Demonstrate effective collegial mentoring in literacy instruction.
 - 3.2 Evaluate school-wide and/or district-wide literacy program initiatives.

2. What instruments did you use to assess them?

The following instruments were used to assess the learning outcomes:

- Assessment 1: Comprehensive Exam (Outcomes 1.1, 2.1)
- Assessment 2: Program Evaluation Report (Outcome 3.2)
- Assessment 3: Coaching Presentations (Outcome 3.1)

3. What did you discover from these results?

- Outcome 1.1: The results of the comprehensive exam (LEE 278 Question) indicate a relative strength for all students in their ability to compare and contrast major literacy development theories. Mean rubric scores ranged from 3-3.29 on a 4-point scale. Strength was also noted in the first cohort and second year of the program, the Master of Arts in Reading (online) section of the eight students taking the exam; all of the four students who selected this question scored a 4.0 on it. However, in two of the students answers, despite writing a strong narrative, the students failed to cite or reference the authors they reported on.
- Outcome 2.1: The results of the comprehensive exam (LEE 224 Question) indicate a relative weakness for all students in their ability to use assessment results to design appropriate differentiated instruction. The mean score was 3.0 on a 4-point scale, which is considered to have met the outcome. However, individual component scores ranged from 2.67-3.67. The areas related to accuracy of information and depth of knowledge received the lowest scores. In the online program, the strength of the answers was noted with only two students who selected this question received a perfect 4 out of 4 points.
- Outcome 3.1: The results of the program evaluation reports indicate a mix of strengths and weaknesses. Not all students met the expected competence level for this outcome. The mean score was 3.66 on a 5-point scale, but individual component scores ranged from 2.5-4.63. Overall, students demonstrated a strong ability to use evaluation tools to effectively collect appropriate data, but the lowest scores were found in the analysis sections. Similarly, students demonstrated a weakness in the ability to synthesize the findings from their report to draw conclusions about the strengths and weaknesses of their school literacy programs. In the online course, the program evaluations were not yet recorded or analyzed when this report was written.
- Outcome 3.2: The results of the coaching presentations demonstrated that all students met the outcome. The mean score was 39 on a 50-point scale. However, the reflective analysis component was the lowest of the three domains, mean 16 out of 25 points. The first session of the online coaching of LEE234 class presentations were not completed at the time of the writing of this report, but the professor reported that the 6 students all turned in excellent plans except for one student who planned lessons all to similar to each other. In addition, the professor reported that the course was offered too late in the year for some teachers whose students left for summer vacation before the class was over and hence the teachers (master's candidates) had trouble putting in sufficient hours of tutoring time.

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

Curriculum revisions have been developed to strengthen students' performances relative to each of the outcomes and these changes will be implemented in 2013-14.

- Outcome 2.1: LEE 224 & 278 was analyzed and revised to include specific course sessions where students will be guided through the process of reviewing assessment results and selecting instructional strategies to address their case study student's literacy strengths and weaknesses. In the online program, more attention will be paid to the grading of the comprehensive exam to make that the student work is actually as good as the scores are.
- Outcome 3.1: LEE 254 was analyzed and revised to include specific course sessions where students will be guided through the process of analyzing program evaluation report data. The instructor will provide students with a review of research-based components of effective literacy programs; the components will serve as a template to analyze their data. In addition, the instructor will emphasize how to identify and synthesize the results of the analysis.
- Outcome 3.2: LEE 254 was analyzed and revised to include time in each session for ongoing critical reflection of the coaching process. This will provide students a continual forum for processing their experiences.

In the online program, efforts will be made to hold the LEE234 Tutoring class at an earlier time when students are in class and not on vacation. In addition to these specific changes, the RLA SOAP is undergoing revision to better measure student performance relative to the Program's goals. Such a revision 2013-14 will include scrutiny of the goals evaluated by the system, the alignment of assessments with those goals, the further refinement of valid assessment instruments, a revision of the ethics assessment and the employer survey, and the refinement of our data collection system via Blackboard.

Master of Arts in Special Education (SPED)
Elisa Jamgochian, Coordinator

1. What learning outcomes did you assess this year?

This year, the Special Education Credential Program continued to evaluate specific parts of the program. However, the entire curriculum of our program was recently revised to address new state standards and to develop a more streamlined and cohesive program that includes Clear credential and Master's degree coursework in an effort to attract and keep more graduate students through their advanced degrees. The Master of Arts in Special Education has undergone significant review and has a newly approved SOAP.

The following reflect the revised SOAP goals:

Pedagogy and Universal Access (including Teaching English Learners and Special Populations)

Goal 1. Provide teacher candidates with knowledge to plan and implement curriculum and instruction.

Graduates of the Special Education Master's Program will be able to:

- 1.1: plan instruction based upon appropriate use and interpretations of assessment results, to develop IEP goals and objectives, individual transition plans, and behavior intervention

plans, taking into account subject matter, students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles.

1.2: analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, supports and/or daily schedules to facilitate skill acquisition and successful participation for diverse learners.

1.3: plan and utilize instructional strategies, activities, and content that address diverse student interests, utilize individual strengths, and accommodate various styles of communication and learning and align with core curriculum.

1.4: implement educational programs that reflect current evidence-based and/or best practices

Collaboration

Goal 2. Provide teacher candidates with knowledge to communicate and participate in collaborative educational practices.

Graduates of the Special Education Master's Program will be able to:

2.1: demonstrate effective communication skills in the areas of respectful collaboration, managing conflicts, networking and negotiating, and supervising and training support.

2.2: collaborate and communicate effectively with administrators, school colleagues, support staff, family members, other service providers, and agencies in the larger community to support students' learning and well-being.

2.3: collaborate to design, implement, and evaluate educational plans that reflect transition across the life span for all learners.

Professionalism

Goal 3. Provide students with knowledge to develop as a professional.

Graduates of the Special Education Master's Program will be able to:

3.1: understand laws and regulations related to individuals with disabilities and their families and demonstrate advocacy skills

3.2: apply and reflect on ethical standards to his or her professional conduct

3.3: reflect on his or her own progress, accept professional advice, consider constructive criticism, and engage in critical reflections, open discussion of ideas, and a continuous program of professional development.

Research

Goal 4. Provide teacher candidates with knowledge to utilize research to improve instructional practices, classroom management, inclusive strategies, and providing support to students, their teachers and families.

Graduates of the Special Education Master's Program will be able to:

4.1: design, implement, analyze effect of and reflect on research conducted in a school setting. Student will utilize either an action research or a single subject design

4.2: develop a research proposal in writing and defend it in an oral presentation

4.3: write a literature review in APA style that meets passing rubric score for style/format, content, mechanics, and references.

2. What instruments did you use to assess them?

- a) Evaluation and Needs Assessment Survey-Candidate Form
- b) Evaluation and Needs Assessment Survey-Administrators/Employer
- c) Portfolio Evaluation Rubric [in process of revision; Spring/Summer 2013]
- d) Writing Assessment Rubric
- e) Research Proposal Scoring Guide [SPED 243 new course Fall 2013; implementation of scoring guide to begin then]
- f) Intervention Project*/Social Integration Project** (Scoring Guidelines)
- g) Project Rubric or Thesis Rubric
- h) Candidate Disposition

Evaluation and Needs Assessment Survey – Candidate Form: This survey is designed to assess whether program graduates believe that goals and objectives of the program are met. The instrument contains (1) a statement of purpose, (2) demographic information, (3) questionnaire examining the level of competency achieved by the Special Education Program graduates and (4) additional comments made by the graduates. This survey is given to each candidate twice; when the candidate exits the Special Education Program at Preliminary and the candidate exits Special Education Program at Clear. Candidate performance is rated on a scale of 0-3: 3 = well prepared; 2 = moderately well prepared; 1 = poorly prepared; 0 = no knowledge/unable to evaluate. Data are used to identify program strengths and areas for improvement. Necessary changes are made and subsequent assessment data analyzed. This survey was revised prior to Fall 2012 and implemented at the end of that semester. Data from Spring are still being collected/evaluated.

Evaluation and Needs Assessment Survey - Employer/Administrator Form: This survey intended to examine the quality of the Special Education Program perceived by the administrators or employers who hire our graduates or provide sites for the candidates of our program to complete their final student teaching. This measure consists of 4 sections: (1) a cover letter explaining purposes of survey (2) demographic information (3) questionnaire and (4) additional comments. Practicum Administrator are surveyed twice: When the students have completed their final student teaching at their practicum sites at the end of the Preliminary and Clear credential programs. University supervisors are responsible for distributing this survey to district employers. Candidate performance is rated on a scale of 0-3: 3 = well prepared; 2 = moderately well prepared; 1 = poorly prepared; 0 = no knowledge/unable to evaluate. Data are used to identify program strengths and areas for improvement. Data collected are used to identify program strengths and areas for improvement. Necessary changes are made and subsequent assessment data analyzed. This survey was revised prior to Fall 2012 and implemented at the end of that semester. Data from Spring are still being collected/evaluated.

Portfolio – Preparing a portfolio is a formative evaluation method requiring on-going data collection and reflection. During the process of preparing their portfolio, students are

required reflect upon the evidence they provide. The portfolio requirements for the Preliminary and Clear credential programs has been revised and are currently being piloted. The scoring rubric will be finalized Summer 2013 and fully implemented Fall 2013. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.

Writing Assessment - A writing rubric will be used to evaluate our candidates' writing, understanding of literature review, and data reporting in SPED 233. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.

Research Proposal – [To be piloted/revised Fall 2013; Data collection for SOAP beginning Spring 2014]. The final project for SPED 243 is a Research Proposal. Students are expected to engage in an iterative process of writing. Each section draft is worth 10 points; the complete draft (for writing group review) is worth 20 points, and the final draft is worth 20 points [70 points total]. Students must keep and submit all drafts and group feedback. Broadly, the proposal will contain:

1. Introduction: General statement of the problem, including background and significance; hypotheses/research questions
2. Literature review (revise/build upon draft from SPED 233, if same topic)
3. Methods: Description of participants and setting; research design; data sources; dependent variables (where relevant); instrumentation (where relevant); processes and procedures (proposed data collection and analysis); anticipated results (where relevant)
4. Discussion: Limitations; importance; contribution to the field

Intervention Project* [Special Education Teaching Sample Project] – In SPED 246, students complete a comprehensive intervention project. Students are scored on their description of the class context; development of measurable and obtainable goals and objectives and lesson planning; ability to analyze and interpret curriculum-based measurement/progress monitoring assessments to plan effective and differentiated instruction and interventions; instructional decision-making; and reflection relating instruction and student learning outcomes and identification of professional development goals.

Social Integration Plan** – Students in SPED 247 complete a project for which they reflect on and identify the ways in which they are supporting the development of social relationships and the active integration of a focus student into classroom and school environments. Based on observations and use of the ecological tools presented in class, students are scored on their ability to identify and describe effective strategies that support relationship development and integration for the focus student. In addition, students are evaluated on their plan to support relationship development/active participation for your focus student in *two* areas utilizing evidence-based practices.

Masters Project/Thesis - 298 Project includes 2 components: (1) project report including Chapter 1: Introduction, Chapter 2: Review of the Literature, and Chapter 3: Summary and

Recommendations, and (2) project component. 299 Thesis contains (1) Chapter 1: Introduction, Chapter 2: Review of Literature, Chapter 3: Methodology, Chapter 4: Results, and Chapter 5: Discussion. A rubric is used by faculty to measure the quality of specific traits of the project/thesis. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.

Candidate Dispositions – The Kremen School of Education and Human Development fosters the development of the following professional dispositions among our candidates: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Candidates are expected to reflect on these dispositions in their work with students, families, and communities. Multiple evaluative sources are used when assessing our candidate’s dispositions. This examination involves professors, field-based supervisors/mentors, and employers. The assessment of dispositions begins when candidates enter the program and continues throughout the graduate program at various levels. Assessment results provide feedback to university supervisors, to program instructors, and to the candidate.

3. What did you discover from these results?

Evaluation and Needs Assessment – Candidate Preliminary

In each of the areas of professional responsibility listed below, I feel:		Mean Fall 2012	Mean Spring 2013 (data pending)
1.	I have subject-area expertise		
2.	I have an understanding of student learning needs		
3.	I am able to plan engaging instruction		
4.	I am able to effectively teach all students		
5.	I am able to use assessments to support student learning		
6.	I select/develop appropriate instructional goals		
7.	I make instructional decisions that reflect both student needs and curricular expectations		
8.	I adapt instruction effectively to meet the needs of diverse learners across a variety of settings		
9.	I collaboratively develop IEPs with parents and other service providers to include yearly goals and benchmark objectives that target the student’s needs (including transition for students age 14 and up)		
10.	I implement appropriate instructional strategies and techniques to support individual student needs		
11.	I create and/or maintain a constructive and positive learning environment		
12.	I am able to develop rapport with students		
13.	I have the ability to design and implement positive behavioral		

	support plans and interventions based on observation and assessment data.		
14.	I collaborate effectively		
15.	I communicate effectively		
16.	I work well with students' families		
17.	I effectively utilize technology for a variety of purposes (e.g., instruction, communication, and/or assessment)		
18.	I reflect on my teaching practices		
19.	I demonstrate ethical behavior		
20.	I demonstrate cultural competence		

Evaluation and Needs Assessment – Candidate Level 2/Clear

In each of the areas of professional responsibility listed below, I feel:		Mean Fall 2012	Mean Spring 2013 (data pending)
1.	I have subject-area expertise		
2.	I have an understanding of student learning needs		
3.	I am able to plan engaging instruction		
4.	I am able to effectively teach all students		
5.	I am able to use assessments to support student learning		
6.	I select/develop appropriate instructional goals		
7.	I make instructional decisions that reflect both student needs and curricular expectations		
8.	I adapt instruction effectively to meet the needs of diverse learners across a variety of settings		
9.	I collaboratively develop IEPs with parents and other service providers to include yearly goals and benchmark objectives that target the student's needs (including transition for students age 14 and up)		
10.	I implement appropriate instructional strategies and techniques to support individual student needs		
11.	I create and/or maintain a constructive and positive learning environment		
12.	I am able to develop rapport with students		
13.	I have the ability to design and implement positive behavioral support plans and interventions based on observation and assessment data.		
14.	I collaborate effectively		
15.	I communicate effectively		
16.	I work well with students' families		
17.	I effectively utilize technology for a variety of purposes (e.g., instruction, communication, and/or assessment)		
18.	I reflect on my teaching practices		

19.	I demonstrate ethical behavior		
20.	I demonstrate cultural competence		

Evaluation and Needs Assessment – Administrator/Employer Preliminary

In each of the areas of professional responsibility listed below, the Clear Credential candidate’s preparation is best described as:		Mean Fall 2012	Mean Spring 2013 (data pending)
The teacher candidate...			
1.	Demonstrates subject-area expertise		
2.	Demonstrates an understanding of student learning needs		
3.	Is able to plan engaging instruction		
4.	Is able to effectively teach all students		
5.	Is able to use assessments to support student learning		
6.	Selects/develops appropriate instructional goals		
7.	Makes instructional decisions that reflect both student needs and curricular expectations		
8.	Adapts instruction effectively to meet the needs of diverse learners across a variety of settings		
9.	Collaboratively develops IEPs with parents and other service providers to include yearly goals and benchmark objectives that target the student’s needs (including transition for students age 14 and up)		
10.	Implements appropriate instructional strategies and techniques to support individual student needs		
11.	Creates and/or maintains a constructive and positive learning environment		
12.	Develops rapport with students		
13.	Demonstrates the ability to design and implement positive behavioral support plans and interventions based on observation and assessment data.		
14.	Collaborates effectively		
15.	Communicates effectively		
16.	Works well with students’ families		
17.	Effectively utilizes technology for a variety of purposes (e.g., instruction, communication, and/or assessment)		
18.	Reflects on his/her practices		
19.	Demonstrates ethical behavior		
20.	Demonstrates cultural competence		

Evaluation and Needs Assessment – Administrator/Employer Level 2/Clear

In each of the areas of professional responsibility listed below, the Clear Credential candidate’s preparation is best described as:		Mean Fall 2012	Mean Spring 2013 (data pending)

The teacher candidate...			
1	Demonstrates subject-area expertise		
2	Demonstrates an understanding of student learning needs		
3	Is able to plan engaging instruction		
4	Is able to effectively teach all students		
5	Is able to use assessments to support student learning		
6	Selects/develops appropriate instructional goals		
7	Makes instructional decisions that reflect both student needs and curricular expectations		
8	Adapts instruction effectively to meet the needs of diverse learners across a variety of settings		
9	Collaboratively develops IEPs with parents and other service providers to include yearly goals and benchmark objectives that target the student's needs (including transition for students age 14 and up)		
10	Implements appropriate instructional strategies and techniques to support individual student needs		
11	Creates and/or maintains a constructive and positive learning environment		
12	Develops rapport with students		
13	Demonstrates the ability to design and implement positive behavioral support plans and interventions based on observation and assessment data.		
14	Collaborates effectively		
15	Communicates effectively		
16	Works well with students' families		
17	Effectively utilizes technology for a variety of purposes (e.g., instruction, communication, and/or assessment)		
18	Reflects on his/her practices		
19	Demonstrates ethical behavior		
20	Demonstrates cultural competence		

Portfolio [data to be collected beginning Fall 2013]

Research Proposal [data to be collected Spring 2014]

Intervention Project (Mild/Moderate Credential Students)

Part	Description	Fall 2012			Spring 2013 (data pending)		
		Mean	Min	Max	Mean	Min	Max
Part 1: Students receiving Special Education	In this section you will choose one or a small group of students with identified disabilities in language arts and/or mathematics. Identify one or more of the categories under						

Services	<p>which the student(s) qualify for special education services as defined by IDEA. You will choose to address the students' instructional needs/IEP Objectives in mathematics or language arts. Identify any processing disorder(s) and discuss how you will tailor instruction to meet the needs of the learner. Based upon the information collected, develop a plan for behavior management/motivation including expectations, accountability, and positive reinforcement. [25 points possible]</p>						
Part 2: Design for Instruction	<p>In this section you will develop measureable, attainable, short-term goals and a series of lesson objectives, including the CA Essential Standards addressed, based upon the chosen deficits/IEP Objective(s). You will deliver 8-10 days of intervention matched to student skill deficit or 8-10 days of differentiated instruction using State Board of Education (SBE) core curriculum. You will include a detailed description of the instructional design (i.e., lesson plans), including teacher demonstration, explicit instruction, and structured, guided, and independent practice. [25 points possible]</p>						
Part 3: Curriculum- based Measurement	<p>In this section you will administer curriculum-based measurements for the purposes of evaluating the efficacy of your instruction. You will administer 3 CBMs to establish a baseline, then 3 more throughout the intervention, to track student progress. Copies of dated, scored probes are to be included in the project. You will demonstrate your ability to analyze and interpret the curriculum-based measurement to</p>						

	plan effective and differentiated instruction and interventions. [25 points possible]						
Part 4: Instructional Decision- Making	In this section you will describe examples of instructional decisions made during the project based on curriculum-based measurement, student responses, pacing, teaching to mastery, and student motivation. [25 points possible]						
Part 5: Reflection & Self- Evaluation	In this section you will reflect upon the relationship between your instruction and student learning outcomes. Describe specific strategies and/or curriculum used and the relationship to student success. Develop professional development goals based upon the experience of the project. [25 points]						

**Social Integration Plan (Moderate/Severe Credential Students; Spring 2013; data pending)
Master's Project/Thesis**

Candidate Dispositions – Preliminary

	Mean Fall 2012	Mean Spring 2013
DISPOSITION: Reflection		
Applies, assesses, reflects upon, and adjusts instructional strategies to advance student learning.		
Accepts and incorporates suggestions in subsequent practice.		
Demonstrates self-analysis regarding one's own strengths and weaknesses.		
Ability to see one's own contribution to identified challenges in the classroom and to make changes as needed.		
DISPOSITION: Critical Thinking		
Utilizes assessment data to adjust instruction, choice of curriculum and methods of evaluation.		
Candidate's work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.		
Intentionally applies and encourages higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving with students in the classroom.		
Solicits and gives thoughtful consideration to alternative and contradictory opinions.		
Inquiring, creative, seeks solutions		

DISPOSITION: Professional ethics		
Recognizes the importance of consulting research to inform instruction for students with special needs		
Shows commitment to ethical conduct: turns in assignments on time, is punctual and reliable in attendance, maintains professional appearance		
Utilizes positive behavioral supports when managing student behavior.		
Actively advocates for students and encourages student self-advocacy.		
Utilizes non-biased assessments.		
DISPOSITION: Valuing Diversity		
Diagnoses learners' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior and feedback, and parent responses)		
Develops lessons that are interesting and engaging utilizing a variety of instructional strategies to accommodate all learners, including those from diverse backgrounds, experiences, and cultures.		
Facilitates the academic and social inclusion of students with special needs in various inclusive activities and environments.		
Differentiates instruction to allow students who differ widely in terms of their background, knowledge, learning styles/preferences, and orientation to school norms to reach common standards.		
DISPOSITION: Collaboration		
Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.		
Values families as full partners in the educational process		
Collaborates with general education teachers in the modification of instruction, curriculum and assessment of students with special needs.		
Communicates on a regular basis the progress of students with special needs to parents and general education teachers.		
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.		
DISPOSITION: Life-long Learning		
Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences, membership in professional organizations) using the information learned to improve teaching practice.		
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).		
Demonstrates a positive attitude toward learning, intellectual and academic curiosity.		
Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.		
Candidate Dispositions – Level 2/Clear		
	Mean Fall 2012	Mean Spring 2013
DISPOSITION: Reflection		

Applies, assesses, reflects upon, and adjusts instructional strategies to advance student learning.		
Accepts and incorporates suggestions in subsequent practice.		
Demonstrates self-analysis regarding one's own strengths and weaknesses.		
Ability to see one's own contribution to identified challenges in the classroom and to make changes as needed.		
DISPOSITION: Critical Thinking		
Utilizes assessment data to adjust instruction, choice of curriculum and methods of evaluation.		
Candidate's work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.		
Intentionally applies and encourages higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving with students in the classroom.		
Solicits and gives thoughtful consideration to alternative and contradictory opinions.		
Inquiring, creative, seeks solutions		
DISPOSITION: Professional ethics		
Recognizes the importance of consulting research to inform instruction for students with special needs		
Shows commitment to ethical conduct: turns in assignments on time, is punctual and reliable in attendance, maintains professional appearance		
Utilizes positive behavioral supports when managing student behavior.		
Actively advocates for students and encourages student self-advocacy.		
Utilizes non-biased assessments.		
DISPOSITION: Valuing Diversity		
Diagnoses learners' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior and feedback, and parent responses)		
Develops lessons that are interesting and engaging utilizing a variety of instructional strategies to accommodate all learners, including those from diverse backgrounds, experiences, and cultures.		
Facilitates the academic and social inclusion of students with special needs in various inclusive activities and environments.		
Differentiates instruction to allow students who differ widely in terms of their background, knowledge, learning styles/preferences, and orientation to school norms to reach common standards.		
DISPOSITION: Collaboration		
Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.		
Values families as full partners in the educational process		
Collaborates with general education teachers in the modification of instruction, curriculum and assessment of students with special needs.		
Communicates on a regular basis the progress of students with special needs to parents and general education teachers.		

Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.		
DISPOSITION: Life-long Learning		
Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences, membership in professional organizations) using the information learned to improve teaching practice.		
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).		
Demonstrates a positive attitude toward learning, intellectual and academic curiosity.		
Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.		

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

During the 2012-2013 academic year changes were made in the following areas:

- *Revision of the program to meet new state credential standards/requirements
- *Implementation of new courses and signature assignments
- *Revision of practicum requirements (implementation of initial practicum for Special Education, in addition to final practicum experience)
- *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). I thought we had done this, but I pulled from the most recent version of the SOAP; how about the following for reduction:

GOALS

Department of Counselor Education and Rehabilitation

1. Report on previous years goals.

Counseling:

- MS degree programs in Counseling and Student Services were divided into two specializations: K-12 school counseling, and, Student Affairs and College Counseling.
- Two new faculty members arrived in fall 2012.
- The name of the Marriage and Family Therapy (MFT) Program was approved to change to the Marriage, Family, and Child Counseling (MFCC) Program.
- High enrollments were managed.
- Worked on an off-campus programing at COS; however, large enrollments on the main campus forced CER to stay within the campus for, at least, another year until additional counseling faculty are hired.
- Worked on the extensive details for the rationalization of a counseling GE course.
- Ready to move forward, if the new, revised budget allocation formula welcomes additional FTES

Rehabilitation:

- Funding, especially for the clinics, has stabilized.
- Enrollments have stabilized.

2. Continued goals from previous years.

Counseling:

- Manage high enrollments;

Rehabilitation:

- Keep funding for clinics as stable as possible; keep enrollments stable.

3. New goals

Counseling:

- Faculty search in K-12 school counseling; revise Clinical Review; revise Comprehensive
- Exam coordination; revise process for Graduate Writing Exam; create and build an
- International student recruitment process, building on faculty visits to Beijing, China in spring 2013.

Rehabilitation:

- Faculty search in in REHAB

Department of Curriculum and Instruction

1. Report on previous years goals.

2. Continued goals from previous years.

The Department of Curriculum and Instruction established the following goals for 2012-2013 and made the following progress:

- 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. **ACCOMPLISHED**
- 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. **ACCOMPLISHED**
- 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). **ACCOMPLISHED AND MOVING FORWARD**
- d. Work to develop and implement the comprehensive exam for the MA in Education. This process will be led by Dr. Roy Bohlin. **ACCOMPLISHED**
- 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. **ONGOING**
- f. Support professional development for all faculty. **ONGOING**
- g. Increase the number of scholarly publications in the department by encouraging faculty engaged in collaborations with local and P-16 agencies to evaluate and describe those efforts. **ONGOING**
- h. Encourage collaborations with local and P-16 agencies to address the educational needs of students and the community. **ONGOING**

3. New goals.

Department of Educational Research and Administration

1. Report on previous years goals.

- 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.

2. Continued goals from previous years.

- 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 served as the capstone course from 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 culminated 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 were able to take this option in spring 2013.
This goal was reached and the class implemented

3. New goals.

- Proactively recruit and retain diverse faculty and staff through a department culture of inclusiveness, shared leadership, and integrity
- Increase the enrollment of international students in our Higher Education/Middle Leader program by expanding the number of professional collaborations with international scholars in common areas of interest
- Conduct regular formative reviews and yearly summative evaluations of its efforts to prepare and support professionals for careers in all levels of school leadership including P-12, community college, higher education, and other education-related positions and fields.
- Continue to strengthen the department's "off-campus" programs in order to ensure regular cohort development and an appropriate number of student applications
The Department of Educational Research and Administration now has the following cohorts in place:
 1. Regular On-Campus Cohort
 2. Chancellor's Fellows Cohort
 3. Fresno Unified Cohort
 4. Clovis Unified Cohort
 5. Sanger Unified Cohort
 6. Central Unified Cohort
 7. Kings Canyon Cohort - (which may also be considered a "rural" cohort since it includes cohort members from surrounding school districts)
 8. Visalia Cohort
 9. Higher Education On-campus Cohort
- Development of the Higher Education/Middle leader program
- The Master of Arts in Education: Higher Education Administration and Middle Management/Leadership Pathway is offered through the Department of Educational Research and Administration for individuals interested in leadership and administration in

universities, community colleges and PK-12 school district central offices. The Program consists of 31 Semester credits to be completed over a period of two academic years, with classes offered weekly, beginning at 4:00 p.m., especially designed for the working professional. The cohort model is utilized, with students invited and admitted to the Program during fall and spring semesters of each year.

- Courses address the following leadership preparation content and experiences: Introduction to education administration, ethical and professional issues in education, research methods, student affairs/administration in higher education, program evaluation, school finance, etc. The MA in Education culminates with the successful completion of a Thesis or Research Project, with present discussions about offering a Comprehensive Exam as an additional option.
- An illustrated Brochure, recently updated with School of Graduate Studies Mini Grant funding, has been and continues to be disseminated on the Fresno State campus to all support services personnel during group sessions and individual meetings (Student Affairs, Counseling and Student Services, etc.). An impressive number of Fresno State employees have already successfully completed the Program. Furthermore, aspiring leaders from area community colleges and local school districts are invited throughout the year (during partnership meetings) to join the Program. Program coordinators and faculty also complete one-on-one informational and guidance meetings, and/or telephone conference calls, as students express an interest in the Program. All faculty, tenure and adjunct, represent a wide spectrum of background experiences, and contribute to the overall academic quality of the program by providing areas of expertise and individual student support.
- The latest proposed component (international) of the Program includes a plan to develop and implement an articulation agreement between Fresno State and Wuhan University (China), permitting students from Wuhan University to attend Fresno State to complete 22 units of the MA in Education course requirements, after completing nine (9) credits at Wuhan University. A mentoring component is also being considered for the international students.
- The department will initiate a comprehensive exam option for the program. Dr. Linda Hauser, Program Coordinator of the Department of Educational Research and Administration, Dr. Nancy Akhavan, Dr. Jason Immekus, Dr. Don Wise, and Dr. Mabel Franks, department faculty members, primarily established the Comprehensive Examination development process. The process included a review through department subcommittees, vetting it through all faculty, blind scoring, and collaborative debrief sessions for key learning's. Comprehensive exams are designed to demonstrate how well the student has integrated the knowledge gathered throughout their studies in the master's program. While the questions come from specific areas, they generally reflect broader issues than what a student will find in a single class. The Comprehensive Examination was made available to students beginning in the spring of 2013.

Department of Literacy, Early, Bilingual, and Special Education

1. Recruiting students for masters programs in the department
 - a. In the Master of Arts in Reading/Language Arts, one small cohort of students was initiated in the spring 2012 and two cohorts of students in Clovis and Visalia were completed so the Reading Program has great need to recruit students for the masters program in order to continue at the same high number. From colleagues in other CSUs (with the exception of Fullerton which has an online program) we hear that their masters in reading programs are diminishing in number because the number of reading specialists in schools is diminishing due to budget cuts and because in K-12 public schools Tier 2 interventions for struggling readers is being served increasingly by teachers trained in Special Education instead of teachers who have a masters in Reading. While it was hoped that 2 cohorts would be started in the fall 2013 in local school districts, only the attempts at recruiting in Selma have been successful. They currently have 17 teachers (master's candidates) accepted to start that program. The Master of Arts in Reading (online) will transition from being a special session program housed in Continuing and Global Education to be a stateside program like other programs. Currently about new 24 students accepted into the program and ready to take classes starting this fall. So given the current online cohort of 25 students and the current face to face campus based cohort of 11, the total number of masters students in reading in the fall is anticipated to be approximately 53 stateside and 25 with Continuing and Global Education in Special Session. In spite of the diminished market for reading teachers, we, along with CSU Fullerton, appear to have one of the largest master's programs in Reading in the state.
 - b. Early Childhood has experienced sustained success in recruiting for the past two years and as a result, has increased their program to about 50 full time masters students which is an increase of a total of 5 students over last year. They have worked to recruit to potential community college instructors, with graduating students, and to existing teachers who will need additional training to be able to teach in the state of California's new Transitional Kindergarten. The department will offer a new certificate called Transitional Kindergarten Certificate through Continuing and Global Education. In June of 2013, a "Boot Camp" is being offered with 40 teachers currently registered. Early Childhood professors hope to encourage these teachers in the Transitional Kindergarten Certificate to continue their study in the master's program. The program will accept three of the classes from the certificate to count as electives in the master's program if the teachers decide to continue their education at the master's level.
 - c. Special Education program was revised two times in the past few years resulting in added burden on the faculty developing new programs and keeping them from focusing recruiting. The current program is a streamlined program allowing students to receive their credential, clear credential, and masters program in 5 semesters. A similar student in the regular track seeking a credential, clear credential, and masters in reading or early childhood would take a total equivalent of about 10 semesters. In future years, the faculty should be able to capitalize on this improved program, advertise, and recruit a more competitive program.

- d. The Program for Multilingual/Multicultural Education has the approval of all levels up to the Academic Senate to offer a masters program anticipated to start in the spring 2014. The coordinator has developed over a couple of years a consortium of professional educators in their area of study who have committed to helping the coordinator in recruiting students for the upcoming cohort.
 - e. In 2012-2013, 4 graduate programs received \$700 grants offered by The Division of Graduate Studies to purchase promotional materials to recruit graduate students.
2. Searches were held in Special Education, Reading, and Early Childhood. Two professors were hired in Reading in the multicultural cohort and one in Early Childhood. The search in Special Education was not successful in hiring a new professor in the specialty area of Moderate to Severe Special Education. Next year, two searches have been approved and committees are being formed. Our intention is to get approval for the searches during the summer and advertise for new faculty in the early fall. With interviews in the late fall or January, we will be able to offer contracts to the best candidates earlier than other universities.
 3. During the past year, in collaboration with the Dean and educators in the public schools, we have worked to r
 4. Revise syllabi and programs to address the new K-12 Common core standards integrating the new standards into existing syllabi. Professors have attended workshops at the KSOEHD school level and participated in discussions at the program and department levels. Also, professors from the department are increasing their understanding of the Common Core curriculum by working with administrators in the Fresno Unified School District on a new cohort of credential students called Science, Technology, Engineering, and Math (STEM).
 5. The faculty will develop courses undergraduates could take that would advance their knowledge of pedagogy in the areas of disabilities, young children, in children's literature, and storytelling. The only progress to report on this goal is the successful pilot of a course in the teaching of young children.
 6. The department sought to mentoring new faculty in department meetings this year. Further goals for mentoring will continue as outlined below.

Continued Goals from Previous Years and New Goals

1. Recruiting will continue to be a continued focus in the department as the Kremen School of Education and Human Development seeks to recover students lost when the budget cuts forced school districts to limit the number of newly hired teachers. We also seek to improve the profession by focusing more of recruiting of graduate students who can serve the K-12 schools better.
2. Approval of the Linguistically and Culturally Diverse (LCD) Learners Master's Option and initiation of a new masters program. Professors in this program hopes to receive approval of the Academic Senate and Provost in the early fall and recruit a cohort of students in the spring 2014.
3. Improve mentoring of untenured faculty through monthly meetings of faculty and mentor using the procedure outlined by a subcommittee of the faculty in the summer of 2012:
 - a. 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.
- b. 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.
 - c. Meet with probationary faculty a week before the file is to be submitted to revise the file.
 - d. 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).
 - e. 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.
4. Increased scholarly writing
 - a. During department meetings tips for improving writing were shared and several faculty presented at the provost's forum on research and a faculty writing initiative was formed at the beginning of the summer 2013, but with little success. The number of publications decreased this year and so new ways of promoting publications will be pursued in the beginning of fall 2013.
 - b. Faculty received 3 of the Dandoy Research Awards for writing this year.
 5. Department goals were established last year over the course of 5 months. They are listed in a chart below with the most important goals at the top.

SUMMARY REPORT OF FACULTY ACTIVITIES

PUBLICATIONS

Department of Counselor Education and Rehabilitation

Lam, Sarah

Xiong, S., & Lam, S.K.Y. (2012). Factors affecting the success of Hmong college students in America. *British Journal of Guidance & Counselling*, DOI:10.1080/03069885.2012.713909.

Lam, S.K.Y., Tracz, S., & Lucey, C. (2012). Age, gender, and ethnicity of counselor trainees and corresponding counseling self-efficacy: Research findings and implications for counselor educators. *International Journal for the Advancement of Counselling*, DOI:10.1007/s10447-012-9175-3.

Lee, Song

Weir, K., Lee, S., et al. (in press). Whole Family Theraplay: Integrating Family Systems Theory and Theraplay® to Treat Adoptive Families. *Adoption Quarterly*.

Lucey, Christopher

Lucey, C., & Lam, S. (2012). Predicting suicide risks among outpatient adolescents using the Family Environment Scale: Implications for practice and research. *International Journal for the Advancement of Counseling*. Volume 34, Issue 2, Page 107-117

Lam, S., Tracz, S., Lucey, C. (2012). Age, Gender, and Ethnicity of Counsellor Trainees and Corresponding Counselling Self-Efficacy: Research Findings and Implications for Counsellor Educator. *International Journal for the Advancement of Counselling*. [Refereed Journal]

Pierce, L. Marinn

Sheperis, C. J., & Pierce, L. M. (in press). Forensic mental health counseling. *Clinical Mental Health Counseling: Fundamentals of Applied Practice* (Sheperis & Sheperis, Eds). Upper Saddle River, NJ: Pearson.

Pitt, Jenelle

Boston, Q., Bynum, F., Vaughn, S., Pitt, J. S., Smith-Augustine, S., & Waldrum, S. G. (2012). Chronic disability and women of color: Implications for rehabilitation professionals. *Rehabilitation Counselors and Educators Associations' Journal*, 6(1), 92-102.

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). Publisher: American Counseling Association. ISBN: 978-1-55620-313-8

Department of Curriculum and Instruction

Benavides, Otto

Wise, D., Benavides, O. & Destarac, M. (February 2013) Using video conferencing for international teaching: A case study linking the US to Central America. *TechTrends, AECT/Springer*.

Moreira, A., Benavides, O. & Mendes, A. (January 2013) Media in education results from the 2011ICEM and SIIE joint conference Springer, *London, England*.

Behrend, Jean

Wenrick, M., Behrend, J. L., & Mohs, L. C. (2013). A pathway for mathematical practices. *Teaching Children Mathematics, 19*(6), 354-362.

Benninga, Jacques

Benninga, J.S. (2013). Resolving ethical issues at school. *Issues in Teacher Education, 22*(1), 77-88.

Bohlin, Carol Fry

Bohlin, C.F. (2012, Fall). Teacher leadership development as a critical component of systemic reform: The San Joaquin Valley Mathematics Project. *Journal of the California Mathematics Project, 5*, 9-30. (Reprinted from *Developing teacher leaders: Professional development in science and mathematics*, pp. 147-174, by C. Nesbit, J. Wallace, D. Pugalee, A. Miller & W. DiBiase, Eds., 2001, Columbus, Ohio: ERIC Center for Mathematics, Science and Environmental Education.

Bohlin, C. F. (Ed.). (2012). *COMET: California Online Mathematics Education Times, 13* (8-16). Available at <http://comet.cmpso.org/2012-archive>

Bohlin, C. F. (Ed.). (2013). *COMET: California Online Mathematics Education Times, 14* (1-6). Available at <http://comet.cmpso.org/2013-archive>

Faughn, A., & Bohlin, C.F. (2012). Empowering mathematics teachers through a graduate mathematics program and increased leadership opportunities. In California Mathematics Project. *Mathematics Teacher Retention* (pp. 149-157). Los Angeles, CA. Available online at <https://docs.google.com/file/d/0B-R57vCsTjJ6N045VkYzVnNnWUU/edit?pli=1>

Chiero, Robin

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).

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2013). Surveys of teacher education graduates and their principals: The value of the data for program improvement. *Teacher Education Quarterly* (accepted May 10, 2013).

Lomeli, Jose

Lomeli, J. & Price, Steve (2012). *Evaluation of academic gains of Fresno County Office of Education students*. Evaluation Report. Fresno County Office of Education, Migrant Education Fresno, CA.

Lomeli, J. (2012). *Realizing Potentials Migrant High School Youth Leadership Institute*. Evaluation Report, Kern County Office of Education, California Department of Education.

Lomeli, J. (2012). *Realizing Potentials Migrant Middle School Youth Leadership Institute*. Evaluation Report. San Joaquin County Office of Education, California Department of Education.

Nelson, Frederick

Nelson, F. L., & Sadler, T. D. (2013). A third space for reflection by teacher educators: A heuristic for understanding orientations to and components of reflection. *Reflective Practice* 14 (1), 43-57.

Nyberg, Lisa

McGough, J. & Nyberg, L. (2013). Making connections through conversations. *Science and Children*, 50 (6), 42-46.

McGough, J. & Nyberg, L. (2013). Strong STEMS need strong sprouts! *Science and Children*, 50 (5), 27-33.

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

Akhavan, Nancy

Akhavan, N. (at press). Teaching long-term English learners to write in content areas: The application of dynamic and supportive instruction. In K.Pytash, R.Ferdig & T. Rasinski (Eds.), "*Preparing teachers to teach writing using technology*. ETC Press.

González, Juan Carlos

González, J. C., & Portillos, E. (2013). Chicanos teaching social justice in higher education / Chicanos enseñando justicia social en la universidad: Experiences at predominately White and Hispanic serving institutions. In P. G. Boyer & D. J. Davis (Eds.), *Social justice issues and racism in the college classroom: Perspectives from different voices (International Perspectives on Higher Education Research, Volume 8*, pp. 85-111). Cambridge, MA: Emerald Group Publishing Inc. Doi: 10.1108/S1479-3628(2013)0000008009.

- González, J. C., & Ryujin, K. (2013). Of color beyond Black and White. In S. Thompson (Ed.), *Views from the frontline: Voices of conscience on college campuses* (pp. 19-40). Champaign, IL: Common Ground Publishing.
- González, J. C., & Immekus, J. (2013, In press). Experiences of Central California Latino male youth: Recollecting despair and success in barrios and schools. *Diaspora, Indigenous, and Minority Education*, 7(3).
- 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. Available: <https://libjournal.uncg.edu/ojs/index.php/ijcp/article/viewFile/305/265>.
- Portillos, E. L., González, J. C., & Peguero, A. A. (2012). Crime control strategies in school: Chicanas'/os' perceptions and criminalization. *The Urban Review*, 44(2), 171-188. DOI: 10.1007/s11256-011-0192-z.
- González, J. C., Vaquera, G., Bejarano, C., & Portillos, E. L. (2012). Un camino solitario! / A lonely road!: Chicana/o faculty storytelling and counter-storytelling in academia. In B. Gastic, & R. R. Verdugo (Eds.), *The education of the Hispanic population: Selected essays*. (pp. 255-270). Charlotte, NC: Information Age Publishing.

Hauser, Linda

- Woods, S. & Hauser, L. (2013, January). University preparation of k-12 social justice school leaders: Examination of intended, implemented and assessed Curriculum. *Educational Leadership and Administration: Teaching and Program Development*, 24.

Tanner, David

- Tanner, D.E. and Youssef-Morgan, C.M. (2013). *Statistics for Managers*. San Diego, CA: Bridgepoint Education, Inc.
- Tanner, D.E. and Andrews, D. (2012). Technology as a vehicle for education reform. *International Journal of Information and Education Technology*, 2, 415-418
- Tanner, D.E. (2013). [Review of the book *Learning the hard way: Masculinity, place, and the gender gap in education*]. *Choice: Current Reviews for Colleges and Libraries*, 50, May.
- Tanner, D.E. (2012). [Review of the book *Narrowing the achievement gap: perspectives and strategies for challenging times*]. *Choice: Current Reviews for Colleges and Libraries*, 49, October.

Tracz, Susan

- Beare, P., Torgerson, C., Marshal, J., Tracz, S., & Chiero, R. (In Press). Surveys of teacher education graduates and their principals: the value of the data for program improvement. *Teacher Education Quarterly*.

Leininger, L. J., Harris, D., Tracz, S., & Marshall, J. E. (2013). Differences in Physical Activity Participation between University Employees With and Without a Worksite Health Promotion Program. *Californian Journal of Health Promotion, 11(1)*, 67-75.

Beare, P., Torgerson, C., Marshal, J., Tracz, S., & Chiero, R. (2012). Examination of alternative programs of teacher preparation on a single campus. *Teacher Education Quarterly, 39(4)*, 55-74.

Beare, P., Marshall, J., Torgerson, C., Marshal, J., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly, 39(1)*, 159-173.

Chiero, R., Tracz, S., Marshall, J., Torgerson, C., & Beare, P. (2012). Learning to Teach: Comparing the Effectiveness of Three Pathways. *Action in Teacher Education, 34(4)*, 368-380.

Wise, Donald

Wise, D., Benavides, O., & Destarác, M.A. (2013). Using Video Conferencing for International Teaching: A case study linking the US to Central America. *Tech Trends, 57(1)*, 26-30.

Wise, D. & Avendaño, K. (2013, In press). *Coaching para el Liderazgo Educativo (Coaching for Educational Leadership)*. Book (in Spanish) to be published shortly.

Wise, D. & Zwiers, J. (2013, In press). Instructional coaching in Guatemala: Reflection for reform. *International Education, 42(1)*.

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 Magazine*. Volume 19, No. 4. Caddo Gap Press

Bathina, Jyothi

Bathina, Jyothi. (2013). "From Slumdog to Humanitarian: Combining Literacy with Purpose. *Journal of Adolescent and Adult Literacy* (in press).

Bathina, Jyothi. (2013). "From 'Slumdog' to Humanitarian: Educating Orphans to Save the World." *International Journal of Children's Spirituality*. **DOI:** 10.1080/1364436X.2013.771117.

Bathina, Jyothi (Ed). (2012). *Ninos de Oro: Cutler Orosi Chronicles*. San Francisco: Literate Voices.

Huerta, Teresa

Huerta, T. M. (April 8, 2013). New Master's Program and Impact on Dual Language Programs. Seminars on FUSD Dual Language Programs. Burroughs Elementary School.

Torgerson, C., Nyberg, L., Macy, S., and, Huerta, T. M. (November 30, 2012). International experience in Greece. Kremen School of Education and Human Development. Fresno, CA.

Torgerson, C., Nyberg, L., Macy, S., and, Huerta, T. M. (October 11, 2012). Promoting STEM and English language teaching. The American Farm School and Perrotis College. Thessaloniki, Greece.

Jamgochian, Elisa

Ketterlin-Geller, L. R., Jamgochian, E. M., Nelson-Walker, N. J., & Geller, J. (2012). Disentangling mathematics target and access skills: Implications for accommodations assignment practices. *Learning Disabilities Research and Practice*, 27 (4), 178-188.

Saez, L., Jamgochian, E. M., Tindal, G. (2013). Accommodating Special Needs for Large-Scale Assessments. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Improving large-scale assessment in education: Theory, issues, and Practice*. New York: Routledge.

Shelton, Marilyn

Mar 15, 2013. Co presented with Joyce Daniels, Sharon Davisson. Visioning: Join us to investigate applying the core values of reflective, quality education in the creation of an inspiring vision statement. California Association for the Education of Young Children. San Jose, Ca

Shen, Hong

Shen, H. (2013). New idea and new approach: Introduce universal design of learning, Shanghai Special Education in press.

Shen, H. (2013). Universal design of learning: What is new? Shanghai Special Education in press.

Torgerson, Colleen

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*, 39(4),55-74.

Chiero, R., Tracz, Marshall, J., Torgerson, C., & Beare, P. (2012). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*, 34, 368-380.

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(1), 159-173.

PRESENTATIONS:

Department of Counselor Education and Rehabilitation

Garcia, Juan

Garcia, Juan C, "Cultural Aspects of Latino Mental Health Traditional Family Structure: Acculturation, Psychiatric Prevalence, and Cultural Healing," Holistic Cultural and Education Wellness Center, May 20, 2013, Mental Health Services Act Project, Fresno CA

Aguilar-Gaxiola, Sergio, MD, PhD and Juan C Garcia, PhD, "The Psychological and Physical Consequences of Human Trafficking: Linguistic and Cultural Considerations," May 29, 2013, Central Valley Against Human Trafficking Conference, Hosted by Centro la Familia, Fresno CA

Lam, Sarah

Lam, S. (2012, July). *Equipping teachers in guidance and counseling*. Presented at the First International Conference on School Guidance in the Chinese Communities, Hong Kong

Lam, S. (2012, August). *Contemporary family and counseling*. Presented at the Doctoral Program of the Chinese Witness Theological Seminary, San Jose, CA (**Invited**).

Lam, S. (2012, November). *Engaging college students through lectures*. Presented at the Beijing Union University Faculty and Dean Training, California State University, Fresno

Lam, S. (2013, March). *Chickering's psychosocial development theory on students in higher education*. Presented at the Wuhan University of Geosciences, Wuhan, China (**Invited**).

Lau, Jared

Marquez, B., & Lau, J. (2013, May). *Career Counseling Collaboration*. Education Session presented at the 10th Annual Action Research Conference, San Diego, CA.

Lau, J. (2012, November). *An Ecological Approach to Assessing the Training Environment of Counselor Education Programs*. Education session presented at the 2012 Western Association for Counselor Education and Supervision (WACES) conference. Portland, OR.

Lee, Song

Lee, S. & Xiong, S. (2013). *Life of Hmong American Elders in the New Millennium*. Hmong National Development Conference, Fresno, CA.

Lee, S. & Valencia, Al. (2013). *Meta-synthesis of Studies on the Hmong Americans and their Mental Health*. Hmong National Development Conference, Fresno, CA.

Lee, S. (2013). *Importance of Education*. Invited keynote speaker. Atwater, CA.

Pierce, L. Marinn

Clarke, P. B., & Pierce, L. M. (April 2013) *Bibliotherapy: Using movies, TV shows, and music in counseling to facilitate client change*. Chi Sigma Iota International Webinar.

Pierce, L. M., & Spurgeon, S. (March 2013). *Wellness, spirituality, and personal dispositions of practicing counselors: Implications for practice*. American Counseling Association. Cincinnati, Ohio.

Pierce, L. M., & Fenton, A. (June 2012). *The spiritual experiences of individuals with autism*. Association for Spiritual, Ethical, and Religious Values in Counseling Bi-Annual Conference. Santa Fe, New Mexico.

Pitt, Jenelle

Pitt, J. S. (2013, April). *Promoting multicultural competence using service learning pedagogy: What we learned along the way*. Poster presentation at the Faculty Women of Color in the Academy National Conference: Issues of Politics and Scholarship at the University of Illinois at Urbana-Champaign, Urbana, IL.

Pitt, J. S., McLaurin, L., Shannon, C. D., & Conroe, G. (2012, July). *Exposing the "real" of cultural competence: A reality check before it's too late*. Presentation at the 19th Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Little Rock, Arkansas.

Wilson, K. B., Pitt, J. S., & Gines, J. (2012, July). *What Are We Missing: Are the Multicultural Counseling Competencies Challenging Professionals Who Work With People With Disabilities?* Presentation at the 19th Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Little Rock, Arkansas.

Pitt, J. S. (2013, April). *Identifying and working with a mentor*. Presentation at the 13th Annual National Rehabilitation Educators Conference at San Francisco, CA.

Raheem, Malik

Raheem, M. (2013). *African American Mental Health: Microaggressions, Racial Cultural Identity Development and Healing*, Holistic Cultural and Education Wellness Center, Fresno, CA.

Raheem, M. (2013). *Ethnic Identity Development and Counselor Educators Ability to Recognize Racial Microaggressions*. Researchers and Critical Educators (R.A.C.E.) brown bag Lecture Series, Fresno, CA.

Raheem, M. (2013). *Ethnic Identity Development and Counselor Educators Ability to Recognize Racial Microaggressions*. American Counseling Association, Cincinnati, OH.

Raheem, M. (2012). *Investigating the Relationship of Ethnic Identity Development and Comfort and Competence of Counselor Educators in addressing Multicultural Issues*. Western Association of Counselor Educators and Supervisors, Portland, OR.

Rankin, Carol

Rankin, C. S. (2012, May). *Dual disorders*. Presented to staff of Spirit of Woman, Fresno, CA.

Rankin, C.S. (2012, August). *What is motivational interviewing?* Presented to the Student Leadership Orientation for Health Promotion & Wellness at Fresno State: Student Health Services. Fresno, CA.

Rankin, C.S. (2012, Dec). *Motivational Interviewing*. Presented as an in-service to Student Health Center Staff, Fresno State, Fresno, CA.

Rankin, C.S. (2013, Feb). *Motivational Interviewing*. Presented for Fresno Center for Medical Education and Research Area Education Center Retention and Evaluation Activities. UCSF- Fresno, CA.

Rankin, C.S. (May, 2013). *Motivational interviewing in public health*. Presented to Public Health: 114 class, Fresno State.

Smith, Dan

Smith, H. D. (2012). "Professional ethics and laws: A workshop for mental health practitioners." Fresno, CA; 09-15-2012)

Smith, H. D. (2013). "Child abuse assessment and reporting." Fresno, CA; 03-16-2013.

Valencia, Albert

Lee, S. & Valencia, A. (2013, April). Meta-synthesis of Studies on the Hmong Americans and their Mental Health. Hmong National Development Conference, Fresno, CA.

Valencia, A. (2013, February). Keynote Address: Clovis West High School, Latino Student Success Conference, Clovis, CA.

Valencia, A. (2013, January). Keynote Address: Crestview Charter School, Graduation, Fresno City College, Fresno, CA.

Valencia, A. (2012). The Art and Science of Mentoring. CLEAR National Mentoring Conference, California State University, 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. (2013 May) The use of mobile technologies in education. *Jornadas de Educación Móvil*. Universidad de la Rioja Logroño, Spain

Benavides, O. (2013 January) *The Development of technology throughout the centuries. A virtual presentation to faculty of several Latin American Universities*. Bogotá, Colombia

Benavides, O. (2012, December) *The use of mobile technologies in education. A presentation to faculty of four Spanish universities*. Universidad de La Rioja, Logroño, Spain

Benavides, O. (2012, October) *Lectio Inauguralis l Desafío de la educación Bilingüe en América Latina*. Universidad de Panamá, Ciudad de Panamá, Panamá

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, Kathryn J. (2013, April). *Cyberbullying: Digital Literacy for Prevention, Detection, and Dealing Effectively With*. Paper presented at the 28th Annual Character Education Conference, Fresno, CA.

Biacindo, Kathryn J. (2013, January). *Ridgewalking and dig report for Paradise Ridge grant proposal*. Report presented at the Cave Research Foundation Annual Meeting, Fresno, CA.

Biacindo, Kathryn J. (2012, November). *Service learning in the Native American community: Grant and fundraising opportunities*. Report presented to Sierra Seventh Lodge (a nonprofit organization), Fresno, CA.

Biacindo, Kathryn J. (2012, October). *Biosurveying in the Sequoia and King’s canyon karst System*. Report presented at the monthly meeting of the San Joaquin Valley Grotto, Fresno, CA

Bohlin, Carol Fry

Bohlin, C.F. (2012, Nov. 13). *STEM: Supporting & promoting the K-18 STEM pipeline*. Provost’s Leadership Team Meeting, Fresno, CA.

- Bohlin, C.F., Nunna, R., & Zoghi, M. (2012, August 14). *Innovation in STEM*. Provost's Leadership Team Retreat, Fresno, CA.
- Bohlin, C.F., & Williams, D. (2013, February 8). *Interdisciplinary partnerships*. CSU Next Generation Science Standards for K-6 Teachers. WestEd Webinar. Available at www.schoolsmovingup.net/cs/smu/view/e/5307 and <http://youtu.be/2hs0rZGKXII>
- Bohlin, C.F., Williams, D., & Papavasiliou, N. (2013, March 1). *STEMulating opportunities for Liberal Studies students at Fresno State*. 13th Annual Fresno State/Community College Liberal Studies Conference. California State University, Fresno.
- Bohlin, C.F. (2013, Feb. 7). *Welcome to MATHCOUNTS students and coaches; STEM careers and Fresno State's programs*. MATHCOUNTS Chapter Competition.
- Brady, M., Bohlin, C.F., Nelson, F., & Tehrani, F. (2013, May 10). *STEM for future elementary teachers*. STEM Learning in Action Conference, Fresno, CA.
- Postma, J., Marshall, J., Tarjan, J., Bohlin, C.F., Keller, J., Kloock, C., & Marcum, B. (2013, May 10). *University reforms and partnerships advancing successful K-12 STEM education*. STEM Learning in Action Conference, Fresno, CA.
- Valadez, J., Dueck, J., & Bohlin, C.F. (2012, October 18). *California STEM Summit*. KSEE 24 Central Valley Today, Fresno, CA.
- Delgado, A., Williams, D., Bohlin, C.F., Angulo, E., Go, C., Cha, J., & Stimach, C. (2012, October 10). *Student Physics*. KSEE 24 Central Valley Today, Fresno, CA.
- Chiero, Robin**
- Beare, P., Marshall, J., Torgerson, C., Chiero, R., & Tracz, S. (2012). *Assessing Program Effectiveness: Comparing Traditional and alternative Teacher Preparation Pathways Using Surveys, TPAs, and K-12 Student Achievement*. 64th Annual Meeting of the American Association of Colleges of Teacher Education, Chicago, IL, February 18, 2012.
- Chiero, R., & Flores, A. (February 2013). *CalStateTEACH: Preparing Elementary Teachers Across California*. Presentation at Apple Education Briefing, Cupertino, CA.
- 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. & Perez, A. (2012). *Enhancing Self-Confidence and Internal Motivation*. 14th Annual Realizing Potentials Academic/Leadership Institute. Fish Camp, California. (Invited Conference/Workshops).

Lomeli, J. & Perez, A. (Aug. 2012 and May 2013). *Group Dynamics/Teambuilding*. Annual KSOEHD Doctoral Program Initial Meeting. Fish Camp, California (Invited Workshop).

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

Lomeli, J. & Pham, K. (Spring, 2013). *Co-Teaching*. 6 Training workshops, Central Valley Cooperating Teachers and Teacher Candidates. California State University, Fresno, KSOEHD, Fresno, California.

Lomeli, J. & Perez, A. (2013). *Dreams of Success: Enhancing Academic Performance*. Preparation for Success in Content Standards, Burroughs and John Muir Elementary Schools, Fresno Unified School District, Fresno, California. (Invited Speaker-Conference).

Nelson, Frederick

Nelson, F. L. (2013, May). *What happened to inquiry in the NGSS?* Presentation at the STEM Learning in Action Conference, Fresno, CA.

Brady, M., Bohlin, C. F., Nelson, F. L., & Tehrani, F. M. (2013, May). *STEM for future elementary teachers*. Presentation at the STEM Learning in Action Conference, Fresno, CA.

Nelson, F. L., Brady, M., Bohlin, C. F., & Tehrani, F. M. (2013, April). *A STEM concentration in liberal studies at California State University, Fresno*. Presentation to the California State University, Fresno Liberal Studies Review Committee, Fresno, CA.

Nelson, F. L., & Nelson, L. (2013, March). *Hosting mix-it-up at lunch day: Creating inclusive school communities*. Presentation at the Cesar Chavez Conference on Literacy, Early Education & Education Policy, Fresno, CA.

Nelson, F. L. (2012, November). *Oh, the places I've been! A physics teacher's professional development journey*. Presentation at the Department of Physics Colloquium at California State University, Fresno, CA.

Nelson, F. L. (2012, November). *Master Teacher/University Supervisor Panel*. Professional Development Day for University Supervisors and Master Teachers, Fresno, CA.

Nelson, F. L. (2012, October). *Who's got the information? Revising our roles as teachers*. Presentation at the Fall Conference of the Central Valley Computer-Using Educators, Visalia, CA.

Nelson, F. L. (2012, October). *Whirlygig science with technology*. Presentation at the Fresno State Master Teacher Professional Development Workshop, Fresno, CA.

Nyberg, Lisa

Nyberg, L. *Strong STEMS Need Strong Sprouts!* STEM Learning in Action Conference: Fresno, CA, May 2013.

Nyberg, L. *Strong STEMS Need Strong Sprouts!* National Science Teachers Association: San Antonio, TX, April 2013.

Nyberg, L. *Presidential Awardee: Multigenre Science Research*. National Science Teachers Association: San Antonio, TX, April 2013.

Nyberg, L. *Assessing Partnership Effectiveness: Using K-12 Student Achievement, Value Added, Employer and Graduate surveys, TPAs, and Qualitative Focus Groups*. American Association of Colleges for Teacher Education, February, 2013. (national)

Pham, Kien

Pham, K. and Lomeli, J. (2013) "Co-Teaching Strategies and Communication Skills" California State University, Fresno. Fresno, CA. February 27, 2013.

Pham, K. and Lomeli, J. (2013) "Co-Teaching Strategies and Communication Skills" California State University, Fresno. Fresno, CA. February 20, 2013.

Pham, K. and Lomeli, J. (2013) "Co-Teaching Strategies and Communication Skills" California State University, Fresno. Fresno, CA. February 13, 2013.

Pham, K. and Lomeli, J. (2013) "Co-Teaching Strategies and Communication Skills" California State University, Fresno. Fresno, CA. February 9, 2013.

Pham, K. (2013) "Using SDAIE Strategies to Teach Mathematics to English Learner Students." California League of Schools Technology Conference. Monterey, CA. January 11, 2013.

Pham, K. and Lomeli, J. (2013) "Co-Teaching Strategies and Communication Skills" California State University, Fresno. Fresno, CA. January 9, 2013.

Pham, K. and Lomeli, J. (2012) "Co-Teaching Strategies and Communication Skills" California State University, Fresno. Fresno, CA. September 28, 2012.

Pham, K. and Lomeli, J. (2012) "Co-Teaching Strategies and Communication Skills" California State University, Fresno. Fresno, CA. September 20, 2012.

Pham, K and Lomeli, J. (2012) "Co-Teaching Strategies and Communication Skills" Tulare Unified School District. Tulare, CA. September 15, 2012.

Pham, K. and Lomeli, J. (2012) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. September 13, 2012.

Pham, K. and Lomeli, J. (2012) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. August 30, 2012.

Pham, K. (2012) “Co-Teaching Strategies and Communication Skills” California State University, Fresno. Fresno, CA. August 17, 2012.

Ullrich, Walter

Ullrich, W. J. (Chair/Respondent). (2012, Oct.). *Social justice and the foundations of education*. Symposium presented at American Educational Studies Association Annual Conference, Seattle, WA.

Department of Educational Research and Administration

Akhavan, Nancy

Akhavan, N. “Content Based Units of Study.” Staff Development on Unit Planning, PS 120 Brooklyn, NY. April 6, 2013. Workshop Presentation.

Akhavan, N. “Meeting students’ needs through a standards based focus.” Nebraska State Reading Conference. Nebraska State Reading Association. Kearney, NE. February 22, 2013. Featured Speaker.

Akhavan, N. “Accelerated vocabulary instruction: The key to helping English language learners.” Nebraska State Reading Conference. Nebraska State Reading Association. Kearney, NE. February 22, 2013. Featured Speaker.

Akhavan, N. “Phonics and the common core: Helping students to read well in order to read closely.” Phonics Special Interest Group, International Reading Association. San Antonio, TX. April 27, 2013. Speaker.

Akhavan, N. “The effects of coaching on teacher efficacy, individual academic optimism, and student achievement.” Annual Convention, National Council of Teachers of English. Las Vegas, NV. November 17, 2012. Research Roundtable Presentation.

Akhavan, N. “Keys to fabulous vocabulary instruction.” Scholastic Mexico Professional Development Day. Mexico City, Mexico. September 22, 2012. Featured Speaker.

Boris, Virginia

Boris, V.R. (2013, March 21). *Writing and Problem Solving in Mathematics: Grades 6 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 6 - 12 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California’s

- Common Core State Standards. Session emphasized extended written responses. Third of three sessions.
- Boris, V.R. (2013, March 21). *Implementing Common Core Standards for Speaking and Listening: Grades 6 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 6 -12 presenting lesson design and applications of California's Common Core State Standards for speaking and listening.
- Boris, V.R. (2013, March 14). *Writing and Problem Solving in Mathematics: Grades 3 - 5*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 5 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards. Session emphasized extended written responses. Third of three sessions.
- Boris, V.R. (2013, March 14). *Implementing Common Core Standards for Speaking and Listening: Grades 3 - 5*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 5 presenting lesson design and applications of California's Common Core State Standards for speaking and listening.
- Boris, V.R. (2013, March 7). *Writing and Problem Solving in Mathematics: Grades K – 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards. Session emphasized extended written responses. Third of three sessions.
- Boris, V.R. (2013, March 7). *Implementing Common Core Standards for Speaking and Listening: Grades K – 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and applications of California's Common Core State Standards for speaking and listening.
- Boris, V.R. (2013, February 28). *Integrating Common Core Literacy Standards in Science and Social Studies: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A full-day workshop for administrators and teachers of science and social studies grades 7 - 12 presenting CaCCSS literacy standards and guide best practice in lesson design. Second of two sessions.
- Boris, V.R. & Cloud, H. (2013, February 19). *Lesson Study in Mathematics*. Sanger, CA: Sanger Unified School District Office. A full day workshop for two grade level teacher leaders, grades 2 – 9, addressing the CACSS Principles of Mathematical Practice and lesson design. Second of two sessions.
- Boris, V.R. (2013, February 15). *Educational Course Redesign and the Common Core Standards, Mathematics*. Fresno, CA: Fresno State University. Opening session of Kremen SOEHD faculty workshop. Presentation content addressed emerging assessment and student task paradigms.

- Boris, V.R. (2013, February 1). *Educational Course Redesign and the Common Core Standards, English Language Arts*. Fresno, CA: Fresno State University. Opening session of Kremen SOEHD faculty workshop. Presentation content addressed emerging assessment and student task paradigms.
- Boris, V.R. (2013, January 31). *Integrating Common Core Literacy Standards in Science and Social Studies: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A full-day workshop for administrators and teachers of science and social studies grades 7 - 12 presenting CaCCSS literacy standards and guide best practice in lesson design. First of two sessions.
- Boris, V.R. (2013, January 20). *Problem Solving in Mathematics: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 7 - 12 presenting lesson design and grade appropriate problem solving using Standards of Mathematics Practice, California's Common Core State Standards. Second of three sessions.
- Boris, V.R. (2013, January 20). *Higher Order Questioning Techniques and the Common Core: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 7 - 12 presenting lesson design and applications of higher order questions to raise cognitive rigor and prepare for California's Common Core State Standards.
- Boris, V.R. (2013, January 16). *Rural Network Workshop on California's Common Core Standards in English Language Arts*. Fresno, CA: Fresno State University. A full day workshop for administrators and lead teachers from Central Valley Educational Leadership Institute's Rural Network addressing the instructional leadership issues associated with the implementation of California's Common Core State Standards.
- Boris, V.R. (2013, January 13). *Problem Solving in Mathematics: Grades 3 - 6*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 6 presenting lesson design and grade appropriate problem solving using Standards of Mathematics Practice, California's Common Core State Standards. Second of three sessions.
- Boris, V.R. (2013, January 13). *Higher Order Questioning Techniques and the Common Core: Grades 3 - 6*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 6 presenting lesson design and applications of higher order questions to raise cognitive rigor and prepare for California's Common Core State Standards.
- Boris, V.R. (2013, January 6). *Problem Solving in Mathematics: Grades K - 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and grade appropriate problem solving

using Standards of Mathematics Practice, California's Common Core State Standards. Second of three sessions.

Boris, V.R. (2013, January 6). *Higher Order Questioning Techniques and the Common Core: Grades K – 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and applications of higher order questions to raise cognitive rigor and prepare for California's Common Core State Standards.

Boris, V.R. (2012, December 6). *Posing Higher Cognitive Questions in Fifth Grade Social Studies Lessons*. Clovis, CA: Clovis Unified School District. Fresno County Teaching American History Grant, Fifth Grade Cohort. A two-hour interactive session demonstrating instructional strategies to integrate higher order thinking questions and non-fiction text in fifth grade social studies lessons.

Boris, V.R. & Cloud, H. (2012, November 30). *Lesson Study in Mathematics*. Sanger, CA: Sanger Unified School District Office. A full day workshop for two grade level teacher leaders, grades 2 – 9, addressing the CACSS Principles of Mathematical Practice and lesson design. First of two sessions.

Boris V.R. & Akhavan, N. (2012, November 7). *Responding to California's Common Core State Standards in English Language Arts and Mathematics*. Fresno, CA: Fresno State University. A three-hour interactive workshop for Kremen School of Education and Human Development faculty introducing California's Common Core Standards and facilitating faculty dialogue addressing the impact of CaCCSS on Kremen SOEHD course offerings.

Boris, V.R. (2012, November 2). *Drive: Theory Y Motivation*. Central Valley Educational Leadership Institute's Middle Leaders Project Session. Fresno, CA: Fresno State University. A two-hour interactive session for certificated and classified middle managers on Daniel Pink's Drive and applying Theory Y when motivating employees.

Boris, V.R. (2012, November 1). *Problem Solving in Mathematics: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 7 - 12 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards.

Boris, V.R. (2012, November 1). *Thinking Tools for the Common Core: Grades 7 - 12*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 7 - 12 presenting lesson design and applications of common, articulated graphic organizers to raise cognitive rigor and prepare for California's Common Core State Standards.

Boris, V.R. (2012, October 18). *Integrating Common Core Literacy Standards in Fifth Grade Social Studies Lessons*. Clovis, CA: Clovis Unified School District. Fresno County Teaching American History Grant, Fifth Grade Cohort. A two-hour interactive session

demonstrating instructional strategies to integrate higher order thinking skills and non-fiction text in fifth grade social studies lessons.

Boris, V.R. (2012, October 18). *Problem Solving in Mathematics: Grades 3 - 6*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 6 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards.

Boris, V.R. (2012, October 18). *Thinking Tools for the Common Core: Grades 3 - 6*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades 3 - 6 presenting lesson design and applications of common, articulated graphic organizers to raise cognitive rigor and prepare for California's Common Core State Standards.

Boris, V.R. (2012, October 12). *Building Teams*. Central Valley Educational Leadership Institute's Middle Leaders Project Session. Fresno, CA: Fresno State University. A two-hour interactive session for certificated and classified middle managers presenting attributes of effective teams and team leaders.

Boris, V.R. (2012, October 11). *Problem Solving in Mathematics: Grades K - 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and grade appropriate problem solving in mathematics Standards of Math Practice, California's Common Core State Standards. First of three sessions.

Boris, V.R. (2012, October 11). *Thinking Tools for the Common Core: Grades K - 2*. Sanger, California: Sanger Unified District Office. A half-day workshop for administrators and teachers of grades K- 2 presenting lesson design and applications of common, articulated graphic organizers to raise cognitive rigor and prepare for California's Common Core State Standards.

Boris, V.R. (2012, October 1). *Transition to Common Core: Reinventing Collaboration*. Fall 2012 Joint Conference of TECSCU and TRG, The Proof of Effective Partnerships: Educators Meeting the Challenges and Opportunities of the 21st Century. Arlington, Virginia

Boris, V.R. (2012, September 27). *Implementing a High Utility Academic Vocabulary Program for Kindergarten Through Grade Two*. Firebaugh, CA: Bailey Elementary School. Half- day workshop for certificated faculty and administration at Bailey Elementary School addressing the attributes and implementation of a school-wide academic vocabulary program.

Boris, V.R. (2012, September 27). *Implementing a High Utility Academic Vocabulary Program for Grades Three Through Five*. Firebaugh, CA: A. E. Mills Intermediate School. Half-day workshop for certificated faculty and administration at A. E. Mills Intermediate

School addressing the attributes and implementation of a school-wide academic vocabulary program.

Boris, V.R. (2012, September 20). *Implementing a High Utility Academic Vocabulary Program for Middle and High Schools*. Firebaugh, CA: Firebaugh Middle School. Full day workshop for middle and high school core and special education faculty addressing the attributes and implementation of a school-wide academic vocabulary program.

Boris, V.R. (2012, August 29). *Gearing Up for the Common Core: Ten Things District Leaders Should Do*. Fresno, CA: Fresno State University. Presentation to member superintendents of the Central Valley Educational Leadership Institute Rural Schools Network.

Boris, V.R., Baker, R. & Parra, D. (2012, August 7). *Introducing California Common Core State Standards for Mathematics, Grades 7 - 12*. Clovis, CA: Clovis Unified School District. Break-out session presentation to Clovis Unified School District secondary principals, learning directors, program specialists and district staff for curriculum and instruction at the District's annual Charge Conference.

Boris, V.R., Baker, R. & Parra, D. (2012, August 6). *Introducing California Common Core State Standards for Mathematics, Grades K - 6*. Clovis, CA: Clovis Unified School District. Break-out session presentation to Clovis Unified School District elementary principals, guidance learning specialists, resource teachers and district staff for curriculum and instruction at the District's annual Charge Conference.

Boris, V.R. (2012, August 6). *First Time Best Instruction*. Clovis, CA: Clovis Unified School District. Keynote address to Clovis Unified School District Leadership Team at the District's annual Charge Conference.

Gonzalez, Juan Carlos

Turner, C. S. V., & González, J. C. (2013, Apr 28). *From poverty to the professoriate: Mentoring and the development of scholars of color*. San Francisco, CA: Annual Conference of the American Educational Research Association.

González, J. C., & Gonzalez, L., Morris, S., & Ruiz, A. (2013, Apr 27). *The Latino male college choice in central California: A qualitative study of high school seniors*. San Francisco, CA: Annual Conference of the American Educational Research Association.

Caldwell, M., González, J. C., & Espinoza, A. (2013, Apr 16). *Diversifying the faculty at a Hispanic Serving Institution in California: Opportunities and challenges*. Minneapolis, MN: Keeping Our Faculty of Color Symposium. Presented by M. Caldwell & J. C. González.

González, J. C., & Immekus, J. (2013, Jan 6). *Central California Latino males: Community leaders recounting youth challenges*. Honolulu, HI: Hawaii International Conference on Education.

González, J. C., & Rico, S. (2012, Nov 14-17). *Dreaming for a higher education: The challenges of Latina/o AB540 college students in Central California*. Las Vegas, NV: 37th Annual Conference of the Association for the Study of Higher Education.

Whitman, K., & González, J. C. (2012, Nov 14-17). *Former foster youth in higher education: A qualitative study of their academic successes and challenges*. Las Vegas, NV: 37th Annual Conference of the Association for the Study of Higher Education.

Turner, C. S. V., & González, J. C. (2012, Oct 11-13, Invited). *Faculty women of color: The critical nexus of race and gender*. Minneapolis, MN: 4th World Conference on Remedies to Racial and Ethnic Economic Inequality.

González, J. C. (2012, Aug 10). *Experiences of Central California Latino males: From barrios to community college*. Reedley, CA: Reedley College.

Hauser, Linda

Hauser, L. & Mosley, A. (2013, April 28). *Middle School Teacher Leader Preparedness to Execute Primary Functions of the Teacher Leader Model Standards*. 2013 AERA Annual Meeting, Education and Poverty: Theory, Research, Policy, and Praxis. San Francisco, CA. *Peer Reviewed*.

Hauser, L. & Woods, S. (2013, April 27). *University Preparation of K-12 Social Justice School Leaders: Examination of Intended, Implemented, and Assessed Curriculum*. 2013 AERA Annual Meeting, Education and Poverty: Theory, Research, Policy, and Praxis. San Francisco, CA. *Peer Reviewed*.

Hauser, L. (2013, March 8). *Creating and Leading Culturally Sensitive and Proficient Workplaces: Districts, Departments and Schools*. CVELI Middle Leaders Development Program.

Hauser, L. (2012, December 5). *Effective meeting management to achieve results*. CSU Regional Leadership Development Program. Northridge, CA.

Hauser, L. (2012, November 2). *Effective meeting management to achieve results*. CVELI Middle Leaders Development Program.

Hauser, L. (2012, October 16). *Instructional Rounds: A Network Approach to Improving Teaching and Learning*. Northern IR Network, Planada, CA.

Hauser, L. & Darrow, R. (2012, July 26). *Google Hangouts Enhance Online Doctorate Community*. 5th Annual International Symposium: Emerging Technologies for Online Learning. Las Vegas, Nevada. *Peer Reviewed*.

Immekus, Jason

Gonzalez, S., Immekus, J. C., & Kelley, B. (2013, March). *School-wide PBS in California: Past, present, and future*. Paper to be presented at the 10th International Conference on Positive Behavior Support, San Diego, CA.

Immekus, J. C. (2013, May). *The predictive validity of interim assessment scores based on the full-information bifactor model for the prediction of end-of-grade test performance*. Paper presented the annual American Educational Research Association conference, San Francisco, CA.

Kralowec, C., Immekus, J. C., & Lane-Garon, P. (2013, May). *Predicting end-of-grade achievement based on social-emotional learning and competency beliefs among elementary and middle school students*. Paper presented at the annual American Educational Research Association conference, San Francisco, CA.

Immekus, J. C., & Alamillo, L. (2013, May). *The use of multiple measures to examine pre-service teachers' cultural responsive beliefs and practices in a teacher education program*. Poster presented at the annual American Educational Research Association Conference, San Francisco, CA.

González, J. C., & Immekus, J. C. (2013, January). *Experiences of Central California Latino Male Youth: Recollecting despair and success in barrios and schools*. Paper presented at the annual Hawaii International Conference on Education, Honolulu, HI.

Greenlaw, C., & Immekus, J. C. (2012, December). *Performance-Based Assessments*. Workshop conducted at Fresno County Office of Education, Fresno, CA.

Immekus J. C. (2012, November). *The use of interim assessment total and sub-scale scores in educational practice and research*. Presentation at the annual California Educational Research Association, Monterey, CA.

Dixon, K., Rooney, T., Immekus, J. C., & Ayala, D. (2012, November). *The implementation and evaluation of a performance based system in a rural California Central Valley District*. Presentation at the annual California Educational Research Association Conference, Monterey, CA.

Magdaleno, Ken

González, J. C., & Immekus, J. (2013, Jan 6). *Central California Latino males: Community leaders recounting youth challenges*. Honolulu, HI: Hawaii International Conference on Education.

Magdaleno, K.R. (2013, March 1). *Inspiring Possibilities Through Mentoring*. Keynote Speaker, California State University, Fresno Liberal Arts Conference, Fresno, CA.

Magdaleno, K.R. (2012, December 1). *Improving Achievement Via Student Discipline Policy*. Panelist, California School Board Association Annual Education Conference, San Francisco, CA.

- Magdaleno, K.R. (2012, October 18). *Educational Leadership Mentoring*. Center for Leadership, Equity, and Research First Annual Mentoring Summit, California State University Fresno, CA.
- Magdaleno, K.R. (2012, October 12). *Now is the time*. Keynote speaker, California Association of Professors of Educational Administration, "Equity and Excellence: Leading Change in Educational Policy," Fall Conference, San Diego, CA.
- Magdaleno, K.R. (2012, June 28). *Valuing Diversity and Culture*. Fresno State Summer Bridge Program, Fresno, CA.
- Magdaleno, K.R. (2012, May 23). *Valuing Diversity and Culture*, Fresno State Staff Training and Recognition Day, Fresno, CA.
- Magdaleno, K.R. (2012, May 23). *Promoting a Mentoring Culture*, Fresno State Staff Training and Recognition Day, Fresno, CA.
- Magdaleno, K.R. (2012, May 17). *Mastery, Not Mystery: Addressing Issues of Race, Culture, and Equity in Education*, Workshop presenter, Total School Solutions, Ontario, CA.
- Magdaleno, K.R. (2012, April 30). *Creating an Asset Rich Learning Culture*, Workshop presenter, California League of School Conference, North Lake Tahoe, Nevada
- Magdaleno, K.R. (2012, March 28). *Cultures Have Capital, Eliminating the Achievement and Discipline Gaps: How Recognizing and Using Cultural Capital/Value Benefits Educators*, Positive Behavioral Intervention Support (PBIS) Conference, Fresno, CA.
- Magdaleno, K.R. (2012, March 27). *Learning as a Civil Right: A Social Justice Perspective*, Keynote address, Closing the Achievement Gap for Latino Students, Total School Solutions, Fresno, CA.
- Magdaleno, K.R. (2012, February 28). *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)*, Webinar, Lozano Smith, Attorneys at Law, Fresno, CA.
- Magdaleno, K.R. (2012, January 18). *On the Other Side of the Door*, Keynote address, Closing the Achievement Gap for Latino Students, Total School Solutions, Ontario, CA.
- Magdaleno, K.R. (2012, January 18). *Cultures have Capital*, Closing the Achievement Gap for Latino Students, Total School Solutions, Ontario, CA.

Tanner, David

- Tanner, D.E. (2013) The dynamics of groups and education reform. The Oxford Education Research Symposium. 19 March, 2013, Oxford University, U.K.

Tracz, Susan

McCarthy, M. S., Harris, D., & Tracz, S. M. (2013, May). *Academic and Nursing Aptitude and the NCLEX-RN (National Council Licensure Examination-Registered Nurse)*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Koligian, S., & Tracz, S. M. (2013, May) *The Effects of Fiscal and Human Capital on Student Achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Rodriguez, C., & Tracz, S. M. (2013, April). *High School Students' Perceptions of Distributive, Procedural, and Interactional Justice: An Exploratory Study of Justice With Correlates of Counterproductive and Withdrawal Behaviors*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Williams, T. M., & Tracz, S. M. (2013, April). *Schooling Experiences of Central California Indian People Across Generations*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Akhavan, N., & Tracz, S. M. (2013, April). *The Effects of Coaching on Teacher Efficacy, Individual Academic Optimism, and Student Achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Tracz, S. M. (2012, October). Effectiveness of teacher education programs: A descriptive aggregation of supervisors' ratings of teachers. Paper presented at the annual joint meeting of the Teacher Education Council of State Colleges and Universities and the Renaissance Group, Arlington, VA.

Tracz, S. M. (2013, February). The Preparation of Educators, an All-Campus Responsibility: Supervisor ratings of teachers. Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, Orlando, FL.

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Nyberg, L. (2013, February). Effectiveness of Teacher Education Programs: A Descriptive Aggregation of Supervisor Ratings of Teachers Trained by The Renaissance Group (TRG) and the Teacher Education Council of State Colleges and Universities (TECSCU) Institutions. Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, Orlando, FL.

Wise, Donald

Whyte, J., & Wise, D. (2013, April). Postsecondary Student Access and Success: An Examination of Price Elasticity of Demand for Underrepresented Students in the California State University. Poster session presentation and the annual conference of the American Educational Research Association (AERA) in San Francisco (April 28).

- Wise, D. (2013, March). *Acompañamiento Escolar: Informe de Progreso* (School Coaching: Progress Report). Presentation to the four vice-ministers of Education of Guatemala. Guatemala City, Guatemala. March 22.
- Wise, D. (2013, March). *Acompañamiento Escolar para el Docente Novicio: Procesos y Técnicas* (Coaching for the New Teacher: Processes and Techniques). Benjamin Bloom Invited Lecture to approximately 400 elementary teachers, directors, and officials of the Ministry of Education, San Marcos, Guatemala. March 20.
- Wise, D. (2013, March). *Evaluación y Refuerzo de un Plan para Mejorar la Enseñanza y el Liderazgo en los Centros Educativos* (Evaluation and Refinement of a Plan to Improve Teaching and Leadership in Schools). Two one-day workshops to Ministry of Education officials and school directors in Totonicapán (March 19) and San Marcos, Guatemala (March 21).
- Wise, D. (2012, November). *Un Plan para Mejorar la Enseñanza y el Liderazgo en los Centros Educativos* (A Plan to Improve Teaching and Leadership in Schools). Two-day workshop to Ministry of Education officials and school directors in San Marcos, Guatemala. November 15 and 16.
- Wise, D. (2012, November). *Un Plan para Mejorar la Enseñanza y el Liderazgo en los Centros Educativos* (A Plan to Improve Teaching and Leadership in Schools). Two-day workshop to Ministry of Education officials and school directors in Totonicapán, Guatemala. November 13 and 14.
- Wise, D. (2012, November). *Planeación para el Éxito* (Planning for Success). Interactive video presentation between four sites in Guatemala (Totonicapán, Guatemala City, Jalapa, and Chiquimula) with Master's Degree students. November 12.
- Wise, D. (2012, November 12). *SINAE: Impulsando el Progreso de la Educación* (SINAE: Strengthening Educational Progress). Half-day presentation to Ministry of Education officials from two states of Guatemala. Totonicapán, Guatemala. November 12.
- Wise, D. (2012, July). *Coaching para el Liderazgo Educativo* (Coaching for Educational Leadership). One week Master's Degree course in Merida, Mexico at the Universidad Autónoma de Yucatán, Merida, Mexico. July 9-14.
- Wise, D. (2012, June). *Liderazgo académico para el aprendizaje exitoso: Investigaciones recientes* (Academic leadership for successful learning: Recent research). Keynote presentation (Benjamin Bloom Invited Lecture) to over 250 students, teachers, and professors of the Universidad Panamericana in Totonicapán, Guatemala, June 16. Video available at <http://www.reaula.org/catedrasdebloom.php?setcat=17>
- Wise, D. (2012, June). *Liderazgo para el Aprendizaje* (Leadership for Learning). Two day conference to over 40 instructional coaches and school directors. Totonicapán, Guatemala, June 14 and 15.

Wise, D. (2012, June). *El Liderazgo Educativo y Educación de Calidad* (Educational Leadership and Quality Education). Keynote presentation to officials of the Ministry of Education in Guatemala, including the Minister of Education. Antigua, Guatemala, June 13.

Department of Literacy, Early, Bilingual, and Special Education

Bathina, Jyothi

International Reading Association. San Antonio, Texas, April 19-21. "Building Literacy among Tribal Orphans in Orissa, India." (unable to attend).

International Conference on Postcolonialism, Hyderabad, India. Jan 16-17, 2013. "Teaching Esperanza: California's Immigrant Students and the House on Mango Street."

Edulearn 2012, Barcelona, Spain, July 2-4, 2012. "From Struggling Students to Published Authors: Building Literacy for Secondary Students through Personal Narrative and Personal Action Research."

California Reading and Writing Project. Fresno State. Workshop. "Using Personal Narrative to Build Literacy."

DeVoogd, Glenn

McLaughlin, M. & DeVoogd, G. (2013, April). Research into practice: What's new in language arts research? Looking inside 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, San Antonio, TX.

DeVoogd, G. (2012, October). Teachers' Implementation of Multiple Voices in Social Studies Instruction. Presented at the National Social Science Association Annual Professional Development Conference, Albuquerque, NM.

Hart, Steven

Hart, S. (2013, April). *STEM preservice teachers developing disciplinary literacy pedagogy*. Poster presented at annual American Educational Research Association Conference, San Francisco, CA.

Hart, S. (2013, April). *Future NOW: Preparing Students for College, Career & Citizenship*. Keynote address. Tenth annual University North Carolina-Charlotte Advancing Literacy for All Conference, Charlotte, NC.

Blohm, C., Delgado, C., Leon, J., & Hart, S. (2013, April). *Addressing the Common Core through Service-Learning*. Workshop presented at annual Conference on Character and Civic Education, Fresno, CA.

Hart, S. (2012, December). *Disciplinary literacy pedagogy development of STEM preservice teachers*. Paper presented at annual Literacy Research Association Conference, San Diego, CA.

Hart, S. (2012, November). Service-learning: Linking college & career readiness (aka The Common Core) with civic engagement. *Youth Engagement*. Workshop conducted from Wright State University, Dayton, OH.

Westerhof, J., Hart, S., & Mullooly, J. (2012, June). *National civic minor in urban education project: Five new models that integrate service learning with public policy coursework*. Workshop presented at annual American Democracy Project Conference, San Antonio, TX.

Jamgochian, Elisa

Jamgochian, E. M. & Stang, K. K. (February, 2013). The Role of Guided Reflection in the Development of Education Specialists. Poster presented at the 21st Annual Pacific Coast Research Conference, San Diego, CA.

McKay, Joanne

McKay, J. (2013). *Seeing, Speaking, Writing Thinking: Using Visual Texts to Develop Written Language Skills*. New Perspectives through Illustrations and Visual Literacy Symposium, California State University, Fresno. (invited)

McKay, J. (2012). *Multigenre Reporting*. San Joaquin Valley Writing Project, California State University, Fresno. (invited)

Macy, Susan

Macy, S. *Comprehensive Lesson Plan Project Scoring Workshop*, KSOEHD, Spring 2013 & Fall 2012.

Macy, S. *Teaching Sample Project Review Workshop Series*, KSOEHD, Spring 2013 & Fall 2012.

Macy, S. *Backwards Mapping*, Viking Elementary School, Fresno, CA, January 31, 2013.

Macy, S. *Project Approach*, American Farm School, Thessaloniki, Greece, October 5, 12, 2012.

Macy, S. *Joyce M. Huggins Memorial Celebration*, Fresno, CA, Fall 2012

Torgerson, Colleen

Torgerson, C., Macy, S., Nyberg, L., & Huerta, T. American Farm School (October 2012).
“STEM and Problem-based Learning” Thessaloniki, Greece

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Nyberg, L. (February 28, 2013). *Assessing Partnership Effectiveness: Using K-12 Student Achievement, Value Added, Employer and*

Graduate Surveys, TPAs, and Qualitative Focus Groups.” American Association of Colleges for Teacher Education Annual Conference, Orlando, FL

Torgerson, C. (December, 2012). “Active Engagement Strategies” Fresno State: Syllabus Conference, Fresno, CA

Torgerson, C. STEM Learning in Action Conference. (May 2013). “Teacher Residency: Collaboration to Prepare 4-8th Grade Teachers with a Science and Mathematics Focus Fresno, CA

Torgerson, C. Fresno State Deans (April 2013). Common Core: Effects on Higher Education Fresno, CA

Torgerson, C. Rehabilitation Services. (March 2013). “Financial Literacy” Fresno, CA

Torgerson, C. Rehabilitation Services. (January 2014). “What not to do on the job” Fresno, CA

Torgerson, C. Rehabilitation Services. (December 2012). “Getting and Keeping a Job” Fresno, CA

Torgerson, C. Fresno State: Syllabus Conference. (December 2012). “Active Engagement Strategies” Fresno, CA

1. Awards and Honors Received

Department of Counselor Education and Rehabilitation

Name of Award	Organization Giving Award	Date Received <i>mm/dd/yy</i>
<i>Morillo, Janell</i>		
Elected as President-Elect for Phi Kappa Phi	Phi Kappa Phi, Local Chapter 62	June 2012

Department of Curriculum and Instruction

Name of Award	Organization Giving Award	Date Received <i>mm/dd/yy</i>
<i>Benninga, Jacques</i>		
Ferd. Kiesel Memorial Distinguished Service Award [highest honor ACSA can bestow on an individual]	Assoc. CA School Administrators (ACSA Tulare Co.)	6/19/2013
Ferd. Kiesel Memorial Distinguished Service Award [highest honor ACSA can bestow on an individual]	Assoc. CA School Administrators (ACSA, CA Region IX)	5/02/2013
Kremen School Notable Alumnus[for significant contributions to the field of education]	Kremen School of Education and Human Development Alumni Chapter'	03/21/2013
Best Practice Award for Professional Ethics and Moral Dispositions in Teacher Education	American Association of Colleges of Teacher Education (AACTE) [writer and contributor to award]	03/02/2013
Sanford N. McDonnell Award for Lifetime Achievement in Character Education [highest honor CEP can bestow on an individual]	Character Education Partnership (Washington DC)	11/02/2102
<i>Bohlin, Carol Fry</i>		
Edward Begle Memorial Award (for outstanding leadership and service to mathematics education)	California Mathematics Council	01/26/13
<i>Lomeli, Jose</i>		
AMAE Educator of the Year	Association of Mexican American Educators	05/10/2013
<i>Nyberg, Lisa</i>		
Lisa Nyberg	Search Committee for the Executive Director of the National Science Teachers Association	Spring 2012 - Spring 2013
Lisa Nyberg	National Science Teachers Association: Elected to the Board of Directors	June 2011 3 year term

Lisa Nyberg	The Association for Science Teacher Education: Elected to the Board of Directors	June 2011 3 year term
<i>Pham, Kien</i>		
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
<i>Gonzalez, Juan Carlos</i>		
President	Kremen School of Education, Faculty Assembly (CSU, Fresno)	2012-2013
Research Award	Dandoyd Research Award for (CSU, Fresno)	Spring, 2013
Research Award	Research, Scholarship, and Creative Activity Award (CSU, Fresno)	Fall, 2012
Research Award	Research, Scholarship, and Creative Activity Award (CSU, Fresno)	Summer, 2012
<i>Hauser, Linda</i>		
2013 Provost's Award for <i>Promising New Faculty</i>	Fresno State - Provost	May 8, 2013
Notification that Biennial Report Part B Pilot submission (Hauser lead architect) recognized as exemplar and CTC requested permission to make it available on the state of CA's web page and refer to it during their technical assistance webcast for Biennial Reports.	CTC	April 22, 2013
<i>Immekus, Jason</i>		
eScholars	Center for the Scholarly Advancement of Learning & Teaching and Technology Innovations for Learning & Teaching	8/1/12
Summer Teaching Innovations Academy	Center for the Scholarly Advancement of Learning & Teaching and Technology Innovations for Learning & Teaching	5/7/13
Provost Research Award	Kremen School of Education & Human Development	5/5/13
Provost Research Award	Kremen School of Education & Human Development	6/1/13
<i>Magdaleno, Ken</i>		
Higher Education Teacher-of-the-Year	Association of Mexican American Educators (AMAE)	05/11/12

<i>Wise, Donald</i>		
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 <i>mm/dd/yy</i>
<i>Alamillo, Laura</i>		
Outstanding Faculty Publications	CSU, Fresno Honor Publication	3/2/13
<i>Hart, Steve</i>		
Commitment to Community	Fresno Sanctuary Outreach to the Streets	04/11/13
<i>Huerta, Teresa</i>		
Recognition Award	State AMAE Conference	11/13/2012
<i>Torgerson, Colleen</i>		
Bud and Jan Richter Award for Excellence in Education.	Kremen School of Education and Human Development	<i>May 2013</i>

2. 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- 2012)	Amount Funded 2011-2012
<i>Garcia, Juan</i>					
Holistic Cultural And Education Wellness Center	Ricardo Vasquez (ICSI); Ghia Xiong, PsyD (Fresno Center for New Americans, 501c3)	Fresno Co. - MHSA	675,000 (x 3 years)	2012-2013	675000
<i>Lau, Jared</i>					
Training experiences of international students in Malaysian counselor training programs: A phenomenological study.	Ng, K.-M., Donald, E., Mohamad, A. R	Dandoy Foundation Faculty Research Award; Kremen School of Education and Human Development, California State University, Fresno	3 WTU	Spring 2013 Semester	NONE
<i>Rankin, Carol</i>					
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- 2012)	Amount Funded 2011-2012
<i>Benninga, Jacques</i>					
The Bonner Center for		• The Bonner	\$40,000+		

Character Education and Citizenship is funded by various organizations in the Central Valley (See list)		Family Foundation • KSOEHD • FCOE • KCOE • MCOE • TCOE • EECU	(yearly average)		
<i>Bohlin, Carol Fry</i>					
California Online Mathematics Education Times 2012-2013 (continuing grant–submitted in 2011)		U.S. Dept. of Education (NCLB 9)	\$37,800	2012-2013	\$37,800
California Online Mathematics Education Times 2013-2014		U.S. Dept. of Education (NCLB 10)	\$37,800	2013-2014	
CMP-STIR (Co-PI--continuing grant–submitted in 2006)	Susie Hakansson (Director)	State of California	(\$5,243,182 awarded in 2006 to UCLA)	2006-2012 (fall)	
CSU-Fresno Mathematics and Science Teacher Initiative 2012 Augmentation (summer 2012)		CSU Chancellor's Office	\$7,300	2012	\$7,300
CSU-Fresno Mathematics and Science Teacher Initiative (continuing grant–submitted in 2011)		CSU Chancellor's Office	\$126,000	2011-2012	
CSU-Fresno Mathematics and Science Teacher Initiative 2012-2013		CSU Chancellor's Office	\$150,000	2013	\$150,000
Fresno State Teaching Fellows Program (Co-PI; continuing grant–submitted in 2009)	David Andrews, Lance Burger, Rick Zechman	National Science Foundation	\$1,500,000 (awarded as invoiced)	2009-2015	
San Joaquin Valley Mathematics Project--2012 Augmentation (continuing grant–submitted in SP12)	Karen Arth, Agnes Tuska, Rajee Amarasinghe	ITQ SAHE funds (now administered by CDE) via UCOP and UCLA	\$43,000	2012	\$43,000
San Joaquin Valley Mathematics Project--NCLB (Federal)	Karen Arth, Agnes Tuska, Rajee	U.S. Dept. of Education (NCLB 9)	\$34,000	2012-2013	\$34,000

Monies (continuing grant–submitted in 2011)	Amarasinghe				
San Joaquin Valley Mathematics Project--NCLB (Federal) Monies	Karen Arth, Mike Chamberlain, Agnes Tuska, Rajee Amarasinghe	U.S. Dept. of Education (NCLB 10)	\$34,000	2013-2014	
San Joaquin Valley Mathematics Project--State Monies (2012-2013; continuing grant–submitted in 2011)	Karen Arth, Agnes Tuska, Rajee Amarasinghe	State of California	\$24,021	2012-2013	\$24,021
San Joaquin Valley Mathematics Project--State Monies (2013-2014)	Karen Arth, Mike Chamberlain, Agnes Tuska, Rajee Amarasinghe	State of California	\$24,021	2013-2014	
SJVMP Supporting Teachers to Increase Retention (STIR; continuing grant–submitted in 2006)	Lisa Portela, Agnes Tuska, Rajee Amarasinghe	California Postsecondary Education Commission via UCLA	(\$396,030 awarded in 2006)	2006-2012 (summer)	
Undergraduate Science for Future Elementary Teachers	Fred Nelson	CSU Chancellor's Office/S.D. Bechtel, Jr. Foundation	\$20,000	2013-2014	\$20,000
<i>Firpo, Richard</i>					
Alternative Certification Project	Rich Firpo/Larry Powell	Calif. State Dept. of Education	\$274,255	2008-2013	\$274,255
<i>Nelson, Frederick L.</i>					
A STEM Concentration in Liberal Studies at California State University, Fresno	Carol Fry Bohlin	CSU Chancellor's Office/S.D. Bechtel, Jr. Foundation	\$20,000	2013-2014	
<i>Pham, Kien</i>					
Making Teachers "Appy"	Eric Eslinger, Lance Burger	Google Company	\$20,000	2011-2012	\$20,000
<i>Quisenberry, Janine</i>					
Janine Quisenberry		Arts in Education Bonner Family Foundation		2012-2013	\$3,000

Department of Educational Research and Administration

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2010-2012)	Amount Funded 2011-2012
<i>Gonzalez, Juan Carlos</i>					
Research, Scholarship, and Creative Activity Award for Summer 2012 (Fresno, CA)		Provost and Research Awards Review Committee	2,500	Summer 2012	

Department of Literacy, Early, Bilingual, and Special Education

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2010-2012)	Amount Funded 2011-2012
<i>Basurto, Imelda</i>					
Arne Nixon Storytelling Festival		IRA	\$2500	12-13	\$1500
<i>Bathina, Jyothia</i>					
Research Grant		Dandoy Grant, Fresno State	\$2500	Summer 2013	\$2500
<i>DeVoogd, Glenn</i>					
Dandoy Faculty Research Grant		KSOEHD	\$5000	Spring 2013	\$5000
Instructionally Related Activities Grant – Chavez Conference		Associated Students	\$5000	Spring 2013	\$5000
<i>Hart, Steven</i>					
Public Charter Schools Grant Program (PCSGP)	Shiela Skibbie; Valerie Blackburn	CA Dept. of ED	\$575,000	2012-2015	\$250,000
Urban Civic Education Minor	James Mullooly	AASCU	\$4,000	2013	\$4,000
<i>Huerta, Teresa</i>					
2012/13 Recruitment Mini-Grant	T. Huerta	Division of Graduate Studies	\$700.00	2012-13	\$700.00
<i>McKay, Joanne</i>					
California Subjects Matters Projects: NCLB 9	Kathleen Godfrey	California Writing Project	\$35,535.00	2012-2013	35,535.00
High Needs Professional Development: Sequoia Middle School	Matt Ward	National Writing Project	20,000.00	2012-2013	
California Subject Matters Projects: Continued funding	Kathleen Godfrey	California Writing Project	22,000.00	2012-2013	25,000.00

Teacher Leadership Development	Kathleen Godfrey	National Writing Project	20,000.00	2012-2013	20,000.00
<i>Torgerson, Colleen</i>					
Teacher Residency (4-8) STEM emphasis	Fresno USD	Bechtel	740,869	2012-2014	337,985
Linked Learning Teacher Preparation Grant		Irvine	36,000	2011-2013	18,000

3. Volunteer Service Activities

Department of Counselor Education and Rehabilitation

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Garcia, Juan</i>				
Fresno Family Counseling Center	Supervisor	50	5	8
Integral Community Solutions Institute	Program Dev	120	2	6
Spirit of Woman of California	Prog Dev	50	2	16
<i>Lee, Song</i>				
Chi Sigma Phi	Advisor	2hr/yr	2	20+
Dandoy Committee	Member	10+	5+	0
Hmong Culture Preservation Group	Board member	15hr/yr	3	0
KSOEHD Faculty Assembly	President	20	50+	0
Hmong Student Association	Advisor	5+/yr	3	20+
Scholarship Committee	Member, Rep for Faculty Assembly	5/yr	5+	0
Southeast Asian Teachers Association	Advisor	5+/yr	2	10+
Stone Soup Fresno	Consultant	Ongoing, as needed basis, 5-20 hrs per year		
Women's Resource Center, CSUF	Advisory board member	4hr/yr	Around 10	1
Southeast Asian Symposium	Committee member	4hr/yr	5+	2+
The Hmong People Foundation	Consultant	Ongoing as needed, 4+ hours a year.	0 (none yet. In process of starting the foundation)	0
Central California Asian Pacific Women	Member	3+	4+	3+
<i>Lau, Jared</i>				
Chi Sigma Phi Chapter of Chi Sigma Iota	Backup Chapter Faculty Advisor	50+	2	96
<i>Lucey, Christopher</i>				
Council for the Accreditation of Counseling Related Educational Programs	Liaison, Accreditation	300	2	0
Fresno Family Counseling Center	Director	800	8	60
State of California Board of Behavioral Sciences	University Liaison	60	0	0
Boy Scouts of America	Volunteer	100	0	15
<i>Morillo, Janell</i>				

KSOEHD Bricks Committee	Committee Member	45	10	0
Southeast Asian Teachers Club	Co-Advisor	12	2	20
California State Employees Charitable Campaign	School Liaison	5	20	0
<i>Pierce, L. Marinn</i>				
TIP	Faculty Supervisor	11	1	6
Marjorie Mason	Faculty Supervisor	11	1	6
FFCC	Faculty Supervisor	11	1	6
Probation and Parole	Faculty Supervisor	11	1	6
<i>Pitt, Jenelle</i>				
City of Fresno Disability Advisory Commission	Vice-Chair	40	8	0
Whitney Foundation	Board Member	100	8	0
<i>Raheem, Malik</i>				
Black Faculty and Staff Association	President		21/65	0
African American EDGE Initiative	Mentor			10
<i>Rankin, Carol</i>				
Resources for Independence-Central Valley	Board; VP	40/yr		
Spirit of Woman	Board; Member	20/yr		
<i>Shaeffer, Ruth</i>				
Fresno Family Counseling Center	Supervisor	70	1	8
<i>Valencia, Albert</i>				
Advocated for student who lost home in fire	Community Member	20	1	1

Department of Curriculum and Instruction

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Behrend, Jean</i>				
New Spirit Charter School	Professional development in math	20 hours		
New Spirit Charter School	Teacher interviews	9 hours		
<i>Benavides, Otto</i>				
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		
<i>Benninga, Jacques</i>				
Character Education Partnership, <i>Journal of Research in Character Education</i>	Co-Editor	40	2	
KSOEHD, Bonner Center for Character Education	Director	80	5	
KSOEHD, Character Education Recognition Award Program	Director	80	5	
KVPR Public Radio (Central Valley), <i>The Moral Is</i> Radio Program)	Organizer and Writer	60	5	
<i>Biacindo, Kathryn</i>				
Cave Research Foundation	Expedition member/leader/grant writer	180 hrs	20 from various universities	
BLM	Biosurvey and presentations	4 hrs		
National Park Service	Cave trustee and biosurvey	150 hrs	Geologists, hydrologists, and biologists	
Natural Investigations	Monitoring and biosurvey	8 hrs	CSU, Sacramento faculty member	
Save the Foothills	Board member, Online meeting rep	20 hrs		
Sierra Seventh Lodge	Board member	50 hours	7 local Native dignitaries	
Western Cave Conservancy	Restoration and biosurvey	25 hrs	From various universities	
<i>Bohlin, Carol Fry</i>				
Association of Mathematics Teacher Educators (AMTE)	Affiliate Connections Committee	20		

California Association of Mathematics Teacher Educators (CAMTE)	(a) CAMTE Web site designer and writer: http://camte.org ; (b) LISTSERV manager; (c) historian; (d) Member of Advisory Board	280		
University High School (UHS)	Secretary of the Phoenix Alliance Board; led Bylaws revision; assisted with fundraisers;	200		
<i>Bohlin, Roy</i>				
Humboldt State Dept. Ed	External Evaluator	40 hours		
Trinity Lutheran Church	Usher, Lector, Communion Asst.	24 hours		
University High School	Phoenix Phling Auction & Cleanup	3 hours		
<i>Daughtry, Jody</i>				
Bonner Center for Character Education	Board Member	10		
<i>Firpo, Richard</i>				
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	14 Hrs. Per Year	3 Faculty	N/A
Special Education Advisory Meeting	Member	3 Hrs. Per Year	5 Faculty	N/A
<i>Lomeli, Jose</i>				
Roosevelt High School Performing Arts Boosters	Participated	20		140
Monterey County Office of Education Migrant Program Out of School Youth Food giveaway	Donated	12		85

Univision Television Network Holiday Food drives	Participated	10		250
<i>Mata, Susana</i>				
Carrizo Plains Monument Advisory Committee (federal board)	Board Member	Quarterly meetings	1	0
<i>Moosoolian, Jane</i>				
Kappa Kappa Gamma	Faculty Advisor	5-10		50 - 60
<i>Nelson, Frederick L.</i>				
National Association for Research in Science Teaching	Proposal Reviewer	6		
<i>Nyberg, Lisa</i>				
National Science Teachers Association	Board of Directors	360 +		
The Association for Science Teacher Education	Board of Directors	240+		
National Science Teachers Association Executive Director Search	Search Committee: Board of Directors Search Member	360 +		
<i>Parks, Joe</i>				
Turning Point of Central California	Board of Directors	Four Meetings per year		
<i>Pham, Kien</i>				
Vietnamese Association For Advancement of Educational Excellence	Advisor	70	20	100
<i>Schlievert, Susan</i>				
Bonner Center for Character Education	Board Member	4		
Center for Creativity and the Arts	Coordinator K-12 ed.	60		
Character and Civic Education Annual Conference	Co-Coordinator	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		
<i>Quisenberry, Janine</i>				
Beginning Support and Assessment Advisory Board – Kerman, Kingsburg, Riverdale, Selma Consortium	Board Member	6 hours		
Beginning Support and Assessment Advisory Board – Fresno County	Board Member	6 hours		
Beginning Support and Assessment Advisory Board- Fresno Unified	Board Member	8 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		
Fresno Unified STEMS Committee	Member	10 hours		
CSU Field Directors Organization	Secretary	30 hours		

Department of Educational Research and Administration

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Akhavan, Nancy</i>				
Center for Leadership, Equity and Research CLEAR	Program director	120		
SIG on Phonics/Fundamental Skills, International Reading Association	Chair	80		
Student ACSA, Region IX	Advisor	30		
<i>Boris, Virginia</i>				
Clovis Unified School District	Executive Coaching	36 hrs./year	2	0
Clovis Unified School District	Academic Leadership Training	16 hrs./year	3	0
<i>González, Juan Carlos</i>				
1 st Annual Mentoring Summit, featuring <i>Victor Villaseñor</i> (CSU, Fresno)	Attendee	2		
A Breakthrough in Faculty Recruitment Web Seminar, featuring <i>Stephanie Taylor</i> , <i>Employment Manager</i> (Oregon State University)	Attendee	2		
Association for the Study of Higher Education's Council for Ethnic Participation, 2012 conference	Co-chair	80	2	

Chavez Conference on Literacy and Educational Policy, featuring <i>Dr. Patrick Camangian</i> (CSU, Fresno)	Attendee	1		
<i>Committee Member on Faculty Affairs Diversity Team</i> (Michael Caldwell, Chair (CSUF))	Committee Member	25	6	
<i>Conducted Advanced NVIVO 10 Training</i> workshop for doctoral students (CSUF)	Trainer	5		6
<i>Conducted Introductory NVIVO 10 Consultation Training Online</i> for doctoral students (CSU, Bakersfield)	Trainer	2		5
<i>Conducted Introductory NVIVO 10 Training</i> workshops for doctoral students, doctoral faculty, and administrators (CSU, Bakersfield)	Trainer	5		8
Crime and Justice Summer Research Institute: Broadening Perspectives & Participation (The Ohio State University, OH)	Attendee	20		
International Education Committee, KSOEHD (CSUF)	Co-chair	20	7	2
Journal of Diversity in Higher Education	Reviewer	15		
Led effort to overhaul Kremen School Constitution	Leader	25	40+	
<i>Panel Member</i> for new faculty during 2012 orientation (CSUF)	Panelist	1	6+	
<i>President's Commission on Human Rights and Equity</i> (CSUF)	Committee Member	20	12+	
<i>Search Committee Member</i> for Higher Education Search, CSUF	Committee Member	40	3	
<i>Served as Emergency EEO</i> for History Department Faculty Search (CSU, Fresno)	Emergency EEO	2		
<i>Served as Emergency EEO</i> for Kinesiology Department Faculty Search (CSU, Fresno)	Emergency EEO	2		
<i>Hauser, Linda</i>				
KSOEHD Programs	SOAP Support	20	20+	
Linwood Elementary – Visalia Unified	IR Facilitator	15	35+	
NCATE Accreditation	Category Lead	50+	30+	
<i>Immekus, Jason C.</i>				
J. E. Fehsenfeld Family Foundation	Board Member	60+	-	-
Center for Leadership Family Foundation	Board Member	40+	2	-
Dandoy Professional Development Committee	Faculty Representative	20+	6	-
<i>Magdaleno, Kenneth R.</i>				
Lozano Smith Scholarship Committee	Member	2		

Fresno Community Arts Team	Core member	20		
Fresno Philharmonic Committee	Member	6		
Tracz, Susan M.				
Measurement and Evaluation in Counseling and Development	Journal Editorial Board Member/Reviewer	60		
Multiple Linear Regression Viewpoints	Journal Editorial Board Member/Reviewer	20		
Multiple Linear Regression/General Linear Model SIG, AERA	Conference Paper Reviewer	20		
Mixed Methods SIG, AERA	Conference Paper Reviewer	20		
Wise, Donald				
Student Charter of ACSA	Advisor	50-60	5	8-10
California Association of Professors of Education Administration (CAPEA)	Executive Council	30	140	10
Hanford Elementary School District	Member, Alternative Governance Board	25	40 (at 2 school sites)	Over 600 grade 7-8 students
Bonner Center for Character Education	Advisory Board Member	40	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
Bathina, Jyothia				
Literacy Project: Balashram, India	Mentor	200	3	150
DeVoogd, Glenn				
California Professors of Reading/Language Arts	President	25	12	0
Chavez Conference	Chair	130	27	313
<i>Journal of Technology and Teacher Education</i>	Review Board	18	0	0

<i>California Reader</i>	Review Board	8	0	0
<i>Teacher Education Professional Book Club</i>	Organizer	18	8	0
Summer Writing Initiative	Organizer	32	4?	
<i>Hart, Steven</i>				
Center for Leadership, Equity, & Research	Board Member	20		
Kepler Neighborhood Charter School	Board Member	50		
Literacy Research Association	Reviewed proposals for Teacher Education Area	10		
Literacy Research Association	Reviewed proposals	10		
National Education Association Foundation	Reviewed Learning & Leadership grants	10		
National Education Association Foundation	Reviewed Student Achievement grants	10		
Valley Preparatory Academy Charter School	Service-Learning Professional Development	30		
<i>Huerta, Teresa</i>				
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
<i>Macy, Susan</i>				
Clovis Unified BTSA Advisory Board	Brd. Mem.	6 hours	16	n/a
Dual Language Consortium Committee	Participant	20 hrs	20	n/a
Early Stars Steering Committee (FCOE)	Brd. Mem.	120 hrs	12	n/a
<i>Shelton, Marilyn</i>				
NCATE/NAEYC ACCREDITATION	Reviewer, Fall 2012, Spring 2013	50 hours		
Central California Association for the Education of Young Children	Historian			
<i>Torgerson, Colleen</i>				
Calif. Comm. Teach. Educ- TAP Panel	Member	100 hours	1 faculty	
CCTC – Program Reviewer	Reviewer	40 hours	1 faculty	

4. Other Activities and Accomplishments

Department of Counselor Education and Rehabilitation

Garcia, Juan

- Chair, SOEHD Personnel Committee
- Chair, CER Search Committee

Lau, Jared

- Lead Faculty, Student Affairs and College Counseling (SACC) Option. (2012-Present)
- Coordinator, Graduate Writing Requirement. (2012-Present)
- Host Faculty, Visiting Scholar (South Korea). (2013-)
- Co-Chair (Dean-appointed), International Education Committee. (2012-Present)
- Facilitated international partnership program with two foreign universities across Asia.

Lam, Sarah

- Started membership in the Academic Senate
- Started coordinatorship at the office of Study Abroad & International Exchanges
- Started membership in the President's International Task Force
- Collaborated with administrators and faculty of Beijing Union University and Wuhan University of Geosciences for recruiting international students

Lee, Song

- Coordinator of Counseling Program
- Involved in Clinical Review Committee to assess students' progress in program.
- Chair of Department committee on Program Change Policy
- Trained and fixed Department website and student handbook
- Attended NIH Grant Workshops
- Manuscript on Hmong and mental health submitted and in revision for resubmission.

Lucey, Christopher

- 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

- Serve on 16 university and school committees, including the University G.E. Committee, Student Success Task Force, President's Commission on Teacher Education, Graduation Rate Initiative Team, and the President's Integrated Marketing and Communications Council
- Coordinator of the Liberal Studies Degree Program, which is one of the largest undergraduate degree programs at the university.
- Serve as Director of the Education Student Services Center, with the oversight of 2 professional staff, 3 technical staff, and administrative assistant, and 3 student assistants.
- Played a major role in the design and implementation of the new minor in Urban Civic Education with Dr. Steven Hart.

Pierce, L. Marinn

- *Incoming President* (May 2013-May 2014). Faculty Assembly. Kremen School of Education and Human Development. California State University, Fresno.
- *Vice President* (May 2012 – May 2013). Faculty Assembly. Kremen School of Education and Human Development. California State University, Fresno.
- *Comprehensive Exam Coordinator* (May 2012 – present). Counselor Education Program. California State University, Fresno.
- *CACREP Liaison* (March 2012 – present). Counselor Education Program. California State University, Fresno.
- *Chapter Faculty Advisor* (March 2012 – present). Chi Sigma Phi Chapter. Chi Sigma Iota International Counseling Honors Society. California State University, Fresno.
- *Member* (December 2011 – present). Research Committee. Department of Counselor Education and Rehabilitation. California State University, Fresno.
- *Member* (October 2011 – present). Dandoy 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.
- *Peer Reviewer*. (Summer 2012). Special Edition of *Adoption Quarterly*.
- *Peer Reviewer*. (June 2012). 2013 Annual Conference Proposals. American Counseling Association.
- *Chair*. (June 2012 – present). Membership Committee. Association of Spiritual, Ethical, and Religious Values in Counseling.
- *California State Ambassador*. (September 2011 – present). New Faculty Interest Network. Association for Counselor Education and Supervision.
- Fall Comps
 - SACC – 10 students total - All students passed all sections
 - K-12 – 4 students total – All passed multiple choice; 3 passed vignette
 - MFCC – 29 students total – All passed multiple choice; 27 passed vignette
 - 1 student only took vignette, 1 student only took multiple choice
- Spring comps –

- SACC – 18 students total – 2 failed both sections, 2 failed multiple choice, 2 failed vignette (1 currently under appeal)
- K-12 – 7 students total – All passed multiple choice, 5 failed vignette
- MFCC – 18 students total; All passed all sections
- 2 students only took vignette portion

Pitt, Jenelle

- African American Edge Initiative, Mentor (California State University, Fresno, 2011-Present)
- Black Faculty and Staff Association (BFSA), Member (California State University, Fresno, 2009-Present)
- Community Wellness Collaboration (CWC), Member, (2012-Present)
- Equal Employment Opportunity (EEO) Designee, (California State University, Fresno, 2012), Search for Dean of the College of Science and Mathematics
- Exceptional Parents Unlimited (EPU) Collaboration Engagement, Steering Committee Member, (2012-Present)
- National Coalition Building Institute (NCBI), Trainer (California State University, Fresno, Present)
- President’s Commission on Human Relations and Equity, Member (California State University, Fresno, Appointed September 2009-2011; Reappointed, 2011-2014)
- Researchers and Critical Educators, Interim President (California State University, Fresno, 2011-Present)
- Women’s Campus Connection, Steering Committee Member (California State University, Fresno, 2011-Present)
- International Committee, Representative (California State University, Fresno, 2011-Present)
- Research Committee, Representative (California State University, Fresno, 2011-Present)
- Faculty Participant at departmental retreat; subgroup Comprehensive Exam Strategies & Procedures (2013)
- Revising the master’s degree comprehensive examination (lead) (2012-Present)
- Evaluation of Student Outcomes Assessment Plan (SOAP) two courses (2012-Present)

Rankin, Carol

- Coordinator of Rehabilitation Counseling Program
- SOAP Coordinator for Rehabilitation Counseling Program
- Alcohol Safety Council: CSU-F: member
- KSOEHD: Technology Committee member

Shaeffer, Ruth

- Clinical Review Coordinator for Department of Counseling
 - On October 19, 2012, Chaired regular Clinical Review meeting for Fall 2012 semester
Approximately 47 students reviewed
Approximately seven faculty (full & part-time), plus Program Coordinator & Chair
Chaired four additional meetings called regarding three students of concern
October 30, November 6, November 13, November 20
 - On March 19, 2013, Chaired regular Clinical Review meeting for Spring ’13 semester

Approximately 70 students reviewed

Approximately seven faculty (full & part-time), Program Coordinator, Department Chair attended

Chaired two additional meetings called regarding three students of concern

April 23 student met with committee after which committee discussed progress of student

Approximately five faculty (full & part-time), Program Coordinator, Department Chair attended

May 14 student met with committee after which committee discussed progress of student; also discussed another student's progress at meeting

Approximately five faculty (full & part-time), Program Coordinator, Department Chair attended

Smith, Dan

- Member, Ethics Committee (2010-2012; 2012-2013). California Association of Marriage and Family Therapists. This committee hears and adjudicates on behalf of the Association all ethical complaints lodged against any of its 31,000 members.
- Member, Nominating Committee (2013-2014). California Association of Marriage and Family Therapists.

Valencia, Albert

- KSOEHD Doctoral Faculty
- KSOEHD CER Department Chair
- KSOEHD Coordinating Council
- KSOEHD Executive Committee

Department of Curriculum and Instruction

Behrend, Jean

- Fresno State Undergraduate Curriculum Committee - member
- Multiple Subject Review Committee - secretary
- KSOEHD Coordinating Council – member
- KSOEHD Convocation Committee - member

Benavides, Otto E.

- 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 State Wide Academic Technology Advisory Committee – ATI
- 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 of Education International Committee
- Member of the Kremen School of Education Budget Committee
- Consultant to World Wide Education - Wels, Austria

- Past President of the International Council for Educational Media – ICEM – Vienna, Austria
- Attended Apple Distinguished Educators Annual Institute – Fota Island, Cork, Ireland July 2012
- Chaired International Student Media Festival – Louisville, KY, October 30 - November 1, 2012
- Attended AECT Conference - Louisville, KY, October 30 - November 1, 2012
- Attended Online Educa Berlin Conference – Berlin, Germany, November 28 – December 1, 2012
- Conducted various technology professional development workshops for Education and other faculty during the 2012-13 year.
- Served EEO in six faculty searches at Kremen School of Education and School of Business
- 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

Benninga, Jacques

- I serve on a variety of departmental and KSOEHD committees and I’m on the University’s Ethics Committee.

Biacindo, Kathryn

- Continued work as grant participant in “Meet Your Neighbors”, cave bio-photography project with grant recipient David Hunter, involving both Sequoia and Yosemite National Park. .
- Expedition leader and participant, San Joaquin Valley grotto; involved in 8 trips in 2012, involving bio-monitoring, cave restoration, and surveying.
- Reconnaissance traverse leader, Paradise Ridge, under permit from SEKI participant.
- Participant in Fresno Veteran’s Day Parade, hosting Native American Veteran’s drumming.
- Coordinator for Native American honoring ceremony, Fresno Fairgrounds, November, 2012.
- Member of committee to host honoring dinner for Native American Veterans, held at Big Sandy Rancheria, Auberry, December, 2012.

Bohlin, Carol Fry

- Special Assistant to the Provost for STEM Initiatives
- Coordinator, Fresno State STEM Initiatives Website
- Director, Mathematics and Science Teacher Initiative
- Editor, *California Online Mathematics Education Times* (COMET)
- NCATE Standard 1 Leader (Knowledge, Skills, and Professional Dispositions)
- Member, President’s Commission on Teacher Education
- Member, University Graduate Committee
- Planning Committee, STEM Learning in Action Conference
- Member, Leadership Team for developing new Liberal Studies STEM Concentration (approved May 1, 2013)
- Institutional Liaison to APLU's Science and Mathematics Teacher Imperative
- Member, Fresno State/Fresno Unified Gr. 4-8 Math/Science Teacher Residency Partnership

- Manager of the CSUME (California State University Mathematics Educators) listserv and the CSU Mathematics Educator database
- Member, Reedley College STEM Advisory Council

Bohlin, Roy M.

- Chair, Technology Committee
- Dandoy Committee
- Interim KSOEHD Graduate Coordinator (Fall Semester)
- C & I Personnel Committee
- C & I Part-time Pool Committee
- KSOEHD Graduate Committee
- Doctoral Core Committee
- Doctoral Academic Policy & Planning Committee

Chiero, Robin

- Chair, Single Subject Ad Hoc Committee. Completed approval process for the revised Single Subject program.
- Member, English Education Search Committee. Participated in successful search to hire a new English faculty who will also work with the Single Subject program
- EEO Designee, Early Childhood Education Search Committee. EEO Designee for successful search for a faculty in Early Childhood Education.
- Member, Search committee, Los Angeles CalStateTEACH Regional Director. Participated in successful search for a Regional Director for the CalStateTEACH Los Angeles Regional Center.

Daughtry, Jody

- 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

- Member-----KSOEHD Noted Alumni Committee
- Member-----FCOE BTSA Advisory Committee
- Member-----Sanger Unified BTSA Advisory Committee
- Member-----Calif. League of Schools (CLS) State Board
- Member-----CLS Region 7 Panel
- Member-----KSOEHD Community Council
- Member-----Dean's Advisory Board on Professional Education
- Chair-----Teacher Internship Advisory Committee
- Master of Ceremonies-----KSOEHD Convocation
- Master of Ceremonies-----KSOEHD Board Noted Alumni Awards Dinner
- Master of Ceremonies-----Teacher's Honor Wall Annual Recognition Reception

Lomeli, Jose

- Active participant in Multiple Subject Committee program meetings

- Implemented Co-Teaching Training for approximately 450 participants during Fall 2012 and Spring 2013 Semesters.
- Involved in TPA scoring every semester
- Completed writing and gathering exhibit evidence for Standard 5 Faculty Professional Development for upcoming NCATE Accreditation

Mata, Susana

- Board Member, Yak Tityu Tityu Tilhini, Northern Chumash, San Luis Obispo County.

Moosoolian, Jane

- Multiple Subject Review Committee – representative - field experiences
- Co-teaching Committee – representing Sanger Partnership
- Sanger Partnership Coordinator
- Bonner Center Advisory Committee
- Co-chair Character and Civic Education Conference

Nelson, Frederick L.

- Faculty Member, Water Cohort
- Consulting Faculty, Library Water Cohort Faculty Search
- Facilitator, Learner-Centered Teaching Faculty Learning Community
- Project WET Facilitator's Training
- Committee Member, Kremen School of Education and Human Development Equity Committee
- Committee Member, KSOEHD Research Committee
- Committee Chair, Untenured Faculty Organization Teaching Technology Committee
- Committee Member, Campus Planning Committee
- Member, Fresno State/Fresno Unified Gr. 4-8 Math/Science Teacher Residency Partnership
- AERA Division K New Faculty Pre-Conference Seminar
- Syllabus Revision, Physics Pedagogy & Outreach, PHYS168S

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.)

Parks, Joe

- University Personnel Committee (RTP) 2011 - 2014
- Level “A” Budget Committee 2012 - 2013
- Level “B” Budget Committee 2006 – 2013
- Narcotics & Dangerous Drugs Committee 2001 -2014
- Equal Employment & Educational Opportunity (EEEE) Designee 2005 – Present

Pham, Kien

- International Committee. Member
- Research Committee. Member

Quisenberry, Janine

- Presentations on Co-Teaching-Keynote:
- Mid-Central Valley Regional Network Committee- March 8, 2013
- North Central Regional Network Committee – May 6, 2013

Schlievert, Susan

- Coordinated public school visits (531 students) to the University and to Fresno Arts Museum and Arté Americas. Included lesson plans and resources for students and teachers.
- Interviewed by Fresno Bee for an article about arts in the schools.

Ullrich, Walter

- Equity Committee
- Personnel Committee, CI

Department of Educational Research and Administration

Akhavan, Nancy

- Faculty Senate, Senator for ERA
- Multilingual, Multicultural Committee, KREMEN
- Teaching Online Bootcamp, Fall 2012, TILT
- 2013 Summer Teaching Innovations Academy Participant, TILT

Boris, Virginia

- Central Valley Educational Leadership Institute, Co-Director
- Middle Leaders Program, Coordinator, Central Valley Educational Leadership Institute.
- Executive Coach for Superintendents of Kingsburg Elementary School District and Firebaugh-Las Deltas Unified School District, CVELI Rural Schools Network, Central Valley Educational Leadership Institute.

Hauser, Linda

- Executive Instructional Leadership Program for Rural Central Valley School Districts (CVELI): Content/Process Developer, Facilitator, and Coach – Year 4 and 23 participating districts.

- Middle Leaders Project - - 60+ Participants – Clovis Unified, Central Unified, Fresno Unified, Sanger Unified, Riverdale, Lemoore, Kings Canyon Collaborative: Cohort Facilitator and Collaborative Session Presenter
- Lead recruiter for Educational Leadership and Development Program: 105+ applicants for Fall 2013
- Coordinated the development, administration and scoring of the Comprehensive Exam (new culminating experience option for the master’s degree (51 students selected this option in the May 2013 graduating class)
- University Learning Assessment Team Member

Immekus, Jason

- McNair Program Faculty mentor
- Faculty advisor/mentor – link students to conduct evaluation activities for local non-profit organizations. Currently have 3 students working in the field
- Positive Behavioral Interventions & Support Consortium of California (2011-present)
- Reviewer of proposals for National Council on Measurement in Education (2007 - present)
- Reviewer of proposals for American Educational Research Association (2002 –Present)
- Educational Renaissance Journal (2011-present)
- Journal of Articles in Support of the Null Hypothesis (2002-present)

Magdaleno, Ken

- Fresno County Mentoring Coalition
- California Reading and Literature Project (CRLP) Advisory Committee member, Kremen School of Education
- California State University, Fresno, Latino Faculty-Staff Association member
- California State University, Fresno-California State University, Channel Islands Online Doctoral Program Development Committee
- Executive Director, CLEAR (Center for Leadership, Equity, and Research)

Tracz, Susan

- NSF METRO Grant Evaluator
- KSOEHD Graduate Programs Coordinator
- JDPEL Coordinator of Research
- Member/Chair of 5 school and university committees
- Chaired 2 dissertation committees and served on 1 additional dissertation committee
- Wrote evaluation plans for 3 STEM grants in conjunction with the Center for Math and Science Education
- Chaired a session for the Multiple Linear Regression/General Linear Model SIG at the 2013 AERA national conference
- Chaired a session for the Mixed Methods SIG at the 2013 AERA national conference

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.
- Executive Coach, Rural Network of the Central Valley Educational Leadership Institute.

- Named adjunct professor, Universidad Autonoma de Yucatán, México. Teach one course per year.
- Member of International Committee, KSOEHD

Department of Literacy, Early, Bilingual, and Special Education

Basurto, Imelda

- Arne Nixon Storytelling Festival, April 21, 2012

DeVoogd, Glenn

- University Budget Committee May 2013 to May 2016
- Coordinator, Master of Arts in Reading

Garan, Elaine

- During sabbatical in fall, 20012, I worked to coordinate the Native American Partnership with Fresno State. This including coordinating departments on campus who were working in that area, meeting with service agencies in the community, meeting with tribal members, gathering data for two grants (one an NEH and one to be written when all information, goals, and advisory board are consolidated by PINES, the name our listening sessions decided upon. In addition, I worked on tutoring Native American youth.

Hart, Steven

- Launched the *Urban Civic Education Minor* linking undergraduate students with KSOEHD
- Mullooly, J., & Hart, S. (under review). Redefining urban education through civic engagement: Lessons from applied anthropology. In O. Delano-Oriaran, M. W. Parks, & S. Fondrie (Eds.), *Service-Learning and Civic Engagement: A Sourcebook*. Sage Publications.
- Hart, S., & Bennett, S. (under review). Disciplinary literacy pedagogy development of STEM preservice teachers, *Teacher Education & Practice*.
- Hart, S., & Mullooly, J. (under review). From student to steward of democracy: Developing teachers as transformative change agents. In K. Sturges (Ed.) *Reforming Schools in the Age of Neoliberalism*. Sense Publishers
- Compass Grant Research Data Collection: West Hills College-Lemoore
- Urban Civic Education Minor Grant Research Data Collection: UNC-Charlotte, Wright State, Buffalo State, West Chester University
- Reading/Language Arts Coordinator: Developed Selma Unified Partnership
- Urban Civic Education Minor Coordinator
- Served on Dissertation Committees: Eileen Boland, Dean McGee
- Participated in scoring the FAST
- Collaborated with Susan Macy to redesign the Comprehensive Lesson Planning Project component of the FAST
- Committee Work:
 - Urban Civic Education Faculty Group
 - University Graduate Curriculum Committee
 - University Service-Learning Committee
 - Moderate/Severe Special Education Faculty Search Committee, Chair

- Literacy in Multicultural Contexts Faculty Search Committee
- Bonner Center Advisory Board
- Character and Civic Education Conference Committee
- KSOEHD Graduate Committee
- KSOEHD Multiple Subject Committee
- KSOEHD Technology Committee
- KSOEHD Coordinating Council

Huerta, Teresa

- KSOEHD International Committee. Board Member. 20 hrs., 8 members
- Collaboration with Costa Rica University in San Juan and visited 3 schools: two elementary schools (one charter school) and a middle school, 6 members, 20 hrs.
- Secondary School In-school Training, American Farm School, Greece, 5 members, 60 hrs.
- Bilingual/EL Committee: focus on Master's Program Proposal & Recruitment, 30 hrs. 5 members
- Multiple Subject Committee, 20 members, 15 hrs.
- STEM Partnership with FUSD - Teacher Residency Program (TRP) 20 hrs.
- Reading Search Committee, 4 members, 25 hrs.
- FAST Scoring, 20 members, 10 hrs.

Jamgochian, Elisa

- SPED program coordinator
- Monarch – Data-based Problem Solving | Invited participant
- Advise students in Mild/Moderate and Moderate/Severe credential programs
- Redesigned practicum for Mild/Moderate Credential Students
- Syllabi revisions (for Credential and Master's)
- Course development/redesign
- Clear credential program submitted to CCTC for review
- Revise orientation presentation; present program to students at various orientations
- Develop online orientation for broader outreach/recruiting
- Mentor adjunct faculty
- Student recruitment
- Attended Common Core State Standards training for reading and mathematics
- Advisory board meeting
- SPED search committee
- Executive committee
- Graduate committee
- Basic credential and curriculum committee
- Teacher internship advisory committee
- Dandoy research committee
- FAST scoring

Macy, Susan

- Liberal Studies Committee Member
- Scholarship Committee Member
- Programs for Children
- ECE Program Coordinator
- Director, Joyce M. Huggins Early Education Center
- Coordinators Committee
- FAST Assistant
- Coordination of EHD178 seminars (4 per semester)

McKay, Joanne

- FUSD STEM committee: Teacher Residency Program partnership with KSOEHD
- Director, San Joaquin Valley Writing Project: SJVWP Programs
- Continuity Programs:
 - Advanced Academy: Podcasting
 - CWP Connections
 - Digital Learning Day
 - Improving Student Academic Writing
 - SJVWP Book Club
 - Common Core Workshops: Elementary and Secondary
 - Study Group: New Directions in the Teaching of Writing
- Invitational Summer Institute
- Youth and Community:
- National Day of Writing, Fresno
- Partnership with (In)Visible Memoirs: Young Writers Workshops
- Inservice:
 - Common Core Standards: Workshop in Tulare County
 - Dinuba High School Partnership: English, Social Studies, and Science
 - Valley Arts and Science Academy, Fresno: Workshop Series
 - Sequoia Middle School Partnership

Powell, Dana

- New Clear Education Specialist Program:
 - Worked with Dr. Jamgochian to prepare documents submitted to CCTC. For approval of the new Clear Education Specialist Credential. Developed syllabi, prepared new course proposals and advising schedules, met with departments involved for approval. Also worked with Dr. Jamgochian and SPED faculty to revise the Master's in Special Education.
- ECE Search Committee Member:
 - Worked with search committee members from LEE to develop vacancy announcement and recruitment plan. Reviewed applicant materials, scheduled and conducted phone interviews, and met with candidates on campus. New faculty was hired and will begin Fall 13.
- Other Committee Work
 - KSOEHD Basic Credential Committee

Shen, Hong

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

Torgerson, Colleen

- Created and taught an all new course for the DEPLFS program: EDL 258T – Legal Issues in Special Education
- FYE Coordinator for Fresno State
- GRIT Committee for Fresno State
- CPET Coordinator
- Fresno Unified Pipeline to Teaching Contact
- Linked Learning Grant Director
- Assistant Chair of Programs for Children
- Kremen Alumni Committee
- Deans Advisory Council
- Executive Committee
- Kremen Coordinating Committee
- Kremen Community Council
- Coordinator for Teacher Residency
- Kremen Development Committee