

CCTC Program Actions from Biennial Report-2010-2012

<u>Program</u>	<u>Data Source</u>	<u>Action</u>
Agricultural Specialist	Completer Survey	Worked with instructor for the Range Management course to revise course syllabus. The course syllabus was revised to accommodate agricultural education students.
	Employer & Completer Surveys	First Step: Review course outcomes and strengthen outcomes for advisory committees in AG ED 135, AG ED 187, and EHD 155B. Second Step: Revise survey instrument to meet revised student outcomes assessment plan.
	Exit evaluation of objectives Ag Specialist Candidates	First Step: Review and revise the exit competency activities form to include a project similar to the FAST Holistic Project. Develop a rubric for scoring. Second Step: Implement the new Agriculture Specialist Proficiency Project.
Deaf Education	Final Practicum Evaluations for CDDS 164. (direct)	The only objective that was not met was #2. As this was the first time data was collected for this item and using this rubric, the decision was made to continue monitoring it in order to determine whether this is a trend unique occurrence. In addition, the Deaf Education faculty has asked to review and evaluate the rubric to make sure that it is capturing the students' professional writing abilities in the way they intended. They will report back to the faculty regarding any potential changes to the rubric.
	Clinic/Student Teaching Evaluations	For both programs, no specific actions were taken because the overall goal was met. We currently have a system in place that requires supervisors to evaluate and provide feedback to students at least 3 times during the semester, allowing problems to be addressed as quickly as possible. If the student continues to have problems, a meeting is held with the supervisor and an action plan is developed in order to facilitate student success by the end of the semester. The results described above support this system as effective in promoting clinical competence in our students.
	Graduate Writing Requirement	The high failure rate in Spring 2011 was concerning. Analysis of the reasons for failure showed that a high percentage of the lost points were due to errors in the students' use of APA format. Therefore, the importance of APA format was reviewed (all students are required to have the APA manual), and the students were asked to resubmit their papers with all students passing on the second try. In order to avoid this problem in the following semester (Fall 2011), the faculty had students turn in one portion of the paper in advance in order to receive feedback, prior to writing and turning in the entire paper. This was very successful and resulted in a 100% first time pass rate in Fall 2011. This new procedure has been adopted for the time being
	Comprehensive Exams	No specific actions were taken because the overall goal was met and the pass rate showed that the students demonstrated competency regarding the learning outcomes that were targeted during the comprehensive exams.
Early Childhood	St. 1, 2, & 3;	Review validity, reliability and scoring procedures of

Specialist	Tools 1 & 5	Assessment 2 – DAP: Charter School. Adjust assessment and accompanying rubric as necessary.
	Tool 3	Strengthen written communication skills through <ul style="list-style-type: none"> • more emphasis on writing style in classroom assignments using the program’s writing rubric; • immediate intervention and referral when students’ writing skills do not meet graduate-level standards within the classroom; • tracking the students who use the Graduate Writing Studio; • introducing the Studio’s services at new student
	Tools 8 & 9	Especially in view of our changing, less experienced student population, provide more skill-specific direct instruction and fieldwork opportunities for leadership and advocacy activities through <ul style="list-style-type: none"> • initiate new ECE leadership class (LEE240: Leadership in ECE) and monitor student performance in leadership and advocacy activities even if students are not currently employed in an ECE setting; • reassign Assessment 3: Leadership Activity to LEE240; • encouraging enrollment in CRETE elective class that emphasizes these tools as well as effective communication
	Tool 4	Continue to strengthen students’ skills in understanding and using quantitative data by <ul style="list-style-type: none"> • working with faculty who teach the statistics course to strengthen this area; • expose students to more research articles that can be discussed in depth in classes; • provide data analysis seminars • increase students’ opportunities to use evidence-based practices of measurement in classroom assignments
	St. 5; Tools 4 & 6	Align new ECE Comprehensive Exam with Standard 5 and Essential Tools 4 & 6 as an alternative assignment to those described as Assessment 5: Thesis, Project, or Research Paper.
	St. 4	Increase students’ exposure to best practices in Transitional Kindergarten by <ul style="list-style-type: none"> • working with County Offices of Education and First 5 through co-sponsorships of workshops, advisory board participation, and attendance at professional development seminars to enhance faculty knowledge of TK; • increase inclusion of TK foundational information, curriculum standards, and professional resources in appropriate ECE graduate classes

	General Program Quality	<p>Increase enrollment of ECE Specialist Credential candidates by</p> <ul style="list-style-type: none"> marketing directly to current teachers through Transitional Kindergarten workshops co-sponsored with the Fresno County Office of Education; increasing program exposure to credentialed teachers teaching or hoping to teach at the TK level by offering a University-sponsored certificate program in Transitional Kindergarten increasing potential ECE Specialist Credential candidates through actions at the undergraduate level (offering an undergraduate class targeted to students enrolled in child development or liberal studies); further exploring the development of a special TK cohort designed for working preschool teachers seeking a Multiple Subject Credential.
PPS School Counseling	Data Source	Plan of Action or Proposed Changes Made
	<i>Exit Survey</i>	<p><i>Lack of scholarship opportunities for candidates- Program coordinator will explore scholarship opportunities for candidates in Fall 2012</i></p> <p><i>Greater exposure to DSM IV diagnosis- Instructors for COUN 240 and COUN 233 will make greater effort in helping candidates grasp mental health diagnoses beginning Fall 2012</i></p> <p><i>More interactive approach to learning- All program instructors will be encouraged to be mindful of candidates' learning preference beginning Fall 2012</i></p>
	<i>Employer's evaluation; Onsite supervisor's evaluation</i>	<i>PPS coordinator, field placement supervisor, and department chair worked as a team to discuss specific difficulties of candidates in field placement. Clinical Review Committee was also charged with developing remedial plans for candidates with struggles over their counseling competence.</i>
PPS School Psychology	Data Source	Plan of Action or Proposed Changes Made
	PRAXIS	<p>The pass rate on the PRAXIS has always been very high; virtually all candidates pass the PRAXIS at the national level on their first try. Attention to maintaining research-based, cutting edge curriculum, especially related to academic interventions and systems consultation, will be continued. No other curricular or programmatic changes are indicated from the PRAXIS data. ACTION: Program Coordinator</p>
	Faculty Ratings	<p>Monitoring of candidate's professional characteristics, skills, and dispositions with regular feedback to candidates and remediation plans as necessary will continue.</p> <p>ACTION: School Psychology faculty</p>

	Field Supervisor Ratings	<p>Any individual areas of lower ratings are reviewed carefully with students. Programmatic areas which might be strengthened are knowledge or and experience with the IEP process and counseling skills. We added computer IEP training to the curriculum and have increased requirements for participation in IEP meetings. In addition, enhanced communication and training with field supervisors will be pursued.</p> <p>ACTION: School Psychology Faculty supervising practicum and internship</p>
	Intervention Case Studies	<p>Candidate impact on children is assessed via intervention case studies. Results vary slightly but overall candidates demonstrate moderate to strong effects on student learning and behavior. Consultation and intervention are regarded as strengths of our program and will continue to be emphasized. A change has been the interim addition of a functional analysis class to the program; this was very successful in 2011-12 and will be repeated in 2012-13. If positive results are again obtained, the course will be added permanently to the program.</p> <p>ACTION: Program Coordinator</p>
	Portfolio	<p>No concerns were revealed with candidate competence or the program. The instrument could be strengthened with additional rubrics for scoring of component quality. We are moving to e-portfolios which will allow for more detailed analyses of candidate competency and program accountability.</p> <p>ACTION: Program Faculty; electronic portfolios: Dr. Ni</p>
PPS School Social Work	Course Assignments, Field Evaluations, Exit Survey	<ul style="list-style-type: none"> • Collaborate with Fresno Unified School District to provide comprehensive candidate field orientation to the school as a context for practice for all interns. • Include specific field assignments in the PPS learning agreements that address the school as an organization
	Course Assignments, Field Evaluations, Exit Survey	<ul style="list-style-type: none"> • Utilize course assignments in SWrk 274 and 275 to specifically address these competencies. • Strengthen weekly field supervision to address learning progress in these areas via training and liaison support. • Institute use of tracking form to monitor completion of field assignments in the PPS learning agreements that target these areas. • Provide annual training for PPS field instructors regarding candidate need for increased exposure to these learning areas.
	Course Assignments, Field Evaluations, Exit Survey	<ul style="list-style-type: none"> • Continued consultation with HBSE sequence to discuss streamlining theoretical content in HBSE courses. • Utilize specific course and field assignments to strengthen understanding and application of theory.

	Field Evaluations	<ul style="list-style-type: none"> • Provide more specific and comprehensive orientation and training to PPS candidates regarding professionalism and internship expectations. • Strengthen weekly field supervision to address learning progress in professional development via field instructor training and liaison support.
Ed Leadership & Administration		<ol style="list-style-type: none"> 1. At least three Signature Assignments and Embedded Fieldwork Assignments (course appropriate), were developed and implemented for each EAD course regardless of instructor. Implementation began Fall 2010. All signature/embedded fieldwork assignments have been used in at least one program cycle. Candidate signature/fieldwork assignment performance data and feedback were used in course alike follow-up meetings for some EAD courses to inform assignment revisions and modification. Signature/Embedded Fieldwork instructional leadership curriculum system assignments were revised based on data and in alignment with California's adoption of Common Core Standards and participation in Smarter Balanced Assessment Consortium. 2. A data collection (Appendix C) and analysis process was developed to use candidate signature/fieldwork work products as a data set for continuous course and program improvement. A sampling of work products from every instructor for every EAD course has been uploaded to Blackboard. Analysis process is scheduled for 2012-13 implementation in which the work product data sets will be used to inform conversations and next steps in Professional Learning Community course alike meetings; where faculty examine student strengths, challenges and trends regarding assignment criteria and areas where students needed to revise, as well as recommend appropriate changes or modifications to assignments. Common assignments have been used for one program cycle. See appendix B for data collection protocol. 3. As of Fall 2012, all P 12 cohorts (on-campus and off-campus) will implement the one- intensive course at a time model. 4. ERA courses (288 and 220) have not been vetted through the recent rigorous process of redesign as EAD courses. Also, ERA 288 and ERA 220 are taught both as face-to-face and as on-line courses and are not only a component of master's coursework in Educational Leadership and Administration, but other master's programs as well. Based on survey data and feedback this past academic year (2011/2012), immediate adjustments were made, but additional examination and action will take place during the 2012-13 academic year. Immediate action includes a scheduled face-to-face orientation meeting for the on-line courses prior to the start of the class. In addition, the Educational Leadership and Administration Program is recommending to the Graduate Coordinator and Graduate Council that a course review be conducted for both of these courses and include signature assignments and common fieldwork as appropriate.
Ed Specialists (SPED)	CSUF Supervisor Evaluations of Candidates Performance in	Implement newly revised program that streamlines the credential, clear and MA requirements

	Practicum	
	CSUF Evaluation and Needs Assessment Survey-Administrator & Candidate Preliminary	The program continues to require candidates to design and implement a positive behavior support plan and will develop ABA plans including Single Subject Design in course assignments and during Final Practicum.
	CSUF Evaluation and Needs Assessment Survey-Administrator & Candidate Preliminary	To implement changes to courses (SPED 145 & 219 and Practicum seminars) to provide more support and demonstration of IEP and transition plan writing.
	CSU Systemwide Survey completed by First-Year Graduates	In response to the newly revised CCTC standards for Ed Specialists, we now require all candidates to take CI 176 Mathematics Instruction and Applied Assessment. Continue to track when these candidates graduate.
	CSU Systemwide Survey Completed by First-Year Graduates	Ed Specialists candidates are required to complete the Teaching Sample Project (currently a TPA task required of Multiple Subject & Single Subject candidates) The Teaching Sample Project (modified according to adaptations for ED Specialists) will be completed both formatively and summatively. A Pre-requisite was added to the program CI 100 Content and activities involving work with para-educators will be integrated across coursework. Candidates will be required to develop and implement a plan to work collaboratively with para-educators during Final Practicum.
Multiple Subject	English Learners	
	FAST CSUC	Program-specific plan developed to address the instruction of English learners.

	FAST CSUC	English learner faculty amended the Lesson Observation Tool for use of Sheltered Instruction Observation Protocol (SIOP).
	FAST CSUC	Emphasis on the purpose of the English learner teaching strategies will be emphasized in all classes/supervision.
		SPED 179 is the anchor course for this content area. Changes have been made in the syllabus to support the teaching of students with special needs in SPED 179 as well as other content courses and TPA tasks.
	Resources for At-Risk Students	
	FAST CSUC	Program-specific plan developed to address the instruction of students with special needs.
	CSUC	Seminars presented to teacher candidates to teach at-risk resources to serve their students.
	FAST CSUC	Emphasis on the purpose of the special needs teaching strategies will be emphasized in all classes/supervision.
		Course changes have been made in the LEE 173 syllabus. The teaching of the social science standards are embedded in the LEE 173 course. Additional areas of emphasis include social science resources, methodology and teacher candidate assessments.
Single Subject	CSU Survey	In the Fall of 2013, a revised program will be put into effect. The factors shown as being in need of improvement should be improved by this process. CI 151 will be improved by addressing communicating with families more completely. SPED 121 will be expanded to cover students who are at risk of dropping out. All five factors which dealt with computers should be improved with our new course CI 149 which deals with, among other things, education and computers. This new program will hopefully mix theory and practice more appropriately. Our new program will feature seminars which will accompany both student teaching semesters that are based at the schools. This should improve candidates perception concerning the degree to which administrators and faculty work together.
Reading/LA Specialist	Exit survey for early departure candidates	Design an Exit Survey for early departure candidates
	Candidate Disposition Survey	Faculty will meet as a team to decide the method and forum to assess the six dispositions established by the KSOEHD within each course
	Program Exit Surveys	Surveys will be made available through specific classes

School Nurse		<p>Program Response: Currently, in core school nurse courses, candidates asked to respond to weekly questions specific to school nursing in which they must resort to reading articles in the Journal of School Nursing, many of which are related to current research in school nursing; One week in NURS 187, School Nurse Seminar, is devoted to research in school nursing; candidate decision making in clinical experience must also be based on research findings; candidates are encouraged to look for involvement in research opportunities in their clinical practice; as an assignment, candidates have an option of writing a research paper specific to school nursing practice.</p> <p>Solution: To strengthen insight into research school nursing, candidates were asked to write a paper discussing current research in school nursing practice and how it benefits the candidate in his/her own school nursing practice.</p>
Speech Pathology	Praxis Results	No specific actions were taken because our 3-year average passing rate was 93%, which is above the requirement of ASHA's Counsel on Academic Accreditation.
	Graduate Comprehensive Examinations	In regards to Comprehensive Exams, no specific actions were taken because the overall goal was met and the pass rate showed that the students demonstrated competency regarding the learning outcomes that were targeted during the comprehensive exams.
	Student teaching evaluations	No specific actions were taken because the overall goal was met. We currently have a system in place that requires speech clinic supervisors to evaluate and provide feedback to students at least 3 times during the semester. This way, problems can be addressed as quickly as possible. If the student continues to have problems, a meeting is held with the clinical director and an action plan is developed in order to facilitate student success by the end of the semester. The results described above support this system as effective in promoting clinical competence in our students.
	Graduate Writing Exam	The high failure rate in spring 2011 was concerning. Analysis of the reasons for failure showed that a high percentage of the lost points were due to errors in the students' use of APA format. Therefore, the importance of APA format was reviewed (all students are required to have the APA manual), and the students were asked to resubmit their papers with all students passing on the second try. In order to avoid this problem in the following semester (fall 2011), the faculty had students turn in one portion of the paper in advance in order to receive feedback, prior to writing and turning in the entire paper. This was very successful and resulted in a 100% first time pass rate in fall 2011. This new procedure has been adopted for the time being.