

Fresno State NCATE/CCTC Institutional Report Addendum 2014

Standard 1

1.5 Evidence for the BOE Team to validate during the onsite visit

Interviews:

- 1. Interviews with faculty, full-time and adjunct, field placement personnel regarding candidate performance, and areas that might improve candidate performance.*
- 2. Interviews with employers, members of the professional community, candidates, and graduates regarding appropriateness of program preparation for success in the education profession and success in employment.*
- 3. Interviews, work samples, or other data to verify that all candidates in advanced programs engage in professional activities.*

Interviews will be arranged as requested above.

Evidence:

- 4. Is Title II data for pass rates on all programs, including other school professionals, included in 1.4.b? Do all program completers in credential programs, including those programs offered outside of the KSOEHD, pass the content examinations and/or other requirements for California licensure?*

Please see link: http://www.ctc.ca.gov/reports/TitleII_2011-2012_AnnualRpt.pdf Title II data is only reported on initial credential programs, not advanced programs which include those outside of the Kremen School.

The summary pass rate for all program completers (traditional route) in 2009-2010 was 96% (p. 220), in 2010-2011 was 95% (p. 217), and in 2011-12 was 94% (see p. 214). For those in alternative routes, the pass rates were as follows: 98% in 2009-2010 (p. 320), 100% in 2010-2011 (p. 318), and 94% in 2011-2012 (p. 316).

In California, basic or initial credentials include Multiple Subject (Elementary Education), Single Subject (Secondary Education), and Educational Specialist (Special Education). Only basic or initial credential students pass content exams for a California credential. Advanced credential students, such as Education Administration, Deaf Education, ECE Specialist, Ag Specialist, etc, are not required to pass content exams because they have already documented subject matter proficiency through their initial credential.

- 5. The IR indicates (pg. 7) that all programs are expected to use the KCLASSI system. Is it the case that all programs currently utilize this system?*

Yes, all programs are expected to use the KCLASSI system. (See Standard 2 for details.) The Associate Dean of Kremen SOEHD convenes the program (NCATE) coordinators across the unit

and across the academic year. Kremen School faculty and our colleagues across campus all had input into the unit's assessment system (KLASSI) development and implementation.

6. One supporting document was not available for this off-site review (Exhibit 1.4.f: Data summaries of results on key assessments of candidates' professional dispositions). What evidence indicates that candidates at the initial level understand and demonstrate the professional, state, and institutional standards and that their work with students, families, colleagues and communities reflects these professional dispositions?

Evidence for the initial/basic credential programs is found in a paragraph summarizing Dr. Tanner's research results from the paper entitled, "[Students Responses to The Teacher Disposition Index](#)."

Aggregated dispositional data for advanced programs will be shared during the visit with reviews and also by specific programs. Program Coordinators can also provide input related to assessment of dispositions.

7. What happens to those candidates who do not pass a requirement such as CBEST or CSET? Are multiple attempts allowed? How many attempts?

As CBEST is required for admission and CSET is either required at admission or prior to student teaching our admissions technicians collect the information sent to them. Students can take these tests as many times as they wish in order to pass these tests Students sign up at their own schedule and only release their scores when they wish our program to get the scores. Passing is required in order to earn a teaching credential. The Liberal Studies program aligns its curriculum to the content sections of the CSET exam. Online test preparation classes are available and some school districts offer test preparation for teachers in their pipelines. The Mathematics and Science Teacher Initiative (MSTI) grant (funded by the Chancellor's Office) reimburses students for the cost of all [CSET exams](#) for Single Subject mathematics and science credentials.

8a. What efforts are being made to increase the response rate for exit surveys for advanced programs?

In 2010 the exit survey was revised for advanced programs and placed online. Program coordinators were asked to collect the data when their students exited the program. As part of continuous improvement the Associate Dean's office in the Kremen School of Education will send emails at the end of each semester (December and May) to remind coordinators to collect the data and be ready to share how they close the loop on the findings. Some programs have preferred to collect the data in hard copy and then convert the data. Other programs such as Educational Administration have required proof of the completed survey to complete paperwork for the program. In follow up to this question at a retreat on 1.15.14 and a coordinator's meeting on 2.13.14 the unit leaders were reminded of expectations and process.

8b. Is there additional evidence or data used to demonstrate that the work of all candidates shows that they are familiar with the professional dispositions delineated in professional, state, and institutional standards?

The Initial Credential programs use [pre-/post-assessments](#), and the Advanced programs use [Exit Surveys](#) to obtain professional disposition data. To our knowledge, no other assessments of professional dispositions are used by Initial or Advanced programs, except for that used by the doctoral program (DPELFS). The WASC report for DPELFS states "Two cohorts have completed the pre and post portion of the Administrative disposition survey, which is a self assessment (perceptions) of their educational leadership dispositions." The doctoral student and their employer complete the survey. A copy of the self-assessment instrument is included in Appendix A of the [Student Outcomes Assessment Plan p. 12](#). See pp. 254-256 of the DPELFS Fifth-Year Special Visit Report for "a description of each of the measures used to measure student outcomes and program outcomes in order of use along with information about how each is used" (<http://tinyurl.com/m6vst9f>).

In addition candidates are familiar with the dispositions as they are shared and emphasized in:

Program Orientations

Conceptual Framework

Website, postings, and bookmarks

Course syllabi – highlight dispositions covered in assignments (Ex. [SPED 233](#))

TAP – FAST – tasks require all six dispositions across the requirements

Course Reflections and Signature Assignments

9. The IR reports that the doctoral program in Educational Leadership received a five-year site visit by WASC in 2012. What additional evidence does this report include to indicate that candidates in this program meet Standard 1 criteria?

The quality of the students' major capstone product, their dissertation, is assessed according to an established rubric. Results for the first three cohorts (2010, 2011, 2012) indicate excellent student performance on dissertations when the following were assessed: Introduction, Review of the Literature, Methodology/Approach, Results/Outcomes, Discussion/Summary, Conclusions, and Writing Quality. All were rated well above 4 on a 5-point scale by both the dissertation committee members and outside reviewers. (See [Tables 7-9](#)) See more WASC report findings at <http://www.fresnostate.edu/kremen/cctc/noncred/>

10. Clarification is needed as to the education programs offered at CSU Fresno, including programs such as School Psychology that are located outside of the unit.

Education programs outside of the KSOEHD (e.g., School Psychology, School Nursing, School Social Work, Deaf Education, and Agricultural Education) are part of the NCATE unit. Please see <http://www.fresnostate.edu/kremen/cctc/> for details on each of the credential-granting degree programs. Information about non-credential graduate degree programs is found at <http://www.fresnostate.edu/kremen/cctc/noncred/>.

In providing this information, please take into consideration the following NCATE program categories (See glossary in NCATE Standards book for further clarification.):

- a. Initial teaching programs (programs that lead to a first teaching credential – multiple or single subject).*
- b. Advanced teaching programs (programs offered to licensed or credentialed teachers – may or may not lead to additional credentials or certificates in a teaching area)*

c. *Advanced programs for other school professionals—programs that lead to careers or credentials that are not classroom-based, e.g., school counselor and educational leadership.*

The table below summarizes the NCATE unit initial and advanced credential programs, and non-credential degree programs. The table also indicates the college or school that hosts the program and also identifies the program coordinator.

FRESNO STATE NCATE UNIT

	PROGRAM	COLLEGE/SCHOOL	COORDINATOR
INITIAL	Multiple Subject	Kremen	Dr. Nyberg
	Single Subject	Kremen	Dr. Akhavan
	Education Specialist	Kremen	Dr. Jamgochian
ADVANCED	ECE Specialist	Kremen	Dr. Macy
	Ed Administration	Kremen	Dr. Hauser
	Ed Specialist - Clear	Kremen	Dr. Jamgochian
	Ed Specialist - Deaf	Kremen	Ms. Barker
	Reading LA Specislist	Kremen	Dr. Hart
	Ag Specialist	Jordon College of Ag	Dr. Vaughn
	Bilingual Authorization	Kremen	Dr. Huerta
ADVANCED other school professionals	School Counseling	Kremen	Dr. Lam
	School Nursing	Health/Human Services	Ms. Prandini
	Speech Path Specialist	Health/Human Services	Ms Edmondson
	School Psychology	Science & Math	Dr. Wilson
	School Social Work	Health/Human Services	Ms. Carlin
DEGREE PROGRAMS (non credential)	DPELFS (Doc Program in Ed Leadership)	Kremen	Dr. Marshall
	MAE – Curr & Instr	Kremen	Dr. R. Bohlin
	MA Teaching (online)	Kremen	Dr. Ullrich

College/School Deans:

Kremen School of Education and Human Development
 Heath and Human Services
 Jordon College of Agricultural Sciences and Technology
 Science and Math

Dr. Paul Beare
 Dr. Jody Hironaka-Juteau
 Dr. Charles Boyer
 Dr. Susan Elrod

Standard 2

2.1 The IR indicates that programs in KSOED use TaskStream to collect and score student work. It is unclear at this time what other technological tools and resources are used to create and disseminate reports for faculty and other stakeholders.

Other technological tools and resources used to create and disseminate reports include:

- Tools and resources associated with data collection and analysis instruments such as Qualtrics and Survey Monkey
- Excel Spreadsheet Software
- SPSS Statistics Software

2.2a Based on the evidence, the unit appears to be at the emerging stage of moving toward Target. There is evidence that the unit is performing at target level on some aspects of the standard, but there are no plans or timelines for attaining consistent performance at target level for all programs.

We strategically selected Standard 2 for our Initial Programs (Multiple and Single Subject and Special Education) to move toward target because the Kremen faculty and administration felt we were ahead of many other institutions in the country in regards to assessment. We had over 10 years of program quality data from our graduates (completers) and their employers after one year of teaching. We had an established TPA system (FAST) with higher levels reliability than any other TPA system in California, including PACT, the pre-cursor to the edTPA currently being piloted nationally. Our degree programs have SOAPs (Student Outcome Assessment Plans) that are reviewed by the university assessment committee on an annual basis. We have a unit-wide assessment system, KLASSI, that moves us through inputs, processes, and outputs, to “closing the loop” and making evidence-based decisions all in the name of continuous improvement. While many other accreditation coordinators and education deans have identified Standard 2 as the most difficult standard to reach target level, we were, and still remain, confident in our decision to move toward target in Standard 2.

Action Plan and Timelines. The Kremen School action plan and timeline for continued movement toward Target for this standard and all others is highlighted in the [Kremen School Strategic Plan: 2012-2015](#). The plan includes goals in the following areas:

- Enhance the Student Learning Environment
- Commitment to Student Transformation and Success
- Transformational Scholarship
- Developing the Kremen School Community
- Internationalization
- Engagement with the Region

These areas, and the goals subsumed under them, evidence our current trajectory toward Target. Next year, 2015, the university will be undertaking the development of a new campus strategic plan. As that plan unfolds, the Kremen School will follow with a new strategic plan that not only aligns with the university plan, but positions us to move forward with the emerging CAEP standards.

Within our NCATE unit, our plan continues to capitalize on the expertise and experience of our

Program Coordinators to understand the standards, implement the assessment system, generate and analyze data, and to close the loop by making well-informed decisions that lead to continuous improvement. To accomplish this we have established a pattern of regular program coordinator meetings. The table below describes the meeting agenda, time frame, and outcomes.

Meeting Topics	Time Frame	Outcomes	Next Steps
Analyzing data as prescribed by SOAP or assessment plan	Fall semester: August/September	Data aggregation	Revise SOAPs if required. Report to department/program
Data interpretation and reporting out	Fall semester: October/November	Identifying areas for improvement	Report to department/program
Closing the loop	Spring semester: February/March	Implement continuous improvement	Report to department/program & community partners
Gather data as prescribed by SOAP or assessment plan	Spring semester: April/May	Generate disaggregated data	Revise data gathering instruments and report to dept/program

2.3 AFIs continued from last visit

Candidate performance data on dispositions outside the KSOEHD have not been systematically aggregated and summarized

*Feedback: **More information needed to make a decision. Link to disposition data was not active.***

The link to dispositional data has been restored. Initial programs' pre- and post-assessment of dispositions is available at:

<http://fresnostate.edu/kremen/ncate/documents/standard1/DispositionAnalysis.pdf>

For advanced programs, dispositions are assessed as a subset of the Exit Survey. Please see pages 7-9 in the Exit Survey results available at:

<http://fresnostate.edu/kremen/ncate/documents/standard1/ExitSurveyAnalysis.pdf>

2.5 Evidence for the BOE Team to validate during the onsite visit

1. Aggregated dispositions data for advanced programs

Initial programs pre- and post-assessment of dispositions is available at:

<http://fresnostate.edu/kremen/ncate/documents/standard1/DispositionAnalysis.pdf>

For advanced programs, dispositions are assessed as a subset of the Exit Survey. Please see pages 7-9 in the Exit Survey results available at:

<http://fresnostate.edu/kremen/ncate/documents/standard1/ExitSurveyAnalysis.pdf>

In our discussions with Program Coordinators, we have become dis-satisfied with the more current rates of return on the Exit Survey. The Program Coordinators determined that we need better approaches to failsafe the system for higher return rates. Consequently, each advance program Coordinator has been charged with reviewing their programs sequence of courses and

completion procedures to determine a more efficient program-specific strategy for maximizing return rates. Strategies to consider include:

- Tying the survey to a culminating experience
- Adding the survey to a signature assignment in a capstone course
- Requiring proof of completion of the survey to apply for a credential

2. Evidence that assessment results data are shared with community committees such as the Kremen School Professional Advisory Committee on a regular basis and that these committees have the opportunity to provide input on programmatic changes.

During the on-site visit, NCATE/CCTC team members will have access to evidence such as meeting agendas, meeting follow-up notes/minutes, artifacts from meetings, conversations with committee members.

3. Evidence that faculty are provided opportunities to review assessment results and that they have opportunities to provide input on using results for program improvement, especially degree program faculty

All degree programs have a “Closing the Loop” process described in the program’s [SOAP](#). Evidence can also be obtained through interview conversations with faculty during on-site visit.

4. Evidence that a process is in place for the management and resolution of candidate complaints, including review of any formal complaints that have been made since the last NCATE accreditation visit

During the on-site visit, Associate Dean Marshall will provide evidence of information related to the management and resolution of candidate complaints maintained in his office.

5. Evidence that key assessments are managed and maintained in Taskstream

Recognizing the Taskstream is only used for Initial Program, evidence will be provided for key assessments (TPA) during the on-site visit by the Taskstream administrator, Dr. Macy, and TPA coordinator, Dr. Behrend.

6. Evidence that procedures for ensuring assessments are accurate, consistent, and free from bias are applied to online programs, as well as to other assessment measures other than FAST

During the on-site visit, evidence will be provided to demonstrate that assessments, other than FAST, are accurate, consistent, and free from bias. For instance, the [Center for Teacher Quality](#) in the CSU system has conducted annual reliability and validity studies of the one-year out completer and employer survey administered to all initial credential candidates employed as teachers.

Additionally, the Kremen administrators, together with program faculty, have conducted validity and fairness studies of the one-year out surveys. These studies have been published in several widely-recognized, peer-reviewed journals. Citations include:

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2014). Examination for bias in principal ratings of teachers' preparation. *The Teacher Educator*, 49 (1), 75-88.

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*, 40 (3), 143-161.

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2013). Examination of Alternative Programs of Teacher Preparation on a Single Campus . *Teacher Education Quarterly*, 39 (4).

Chiero, R., Tracz, Marshall, J., Torgerson, C., & Beare, P. (2012). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*, 34 (4).

Marshall, J. , Beare, P. & Newell, P. (2012). U.S. Department of Education's Teacher Education Reform: How Does Your Program Rate? *Educational Renaissance*, 1 (1).

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).

Articles will be available for review during the on-site visit.

Standard 3

3.5 Evidence for the BOE Team to Validate during the onsite visit

1. How do the unit programs use technology to enhance teaching and learning for candidates?

All candidates in the basic credential programs meet state standards related to technology. Each must take a course that addresses technology in instruction; Multiple Subject and Education Specialist teacher candidates take [CI 100](#) and the Single Subject Candidates address it in [CI 149](#). During fieldwork, these candidates are required to use a variety of instructionally related technology devices as available at their sites (SMART Boards, iPads, SEIS Special Education IEP's, YouTube clips, Brain Pop, etc.). All Multiple and Single Subject candidates are required to document evidence of how they have used technology in their field placement classrooms. This is required in their Fresno Assessment of Student Teachers (FAST) Holistic Proficiency Projects.

Students across the unit in advanced credential programs demonstrate competence in technology required for their specialization. For example: master's students are required to use tablets for presentations of their field work projects. Counseling students watch digitally recorded video feeds, listen with their headphones and give feedback. This is recorded and saved on a USB flash drive for viewing. In Special Education, candidates must also demonstrate knowledge and use of assistive technology both in school settings and at homes. Educational Administration is a paperless program. They access data and produce a school profile, use Task Stream, develop an electronic portfolio and use iPads for feedback. Skype is sometimes used in addition to face-to-face contact in internship programs.

The President's Tablet Initiative has begun meeting to increase the use of technology across all Fresno State programs. Kremen School has three faculty participating in the Tablet Initiative. The three faculty teach in the multiple subject, single subject, and special education programs, respectively.

2. Which courses (in each program) have field components: for each course, what are the field requirements, the hours, the assessments used? Pages in the program handbooks can be cited to provide this information.

California only has a post-bac program for teacher credentialing. The programs for candidates in the basic credentials also had to be 'completeable' in one year until recently (2013). Handbooks for [Multiple](#), [Single](#), and [Special Education](#) (Education Specialist) indicate that every semester in the program has a fieldwork requirement. In addition, assignments in courses are required to be implemented in their fieldwork setting. One example is the Differentiated Instruction assignment in [SPED 179](#).

Program*	Fieldwork	Fieldwork	Fieldwork	Fieldwork	Embedded fieldwork-samples
<u>Multiple Subject - Elementary Education</u>	EHD 174 90 hours	EHD 178 12 hrs. wk. 180 hrs.	EHD 110D Dual M-F – 20 hrs. 15 wk. 300 hours	EHD 170 M-F – all day, 15 wk. 560 hours	LEE 172 – EL assignment CI 175 – Science Inquiry Lesson CI 176 – Math Mini-Unit SPED 179– Differentiate lesson
<u>Single Subject – Middle School & High School Education</u>	EHD 155A M-F 15 hrs. wk. 225 hrs.	EHD 155B M-F – all day, 15 wk 525 hrs.			LEE 157 – EL assignment CI 161 – Content Methods SPED 158– Differentiate lesson
<u>Education Specialist</u>	EHD 178 12 hrs. wk. 180 hrs.	SPED 171 /172 16 hr. wk. 240 hrs.	SPED 175 /176 M-F – all Day, 15 wk 560 hours	SPED 175 /176 M-F – all Day, 15 wk. 560 hours	Signature Assignments in field placement

*All syllabi available by clicking on the program link

Assessments include the candidates meeting the competencies that are evaluated by the university supervisor in collaboration with the master/cooperating teacher. In addition, candidates must pass the required and state approved Teacher Performance Assessment (TAP) - Fresno Assessment of Student Teachers (FAST).

3. What is the process used to keep school districts abreast of the university's clinical expectations for the candidates?

The unit faculty has continuous contact with numerous districts in the region. The basic credential program also has a Director of Field Placement who contacts and meets with district representatives almost daily. In addition coordinators of programs, and university supervisors, across the unit, have meetings with districts where information is shared. Some of those contacts are included below:

- President's Commission on Teacher Education
- Dean's Advisory Council on Professional Education
- Cooperating/ Master Teacher Conferences
- Co-Teaching Workshops
- Education Administration Superintendent's Advisory
- Administration Leadership Program shadows diverse leaders in the field and has candidates reflect.
- Teacher Resident Partnership Meetings (collaborate and teach courses together)
- Education Administration has imbedded course work and they regularly meet with the leaders of the 8 cohorts. These leaders have worked together to develop courses and assignments.
- Cooperating/Master Teacher Conferences
- Rural School's Network meets 5 times a year
- Regional Valley Consortium for Bilingual Students
- Early Childhood Advisory Committee

- Multiple Subject Committee
- SPED Advisory Council
- Counselor Education Advisory and Rehabilitation meetings
- Deaf Education Advisory Board
- BTSA/Induction Advisory Board Participation
- Higher Education Central Valley Leadership Symposium
- Client Surveys in Education Doctoral Program

The primary means of sharing the university's clinical expectations is through the university supervisors who meet with the administrators, Cooperating Teachers/ Master Teachers, mentors, and fieldwork candidates. University supervisors continually collaborate and report from the field. The university supervisors have the responsibility of sharing syllabi, handbooks, reviewing roles, course expectations, competencies, MOUs, Learning Agreements (School Psychology). ([Fieldwork Handbook Roles and Responsibilities, page 24](#)).

The CCTC (California State) approved competencies are the required competencies. In some partnerships, such as the Teacher Residency Program (TRP) in Fresno USD, the expectations are developed collaboratively with both faculty and district administrators/curriculum specialists and the competencies may exceed the requirements with increased hours in their Mentors' classrooms and increased participation in district Accountable Communities, and expectation of attendance at district professional development opportunities.

4. What are the plans for sustaining and enhancing fieldwork? Have any of the seven areas listed under the Continuous Improvement section been implemented? If so, what is being used to show success with student learning as the focus?

The seven areas were shared as continuous improvement as they are areas we have identified and initiated work. Student learning is the ultimate goal and focus of all areas of improvement. A few examples are listed below.

SEVEN AREAS

1. Expand Partnerships

In 2006 Kremen began their first partnership with Clovis USD in the spring and Sanger USD in the summer for elementary preparation. It has grown to include secondary, special education, and administrator preparation. In 2013 Kremen had 18 partnerships in varying levels of involvement by the district. The teacher preparation districts have been Clovis, Sanger, Fresno USD, Fowler USD, and Central USD. The PDS models are best exemplified in the FUSD – Teacher Residency Partnership. We are currently involved in a Multiple Subject and Single Subject Partnership with Sanger Unified and a DUAL and Teacher Residency Partnership with Fresno Unified (elementary and foundational math and science). Plans to grow to other districts include collaboration with Porterville USD for a Linked Learning – Career Pathways cohort in fall 2014 and a rural Single Subject district partnership with Washington Union USD.

2. Co-selection of candidates

Co-selection of candidates is currently being implemented with Fresno USD for the Teacher Residency. Candidates apply to both the district and the university/program. Candidates are

interviewed through a jointly attended process where candidates collaborate to solve an issue and make a presentation, respond to research in writing, and are interviewed jointly by both district and university faculty. In the EDAD program district cohorts jointly select candidates as the district makes a recommendation for their cohort and the university then conducts necessary items for application.

3. Increase Professional Development

The [Central Valley Educational Leadership Institute \(CVELI\)](#) seeks to elevate educational leadership and eliminate the achievement gap for students in the Central Valley. CVELI provides service to district administrators through a variety of supports including numerous professional development opportunities such as Navigating Common Core, Professional Learning Communities, and Annual Exemplary Practices in Education Leadership.

Co-Teaching is another example of shared professional development. Fresno State has been offering workshops in Co-Teaching for everyone in our service area. Fresno Unified personal have attended numerous Fresno State of workshops and now offer them in their district as well. Instructors in the Teacher Residency Program and Sanger Cohorts continue to co-teach courses with school district personal where they share, plan and deliver instruction as a team.

4. Pipeline to Teaching Meetings

Pipeline meetings are a collaborative team of Fresno State and Fresno Unified leaders who meet on a regular basis with the goal of increasing the diversity of teacher candidates, especially males. This team began meeting in spring 2013 and continues to meet every other month to address issues such as internships, increasing college rate of FUSD students, evening classes, and pathways for teaching, Transition 2 Teach (T2T) grant updates, and other items.

5. Expand Use of Technology

Technology is integrated across all classes/programs. A few examples are: The Multiple Subject program is specifically supported in CI 100 and practical application in CI 175 which requires a technology portfolio. The Single Subject program candidates are required to take CI 101, Educational Applications of Technology for Secondary Teachers and CI 159, which include instructional planning, instructional approaches and techniques, evaluation, and educational technology. The President's Tablet Initiative has begun meeting to increase the use of technology across all Fresno State programs.

6. Common Feedback Observation and Feedback Protocols

Common Core has provided opportunity for collaboration and professional development with the university and our area districts. The university has provided professional development opportunities utilizing presenters from outside our service area as well as the county, and school district personal. Fresno State also continues to collaborate with our BTSA/Induction programs and discuss our common standards and documentation of those standards through evidence and observation.

7. Increase Student Data

Although California has no state-wide mechanism to collect student data the CSU system office (CTQ) and some districts in the state have conducted a study which can be shared.

Fresno USD was part of the data. In addition each of our candidates must complete a Teacher Performance Assessment (TPA) – FAST – Fresno Assessment of Student Teachers where student data is analyzed at both the class and individual level. Data from Fresno Assessment of Student Teachers is discussed in Course Alike Meetings and serves a resource for continuous improvement of our programs. Focus groups from the partnerships have served as an additional source of data. As the candidates move into positions in the Teacher Residency Program (TRP) with Fresno USD, we will work with the district to conduct research using student data as one measure.

5. How are field/clinical experiences arranged and supervised for distance learning programs?

Currently the unit does not have a distance learning program. In the California State University system there is distance learning, wholly on-line program entitled Cal-State Teach (CST). Fresno State hosts one of the regional centers for CST, but they are accredited separately, and are not a part of the Fresno State unit. Some program such as Deaf Education have an on-line master's program but still provide face- to- face supervision.

6. Clarification needed: In exhibit 3.4 b, 91 school districts in addition to seven non-public education school sites are listed. The IR states the partner school have been implemented since 2006 with five districts. Which of the district partnership listed in 3.4b are based on the Professional development School model?

The closest we have to a Professional Development School Model is the Fresno Unified Teacher Residency Program. The teacher candidates in this program have a rotation schedule through an Elementary School and Middle School. The current sites for our partnerships are listed below:

Fresno Unified Teacher Residency Program

- Yosemite Middle School*
- Vang Pao Elementary
- Leavenworth Elementary
- Williams Elementary
- King/Carver Elementary
- Scandinavian Middle School

Sanger Unified Single Subject Partnership:

- Sanger High School*
- Washington Academic Middle School

Sanger Unified Multiple Subject Partnership

- Reagan Elementary*
- Sequoia Elementary
- Lincoln elementary
- John Wash
- Lincoln Elementary
- Jefferson Elementary

Fresno Unified Dual Partnership

Ayer Elementary*

Easterby Elementary

Lane Elementary

Bakeman Elementary

Lincoln Elementary

Vinland

Addams

*Classes on site.

Standard 4

4.5 Evidence for the BOE Team to Validate during the onsite visit

1. *What is the diversity of P-12 faculty across partnership sites?*

The diversity of P-12 faculty across partnership sites is summarized in a table found at:
<http://www.fresnostate.edu/kremen/ncate/documents/units/TeacherEthnicity.pdf>

2. *The BOE team will wish to interview unit and school-based faculty, candidates, and other unit and university personnel responsible for implementing diversity policies and creating a culture of diversity.*

Interviews with faculty, candidates, and other unit and university will be scheduled during the site visit.

Standard 5

5.5 Evidence for the BOE Team to Validate during the onsite visit

1. *What documentation can be provided to demonstrate faculty content and P-12 expertise with respect to all content areas? How do content experts and other units partner with unit faculty?*

The documentation demonstrating faculty content knowledge emanates from various sources on file such as:

1. Faculty Vitas
2. Annual Reports compiled by Departments within KSOEHD and summarized by the Dean
3. Faculty Working Personnel Action Files (WPAF formerly known as RTP)
4. Course Syllabi

The work of the Liberal Studies Committee connects KSOEHD with content experts across the campus. Efforts are made to coordinate between the subject area expertise in other schools with the effort to prepare educators in our school. There is also a strong connection with specialty preparation programs across the campus such as Deaf & Hard of Hearing, Speech Pathology, School Psychology, Nursing and the Social Work program as well. In the Single Subject Preparation Program there are numerous connections with content specialists. Faculty experts in the following fields Math, Science, Business, Art, Kinesiology, Agriculture and Foreign Language each teach a Methods Course (161) specifically for that particular content. The content area supervisors work with KSOEHD in a coordinated effort to provide appropriate field supervision.

2. *What documentation can be provided to validate the summary data provided in the faculty tables? It would be helpful if faculty CVs could be made available for validation during the onsite visit.*

Faculty CVs will be available through Survey Monkey during the site visit.

3. *What documentation can be provided to demonstrate the content expertise and levels of experience of clinical faculty in areas that they supervise?*

Clinical faculty CVs will be available through Survey Monkey during the site visit.

4. *What are the processes that the unit uses to ensure the qualifications of faculty, as outlined in faculty handbooks or other procedural documents?*

Ensuring high quality faculty begins with the rigor of the search and hiring process for prospective faculty and continues with the systems in place developed by the university. The entry requirements for prospective faculty are crafted to ensure that candidates match the specific needs in the various content areas. The RTP/WPAF process ensures that faculty striving for tenure and promotion focus on the quality of their work in the three main areas of Teaching, Scholarship and Service. An important aspect of this process is the role experienced faculty have in enhancing the development of new faculty through peer observations. This is a collaborative

activity that involves planning, goal setting, teaching and feedback. Newer faculty are also assigned a mentor whose role is to guide them by providing constructive feedback all with the goal of improving the work and the file on their way to tenure and promotion.

5. How does the teaching by unit faculty assist candidates in developing professional, state, and institutional standards and facilitate the development of reflective practice?

Considerable documentation exists demonstrating the preparation of our educators to meet applicable standards at all levels as well as reflection. Course Syllabi, Student Teacher Handbooks, Competencies and Journal Reflections are all documents that illustrate the preparation process. Within the Teacher Preparation program the Fresno Assessment of Student Teachers (FAST) outlines in a developmental way the content our candidates experience in coursework and field placements. A sample of some of the activities that our candidates experience includes: Writing standards based lesson plans, Teaching Formal Lessons while being observed by a field supervisor who then debriefs with the candidate, Developing and Teaching Unit Plans, Micro-Teaching and Self-Evaluations/Reflections, Case Studies, Holistic Projects, Comprehensive Lesson Plan Projects and Teacher Sample Projects. These assignments/activities are completed at different phases of the program and the course content builds as students progress through the phases.

6. How do unit faculty collaborate with other units to improve teaching?

There are many across campus efforts such as the following organizations:

- Learning for Excellence and Development (LEAD)
- Technology Innovations for Learning and Teaching (TILT)
- Center for the Scholarly Advancement of Learning and Teaching (CSALT)
- Title V Commitment to Latina/o Academic Success and Excellence (CLASE)
- Blackboard Workshops
- NASA Educator Workshops

This is a sample of the numerous opportunities faculty have to collaborate across the campus and receive professional development.

7. How is the evaluation of faculty used to improve teaching, scholarship and service?

The RTP/WPAF process ensures that faculty striving for tenure and promotion adhere to quality work in Teaching, Scholarship and Service. The Probationary Plan is the catalyst in this process as it establishes expectations and guidelines for the candidate to follow. Every year the faculty member must develop a Portfolio outlining their work. Critical analysis and reviews of the document occurs at all levels beginning with Department, School and Dean before going across to broader university campus personnel committees. An important aspect of this process is the role Faculty Mentors have in providing constructive feedback to the faculty member with the goal of improving the work and the file on their way to tenure and promotion. In the very important area of teaching, faculty are evaluated by students through the national IDEA system. Peers also provide another dimension of feedback for teaching quality as faculty invite experienced colleagues to observe lessons.

8. *What is the role of unit faculty in the preparation of candidates in field-based cohorts?*

Faculty are involved in the preparation of candidates in numerous ways. The Central Valley Partnership for Exemplary Teachers (CVPET) connects faculty to public schools through courses taught on site. Many faculty connect with public schools to provide professional development for teachers in their specific areas of expertise. One example of this effort is the Fresno Unified Teacher Residency Program where the teacher preparation is collaboratively taught with public school and faculty experts. Another example is the Co-Teaching training provided by faculty that includes supervising teachers, student teachers and field supervisors. In counseling, training in Theraplay is provided for students and teachers by faculty. In Special Education the Induction Plan is a collaborative effort by a district administrator, faculty member, and teacher. The faculty in our unit also facilitate a 3 day Transition Conference for Kindergarten at the request of the P-12 system. The partnerships with the various school districts such as Fresno County Office of Education, Fresno and Clovis Unified School Districts as well as the many neighboring districts ensure that KSOEHD faculty are thoroughly involved in preparing candidates for the field in the field.

Standard 6

Response to team statements:

Not apparent that the unit has plans and timelines for attaining or sustaining target level performance that addresses key elements in the standard such as the four items in bold below.

The [Kremen School Strategic Plan](#) and the University's [Plan for Excellence IV](#) serve as the long-range plan for the unit. Both expire in 2015 and will be reformulated. Our new President, Provost, and Vice President for Student Services will define the strategic direction of the University. The faculty within the Educator Preparation Unit will define the Kremen Strategic Plan.

The Educator Preparation Program is in [evolutionary change](#), exemplified by the collaboration with our partner schools and districts, particularly Fresno Unified, at least at this time. The evolution has been from a system where the University faculty developed and taught courses and then placed teacher candidates in schools for field experience to one where there is extensive joint planning and collaboration.

The first step was [partnership programs](#) as described elsewhere in this document. This evolved from Multiple Subject Credential only partnerships, first to Educational Leadership partnerships, then to Single Subject Credential, then to Dual Special Education/Multiple Subject partnerships. The next evolution was the Teacher Residency, developed jointly by a team of faculty from Fresno Unified and Fresno State. That program provides a \$12,500 stipend to each candidate and results in a Multiple Subject credential and a foundational credential allowing candidates to teach middle school math or science. Simultaneous to this, Fresno Unified and Fresno State faculty have had on-going Pipeline Task Force Meetings, developing smooth transitions for K-12 students into teaching and teacher candidates into employed educators. Monthly Fresno State faculty and Fresno Unified leaders do a "walk through" at different K-12 schools, examining for the Depth of Knowledge of instruction and looking for evidence of the common core.

The success of this partnership, and a similar one with Sanger Unified School District has become recognized across the region. Bechtel Corporation funded the first two years of the Residency Program at \$750,000. Without the district or the University submitting a proposal, Bechtel has indicated to the CSU Chancellor's Office that they will commit \$300,000/year for the years 2015-2018 to keep the Residency in place. A number of other districts have approach Fresno State with similar visions. Next fall partnerships start in Porterville Unified, far in the south San Joaquin Valley (90 minutes away). The Irvine Foundation, which works otherwise with Porterville has awarded the Kremen School \$50,000, without our submitting a request, to support our work in partnership with Porterville. Partnerships at various stages of evolution also exist in Central Unified and, in different years, in Clovis Unified and Fowler Unified.

1. The unit and other faculty collaborate with P-12 practitioners in program design, delivery, and evaluation of the unit and its programs.

The faculty of the Kremen School and the educator preparation unit collaborate continually in program design and evaluation of the unit and its program. The initial BOE response to Fresno

State's IR was critical in that we did not have timelines for the expansion of collaboration efforts. The collaboration is in evolution. The degree of joint planning currently in place is beyond what we thought possible when we started the partner school process. A Teacher Residency operating without federal support is a perfect example. An iPhone today has more capabilities than a communicator or Mr. Spock's Tricorder had on the TV show Star Trek. Likewise, the Teacher Residency has features such as a salary for the candidates and totally joint planning, essentially guaranteed employment, and joint candidate selection that we did not anticipate in 2006. It has more capabilities.

That said, a full school partnership or residency model will likely never occur because of the need for evening cohorts of part time students with familial or economic limiting factors. Likewise, Fresno still needs Teacher Interns who take evening classes while serving as the teacher of record during the day.

a. Fresno State has been the host institution of The Renaissance Group (TRG) for the last eight years. The unifying philosophy of TRG is that educator preparation is a whole university endeavor. This is modeled and echoed throughout the basic and advanced programs. The Liberal Studies major, preparing undergraduates for admission to the Kremen School is taught almost entirely by faculty from across campus. Its governing group has an equal number of general education faculty and teacher educators.

Four subject matter grants, described below, are coordinated by faculty within the Kremen School but involve active participation by content area faculty. This includes individuals from many schools and colleges on campus.

The recent revision of the Single Subject teaching credential was designed by a committee comprised equally of content area faculty, Kremen faculty, and K-12 educators. These individuals were Dr. Lori Clune (History), Dr. Rajiv Amarasinge (Math), Dr. Roscoe Vaughn (Agriculture), Dr. Kathy Godfrey (English), Dr. David Andrews (Science), Dr. Robin Chiero (CalStateTEACH), Dr. Colleen Torgerson (SpEd and Partnerships), Dr. Jody Daughtery (Single Subject), Dr. Jyothi Bathina (Literacy), Tim Lopez (Sanger Unified) Susan Fisher (CART), Teresa Morales (Fresno) Steve Liebfried (University High School) and Michelle Bauman (Clovis).

b. Numerous advisory boards and committees meet on a regular basis to advise the educator preparation programs. Attached are agendas and minutes, etc. for the following important advisory committees:

[President's Commission on Educator Preparation](#)

[Professional Education Advisory Board](#)

[Superintendents' Advisory Commission](#)

[Multiple Subject Review Committee](#)

[Kremen Alumni Board](#)

[Kremen Community Council](#)

[Special Education Advisory Council](#)

[Liberal Studies Advisory Board](#)

[Liberal Studies Review Committee](#)

[Teacher Induction Program Advisory](#)
[Graduate Committee](#)
[Bonner Center Advisory Committee](#)
[Early Childhood Education Advisory](#)

c. Additionally, the Educator Preparation Programs have undertaken multiple joint training and preparation activities on a regular basis. Just a few examples:

January 13 and 14, 2011 five representatives from four local districts, Fresno, Clovis, Sanger, and Central Unified along with our entire educator preparation faculty took part in a Train the Trainer workshop on the implementation of Co-Teaching in our field and clinical experiences. Since then, each semester two faculty receive 3 WTUs of assigned time to continue the work and train student and master teacher pairs.

April 11, 2011 educator preparation faculty and over 500 local educators attended a PLC conference the Kremen School hosted and advertised, led by [Rick and Becky Dufours](#).

Annually Fresno State funds two [Master Teacher Conferences](#) where hundreds of our cooperating teachers meet with faculty to plan on improving instruction.

October 27, 2011 the Kremen Faculty and the CSU Deans of Education spent the day in the Sanger Unified School District learning about their instructional practices. The Sanger Superintendent, Marcus Johnson, was national superintendent of the year in 2012 because of his accomplishments in closing the achievement gap.

January 29, 2013 over 400 local educators along with our faculty spent the day with Richard Elmore from Harvard at [The Exemplary Practices](#) Institute.

September 6, 2013 three campus deans along with 45 educator preparation faculty bussed to [Porterville Unified](#) and spent the day with their faculty, students, parents, and community examining the nationally renowned model Linked Learning Program. We will house a cohort of single subject candidates there in fall 2014.

The [Rural Network](#) of Central Valley School Districts is a The two-year program that engages leaders of rural schools and districts who come together as a cohort to solve specific student achievement problems. The program combines five group meetings per year, visits to other districts, peer review and analysis, and meetings with a CVELI staff facilitator in a manner that guides district leaders to attain improved learning results associated with solving their student achievement problem(s).

Monthly throughout 2013/2014 faculty from Fresno State and Fresno Pacific along with leaders from Fresno Unified have gone on a “walk through” on different FUSD campuses. Spending the morning, the building principal gives the group an overview and then classrooms are visited, 15 minutes each, on a random basis examining for the “Depth of Knowledge” instruction and evidence of learning based on the Common Core. Discussion of implications to our programs and work together take place.

We have regular [meetings of clinical faculty](#) to update them on both P-12 and educator preparation program projects and activities. The records of these meetings are linked.

The [DUAL](#) (Education Specialist and Multiple Subject credentials) cohort of 25 teacher candidates began at Ayer Elementary in the fall 2012. The site was selected 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 completing final student teaching for both credentials. Their placements are being made through joint planning with the district.

A new and exciting partnership began 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 were selected by early summer and candidates were 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 that will include a Master degree program in 2014-15.

Colleagues in other units on campus are involved in educator preparation at various levels. The candidates in Deaf and Hard of Hearing program attend multiple subject teacher preparation courses. Nan Barker, coordinator, is involved in program level changes for the mild/moderate, moderate/severe, and clear credentials.

2. Budget for curriculum, instruction, faculty, clinical work, and scholarship to support high-quality work with the unit and its school partnerships,

a. Fresno State uses a completely decentralized budget model. Each unit is given responsibility for its own expenditures, based on its earned income.

In our school there are three separate stateside budgets plus, annually three to four million dollars in grant and other supplemental dollars. The [Educational Leadership Doctorate](#) and [CalStateTEACH](#) each operate separately from the general Kremen Budget, however they are interdependent in the way they share space, faculty, and resources. The doctoral program annually has income of over \$1.5 million and CalStateTEACH is \$1.4 million.

The Kremen School budget has shown a surplus, what we call a “[carry forward](#)” since 2005. This year the surplus was over \$1,000,000. The other two budgets carry forward amounts also had large balances. The 2013/14 academic year was the first with a new revised budget formula. The new formula reimburses colleges for the cost of instruction plus provides some standard funding similar from college to college. Unlike the other colleges, Kremen receives an

augmentation of \$737,000 annually (and has for two decades) in recognition of the special costs of teacher education. The attachment labeled “[Expenditures](#)” shows those funds and how they are expended, entirely to support the clinical program along with the coordination and advising for credential programs.

This augmentation allows Kremen to award the greatest percentage of “[assigned time](#)” in the university, assigned time that is used to carry out our credential and educator preparation programs.

A substantial portion of the augmentation is used specifically for partner school-work and co-teaching in addition to the somewhat normal student teaching costs. This too can be seen in the Expenditure attachment and the example of Assigned time from fall 2012.

The Kremen faculty has access to funds for both professional development and travel. Each faculty member may request \$1000 per year for faculty development such as travel to conferences, enrollment in workshops, etc. Probationary faculty are funded for all travel to present throughout their six year probationary period. International travel has been consistently funded for faculty development. In 2007 11 faculty spent two weeks in China, in 2008 13 spent two weeks in Ghana, in 2013 6 faculty traveled to Costa Rica, and in 2014 7 faculty spent two weeks in India. These were trips to visit schools and universities to expand the faculty horizons. Individual faculty have traveled to dozens of countries at school expense for attendance at conferences and professional development.

Each year the Kremen faculty have access to substantial funds for faculty research. Generally the faculty choose to request funds for instructional release time though funds may also be taken as a summer stipend. Also available are funds for research expenses or assistants. The source is three fold. Annually the Provost’s office provides \$70,000. The Dean puts 50% of all indirect funds received from grants into faculty research. Thirdly, an endowment left by Dr. Maxima Dandoy, the first tenured female of color at Fresno State, provides another \$40,000 annually. Each semester, faculty may apply to the Dandoy Committee, comprised of an elected faculty from each department, the chair of the Faculty Assembly, the Chair of the Graduate Committee, Dr. Susan Tracz, and the Dean’s appointee, Dr. Sarah Lam. The committee reviews all applicants and awards up to \$135,000 annually. In the past, all qualified proposals have been funded.

b. The Kremen School has access to substantial funds that support high-quality work with the unit and its school partnerships. Essentially none of the funds to support this work appear in the Kremen School Budget but are explained and listed below.

b.1. Teacher Residency Program: As mentioned above, the partnership work is supplemented by at \$750,000 from the Bechtel Foundation for the Teacher Residency Program in FUSD and \$50,000 from the Irvine Foundation for work in the upcoming Porterville Partnership.

For over 15 years the Kremen School has hosted four subject matter projects that are designed to primarily provide professional development to teachers P-12 at all levels. They all address the goals of: Supporting the Development of Highly Qualified Teachers, Supporting Teachers of Students with Low Skills in Subject Matter, Meeting School Needs for Technical Assistance,

Supporting Teachers of English Learners, and Providing Leadership Development Opportunities. The Subject Matter Projects include:

b. 2 [California Reading and Literature Project:](#) The California Reading and Literature Project (CRLP) serves the Fresno/Central Valley region by providing professional development in reading and language arts to educators at all levels, K–12. The project addresses the four goals of NCLB and CSMP including: Supporting the Development of Highly Qualified Teachers; Supporting Teachers of Students with Low Skills in Reading and Writing; Meeting School Needs for Technical Assistance; Supporting Teachers of English Learners; and Providing Leadership Development Opportunities.

The Fresno/Central Valley region of the California Reading and Literature Project is administratively housed in the Kremen School of Education and Human Development. The regional director, Cheryl Caldera is a part-time Lecturer in the Department of Literacy, Early, Bilingual, and Special Education. CRLP has a part-time associate director, Jean Brletic and two part-time administrative assistants, Lupitea Green and Rod dela Concepcion. The primary investigator is Dr. Paul Beare, Dean of the Kremen School of Education and Human Development. The last three years the budget for the CRLP has been \$85,675, \$76,587 and \$76,785.

b. 3 [Central Valley Science Project:](#) Philosophically, the Central Valley Science Project (CVSP) aspires to build a learning community that promotes science achievement for all students through providing high quality professional development and leadership experiences for teachers. The CVSP leadership team, composed of University professors, classroom teachers and district science administrators, is uniquely qualified to implement professional development content and leadership programs. The accomplishments and affiliations of these individuals testify to their qualification in science content, pedagogy, and leadership. It is through the combined efforts of these professionals and our many collaborators that CVSP proposes to make positive and far reaching contributions to science education.

The Central Valley Science Project is operated out of the Associate Dean's Office in the Kremen School of Education and Human Development at California State University, Fresno. In the past academic year, CVSP has offered 42 events that provided 810 teachers and administrators from throughout the Central Valley and California, with 166 hours of professional development. In addition, CVSP provided direct services to 55 teachers and 3,000 students on school sites, and 7,000 parents and children during Family Science programs and Maker Faires in the communities. Director Jerry Valadez was appointed by Tom Torlekson to the Science Expert Panel on NGSS and serves as a resource on NGSS to the Central Valley. The last three years the budget for the CVSP has been \$87,675, \$113,786 and \$72,785.

b. 4 [San Joaquin Valley Math Project:](#) Since its inception in 1989, the San Joaquin Valley Mathematics Project (SJVMP) has provided a stimulating and supportive professional home for K-12 mathematics teachers residing in the Central Valley of California. Throughout the year, the SJVMP offers a wide variety of high quality professional development and leadership opportunities designed to increase teachers' knowledge of mathematics and their effectiveness in teaching the subject. SVJMP is also an important partner in a number of grants promoting

mathematics teacher recruitment, retention, and professional development. SJVMP also collaborates with the campus's MSTI grant.

California State University, Fresno is the fiscal agent for the SJVMP. The Project's Co-Principal Investigators (Co-PIs) are members of the Fresno State faculty. Dr. Carol Fry Bohlin is a professor in the Kremen School of Education and Human Development, and Drs. Rajee Amarasinghe and Agnes Tuska are professors in the Dept. of Mathematics. The current Director of the SJVMP is Mike Chamberlain. The last three years the budget for SJVMP has been \$104,300, \$138,821, and \$95,820

b. 5 [San Joaquin Valley Writing Project](#): Since 1979, the San Joaquin Valley Writing Project (SJVWP) has been dedicated to improving the quality of writing instruction in grades K-college in Fresno, Kings, Tulare, Madera, and Mariposa Counties. Each year a cadre of exceptional classroom teachers is selected through an interview process to participate in the Invitational Summer Institute (ISI) at California State University, Fresno. Then these teachers become Teacher Consultants (TCs) in the SJVWP and continue to work with the writing project in a variety of ways. TCs continue their own learning about writing and literacy instruction and provide staff development and other types of mentoring in area schools. The SJVWP is part of the California Writing Project (CWP) and the National Writing Project (NWP) networks.

The San Joaquin Valley Writing Project is housed in the Department of Literacy, Early, Bilingual, and Special Education within the Kremen School of Education and Human Development. Dr. Joanne McKay and Judy Lea handle administrative duties. Joanne serves as the Principal Investigator and Director of the project along with Dr. Kathleen Godfrey from the English Department and they both have been serving as inservice directors. Judy Lea is the Administrative Assistant for the SJVWP and works in an office located in the Education Building shared with the California Reading and Literature Project. Willow Reed and Laurinda Blanco coordinated our partnership with Sequoia Middle School, Kristie McNeal and Joanne McKay coordinated our partnership with Valley Arts and Science Academy, and Sheryl Grilione coordinated our partnership with Dinuba High School. Joanne directed the 2013 Invitational Summer Institute, Marci Haas serves as a Mentoring Director and works with Elementary Fellows during the ISI, and Karen Yelton-Curtis serves as a Mentoring Director with High School Fellows during the ISI. Kathee Godfrey and Kristie Leyba (Hoover High School) direct an Advanced Academy for TCs in the summer, focusing on teacher inquiry. Various other TCs run study groups, continuity programs, and book clubs. The last three years the budget for SJVWP has been \$67,468, \$56,535, and \$58,535.

b. 6 [The Fresno Math Science Teacher Initiative](#) is a multifaceted program funded through the CSU Chancellor's Office to help address the region's shortage of fully credentialed mathematics and science teachers. Since MSTI-Fresno's inception in 2006, the number of Single Subject math and science credentials processed by Fresno State's Credential Office has risen **256%** from 25 in AY 2006 to 91 in AY 2012. It receives approximately \$100,000 per year from the CSU.

b. 7 The [Teacher Internship Program \(TIP\)](#) at Fresno State offers final student teaching to qualified individuals through an alternative certification program in all three basic teaching credential areas. The candidates complete all the coursework as traditional candidates but are supervised while in paid positions, receiving also extensive extra instruction through seminars

and consultation with TIP faculty. In 2012-13 alone, TIP received \$274,255 from the California Commission on Teacher Credentials.

b. 8 The [California Mini-Corps Program](#) at Fresno State consists of two components each able to carry up to 25 participants per semester. During the last school year 52 Mini-Corps students were selected to participate and provide services to Fresno County and Fresno Unified School Districts. These Mini-Corps tutors are placed in schools that are highly impacted with migrant students. In the 2012-2013 school year, the program served 11 school districts, 38 schools, and assisted 139 teachers in grades K-12 in Region IV, Fresno County, which is our designated service area. A strong emphasis of our involvement was in collaborating with regional migrant and district personnel to prioritize and provide direct instructional services to the migrant students in the regular school year program and migrant afterschool programs. During the 2012-2013 school year the CSU, Fresno Mini-Corps tutors provided direct instructional services to 810 migrant students.

In addition to providing direct instructional services, Mini-Corps Tutors also receive extensive in-service training through a university course and educational workshops, which emphasize methods and techniques for assisting migrant children. This year we implemented literacy, writing, and math training modules with a strong emphasis on English Language instruction, the development and implementation of Professional Learning Communities, and standard based SMART Goals. The Mini-Corps tutors were able to analyze data, identify the migrant students' areas of academic need, collaborate with their supervising teachers to develop appropriate lessons and incorporate strategies to address those needs. As part of their staff development, C.S.U., Fresno Mini-Corps tutors are required to compile a professional portfolio, complete a program placement reflection paper and a self-analysis and reflection of their formal lesson, and develop and organize a Holistic Binder documenting the progress of the migrant students identified in their SMART Goal objectives during their Mini-Corps placement. Students are also required to conduct Home Visitations and participate in community service activities. In 2012-13 the program served h has two full time staff fully funded by the California Migrant Education program and expends \$260,000/year of Fresno Student Salaries.

b. 9 The [Office of Community Based Learning \(CBL\)](#) (CBL houses the Paraprofessional Teacher Development Center). CBL exists to connect the energy and talent of University students with opportunities to meet educational needs within local schools and communities, especially with youth from backgrounds of poverty or from high-need schools or communities. The mission of CBL is to assist youth to thrive personally and academically, as they move from early childhood through elementary, middle, and high school, and to emerge prepared for meaningful and productive post-secondary involvement. A primary objective is to involve CSU Fresno undergraduates in interactive cultural, educational and work experiences, which are problem-based and incorporate experiential learning. The program provides paid and volunteer early field experience for undergraduate students who plan to teach or work with youth. The ELA program is funded through the Office of English Language Acquisition, U.S. Department of Education. The program was awarded for five years beginning in 2007 and extended to 2013. Funds are approximately \$300,000 per year to support up to 150 participants who will gain experience in early field placement and specialized training in language and literacy development.

The Paraprofessional Teacher Training Program is state funded through the California Commission on Teacher Credentialing. The Office of Community Based Learning is a subcontractor with Fresno County Office of Education and several local districts to administer their state funded Paraprofessional Programs. Subcontracts totaled approximately \$406,370 in 2012-2013.

b. 10 The [Joyce M. Huggins Early Education Center](#) (Huggins Center) in the Kremen School of Education and Human Development (KSOEHD) at California State University, Fresno is a regional model for best practices in early childhood education (ECE). The Huggins Center includes the Marlene M. Fansler Infant and Toddler Program, the D. Paul Fansler Preschool and D. Paul Fansler Institute for Leadership in ECE. The Huggins Center provides training, demonstration and research opportunities for undergraduate and graduate students in education; child development; marriage, child and family therapy; and other related areas as well as for professionals in the field. It is the mission of the Huggins Center to 1) offer training consistent with local and state educational reform efforts aimed at improving early childhood education, curriculum, and services to children and families; 2) be an exemplary model for innovative programs for young children; 3) offer the highest quality of early education and care to children of low income student families and; 4) collaborate with other educational institutions, organizations, agencies and schools on educational initiatives to improve the quality of ECE in our region and state. It is an NAEYC accredited program.

The Huggins Center is self-supporting. The Fansler Program has an endowment of over a million dollars and receives \$60,000 per year in operating expenses from the Fansler Foundation. The Fansler Center had a carryforward of \$142,000 for operating expenses going into this academic year.

b. 11 [Central Valley Educational Leadership Institute](#): The Central Valley Educational Leadership Institute (CVELI) recognizes its commitment to the students and educators of the Central Valley. The Central Valley Educational Leadership Institute (CVELI), along with partners in the educational and business communities, is designed to:

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

The aim of CVELI is to bring best leadership practices to all aspects of the education system in the San Joaquin Valley in order to eliminate the achievement gap and raise the performance of all learners.

CVELI includes hundreds of school partners including dozens of district superintendents, as well as principals and other school leaders. The annual budget for CVELI exceeds \$500,000. CVELI is self-supporting and raises money from gifts, participant fees, and conference fees for various meetings. To understand the reach of CVELI activities one must go to the linked description and their website.

b. 12 [Center for Research, Evaluation, Assessment, and Dissemination](#): The Center for Research, Evaluation, Assessment, and Dissemination (CREAD) supports the mission of the University by offering a variety of support and professional services to students, faculty, and the local community. CREAD offers support services related to research and grant writing to

KSOEHD students and faculty, encouraging a scholarly culture. CREAD impacts the broader University community by providing culturally-sensitive and equity-focused program evaluation services that engage stakeholders and maximize desired program outcomes. In addition, CREAD educates and supports local education and community-based organizations with professional services related to projects that address local, regional, and international needs. These activities are directly related to the University's mission by supporting student success; creating a culture that fosters diversity and equity; engaging the community; and producing scholarly research.

CREAD is housed administratively in the KSOEHD; it is not part of any department or program. The director oversees the Center and manages the work, develops grant and contract proposals, works with faculty and students, and manages the budgets of the various funded programs. Responsibilities are assigned to staff and to other faculty according to need and area of expertise. CREAD has no existing relationships, other than contracts through the Foundation, with any other public agencies or organization. Funding for projects on-going during the 2012-13 year totaled \$445,105 in contracts with \$109,950 being expended during that academic year.

3. Units use and support of part-time and school-based faculty to strengthen programs and effectiveness of faculty in their teaching and mentoring of candidates

Part time and school-based faculty are huge part of the Fresno State Educator Preparation Programs. Attached are their [course ratings](#) from Fall 2013. It shows that Kremen taught 212 sections of coursework. Of these, 80 were taught by full time faculty, 74 were taught by part time faculty. The mean rating of the full time was 60 (on a scale with a mean of 50 and standard deviation of 10). The part time faculty were rated at 59. The part time faculty contribute hugely and continually to our programs and part time faculty are invited to all in-service and training workshops we have for faculty. We provide them with laptops for their professional use. Specific programs also have special meetings to support part-time faculty as a unique subset. For example, the Special Education program has training and consultation with part time faculty on a regular basis. Another example is that the supervisors, clinical faculty, have [multiple sessions](#) per year. Master teacher conferences are held each year and co-teaching pairs are given paid training each semester.

School-based faculty primarily include master/cooperating teachers who are unpaid. In addition, school site faculty may participate in team teaching course, especially in partnership programs. Depending on the level of participation, some of the team teachers are paid stipends or given costs for course units.

The Kremen School's [Instructional Technology and Resource Center](#) (INTERESC) supports University faculty, staff, and students in the use of technology including but not limited to: The use of audio, visual, computers and video equipment; reservation of curriculum classrooms, laboratories, consultation rooms, and the TV Studio. The use of equipment for the preparation of instructional material such as a laminator, letter dye cut machine, binding machines and others. INTERESC provides support for video and web conferencing. In coordination with Technology Services, INTERESC maintains all Smart Classrooms in the Education Building. The Resource Center catalogues and maintains collections of reference books, professional journals and publications, curriculum materials, manipulatives, testing materials, video/audio

tapes and equipment and supply catalogues. It also houses the NASA Educator Resource Center and the Bonner Civic Education Collection. The Learning Resource Center is available to the University community as a study and meeting facility and provides faculty a place to keep reserved materials for student use. The Learning Resources Center located in room ED 420 maintains the only open computer lab in the Education Building with 12 computers.

4. Technological support in P-12 schools to insure that candidates have access to technology and other electronic information resources for instructional purposes

All classrooms in the districts where we place candidates are equipped with LCD projectors, WiFi, and most with SmartBoards. Partner school programs either use technology provided by the district or specially purchased by Kremen to use on site. The Kremen Budget Committee recently approved purchase of a set of lap top labs that may be easily transported to partners school classrooms. All faculty employed by Kremen have a laptop and almost all have a tablet supplied by Kremen. The faculty and students have full access, day and evening to the [Instructional Technology and Resource Center](#) described under section 3 above.

Local school districts have had a variety of technology grants. Central Unified has embarked on an ambitious tablet program. Fresno Unified is moving quickly to supply students with tablets. The use of phones as an educational tool has also been growing across our region.