CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
SCHOOL OF EDUCATION

COMMON STANDARDS REPORT

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OVERVIEW

Institutional Context and History

In Fall 2002, California State University Channel Islands welcomed its first students to the first four-year public universities in Ventura County, and to one of the few new U.S. public university to open that year. Members of the CSUCI faculty, administration, P-12 educators from area schools, and community members had the unique opportunity to spend 2001-2002 planning and designing a teacher education program that is consonant with the mission and values of California State University Channel Islands. The CSUCI learning community has taken full advantage of the opportunity to construct an education program that addresses the varied needs of diverse learners and their academic competence in a socially and technologically situated society.

California State University Channel Islands places quality teacher preparation as a priority commitment. The quality of all programs ultimately is the concern of the entire CSUCI community—faculty, administration and staff. We are committed to a paradigm for preparing teachers, administrators, and other school leaders that embraces a perspective that is inclusive, student-centered, and committed to excellence.

CSUCI Mission

The University has a clear mission. The core values to which we subscribe as a community are directly linked to the mission. The mission addresses the need to develop educators well prepared to meet the needs of diverse students in Ventura County and the state of California. The mission states:

> *Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.*

CSUCI is built upon the four pillars of value named in its mission: integrative study, experiential and service learning, multicultural learning and engagement, and international perspectives. Each of these pillars supports the overall mission of our institution: to place students at the center of the educational experience. Our work in the School of Education is tightly aligned with this goal. We strive to place our candidates' learning needs and, even more importantly, the needs of P-12 students at the center of all that we do. The four pillars of the institution support this mission within our School in the following ways:

<u>Integrative Study</u>

The "connecting" theme of our conceptual framework (see pages 8 and 11 of this document) illustrates the level of importance we attach to integrative approaches in education. We believe that all educators must be able to connect theory, research and practice;

schools and families; with colleagues; learners with content; learners with the classroom, school, and broader community. We work within our programs to teach candidates the value of and strategies for designing interdisciplinary approaches to inquiry. In our programs, we recognize and try to model the skills of integration and connection—higher order processes that encourage critical inquiry and allow schooling to transcend rote learning and become truly educational.

Experiential and Service Learning

Our programs are naturally experiential, designed as they are with field experiences that begin in prerequisite courses before candidates are admitted, and that continue each semester after a candidate is accepted into a credential or graduate program. Further, as noted in the "knowing" strand of our framework, we emphasize in all of our programs the need for educators to not only know their students, but also the communities in which their students live. Therefore, we see community engagement as essential to good teaching. Finally, we understand teaching as a service profession. We strive to prepare educators who understand that their careers will be in service to the needs of their students and to the ideals of democracy and social justice.

Multicultural Learning and Engagement

The themes of democracy and social justice pervade the "believing" strand of our conceptual framework, and these themes are conceptually linked with multicultural learning and engagement. *All* students, we believe, have equal rights to education and to equitable opportunities for learning—because in a democracy, all people must be prepared to participate actively and effectively in their communities. Multicultural education is therefore integrated throughout our programs, in service to the goal of securing human rights for all, regardless of differences in ability, age, class, cultural and linguistic heritage, ethnicity, gender, race, religion, or sexual orientation.

International Perspectives

Due to the challenge of offering credential programs in limited time, we are not able to explore international perspectives to the fullest extent (e.g., study abroad, faculty and student exchange programs). Given our limitation of time and resources, however, our candidates do have multiple opportunities to learn about different educational models from around the world. Within individual courses students study such things as the history, cultures, governments, economies, and educational systems of other nations; read scholarly works of international authors; reference and use educational resources developed in other countries; and work in field placements with students born in other countries. Additionally, many of our faculty have great depth of experience living and studying abroad (some with groups of CSUCI students), which enriches their work with candidates in our programs.

Growth of the University and School of Education

Since CSUCI opened in 2002 with 500 full time equivalent students (FTES), the University has grown significantly. Our campus now serves 3,147 FTES. The Education program began with 27 candidates in one credential program (Multiple Subject); currently, 207 students are enrolled in our School of Education which now includes a precredential program (54 students), five credential programs (117 candidates), and two Masters programs (37 candidates).

Two programs, Education and Business, were recognized in Fall 2007 for their size and complexity and were designated as schools within the university. Two administrative positions were created, and both schools are now led by a Senior Associate Dean. Our School of Education now includes the following programs and has graduated over 500 program completers, as indicated in Table O.1.

Table O.1: Program Completers*

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Total
Multiple Subject (Fall 2002)	68	76	59	62	57	41	363
Multiple Subject with BCLAD (Fall 2008)	-	-	-	-	-	-	0
Single Subject (Spring 2004)	-	7	22	22	23	12	86
Educational Specialist Level 1 (Fall 2003)	-	13	20	12	25	10	80
Educational Specialist Level 2 (Fall 2005)	-	-	-	12	12	2	26
Administrative Services (Fall 2004)	-	-	11	13	5	In progress	29
Totals	68	96	112	121	117	65	584

* These data reflect the number of candidates enrolled in a given year who eventually completed their credential program. Raw data from which this summary was drawn are available for review in the Credential Office (see "ProgAdmitsFa02-Sp09.xls").

All programs are located at the main campus in Camarillo. We offer all coursework in the Multiple Subject, Single Subject and Educational Specialist Programs on site at the Camarillo campus. The Administrative Services courses are offered at two local school sites; however, the program is administered from the Camarillo campus. The Administrative Services program was formerly located in Extended Education, but it is now a fully state supported program offered through the School of Education.

Our teacher education programs, building as they do on the undergraduate majors of Biology, Chemistry, English, History, Liberal Studies, Mathematics, and Physics, emphasize the need for a strong content knowledge base in preparing teachers to serve the varied needs of surrounding communities. Further, we emphasize throughout our programs the goal of ensuring that our graduates develop the skills of reflection and critique of their teaching skills, attitudes, and ability to work in collaborative, analytical teams.

Description of Service Area

The School of Education serves Ventura and southern Santa Barbara counties. Ventura County is located on the northwest border of Los Angeles County. It is a suburban-rural county of 799,720 residents. It covers about 1,851 square miles with the 43 miles of Pacific Ocean on one side and Santa Monica, Santa Susana, and Topa Topa mountains on the other. The campus is located at the end of the Santa Monica Mountains where they meet the Oxnard Plain. The Oxnard Plain is a major agricultural area. About 88% of the residents live in the cities with the rest in the countryside and in small towns and neighborhoods. The largest employers in the county are the county government, military base at Point Mugu, and pharmaceutical companies. Southern Santa Barbara County encompasses the cities of Santa Barbara, Carpenteria, Goleta and Buelton. These four cities have a population of approximately 104,000 people. Santa Barbara County has 50 miles of coastline and is bordered by the Santa Ynez and San Rafael Mountains. Most of the residents live along the coast. Largest employers in the county are Vandenberg Air Force Base (near Lompoc) and University of California Santa Barbara.

Ventura County's 21 public school districts serve a P-12 student population that currently exceeds 145,000. Southern Santa Barbara County enrolls 24,605 students of the 66,965 in the entire county.

Student demographics in the schools in which our candidates are placed for field experiences reflect the rich diversity that is characteristic of the communities we serve (Exhibits O.1 and O.2).

COMMON STANDARD 1
EDUCATIONAL LEADERSHIP

CCTC Common Standards Adopted November 2008

Note: Our response to Standard 1 is divided into four parts, following the segmentation of this standard indicated below.

Part 1: The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability.

Part 2: The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.

Part 3: Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution.

Part 4: The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Vision of the Institution and Education Unit

What follows is a two-tiered, research-based vision for educator preparation at the CSUCI School of Education, aligned with the University's mission statement and responsive to California's adopted standards and curriculum frameworks. The two tiers of this vision statement are intended for different purposes and audiences:

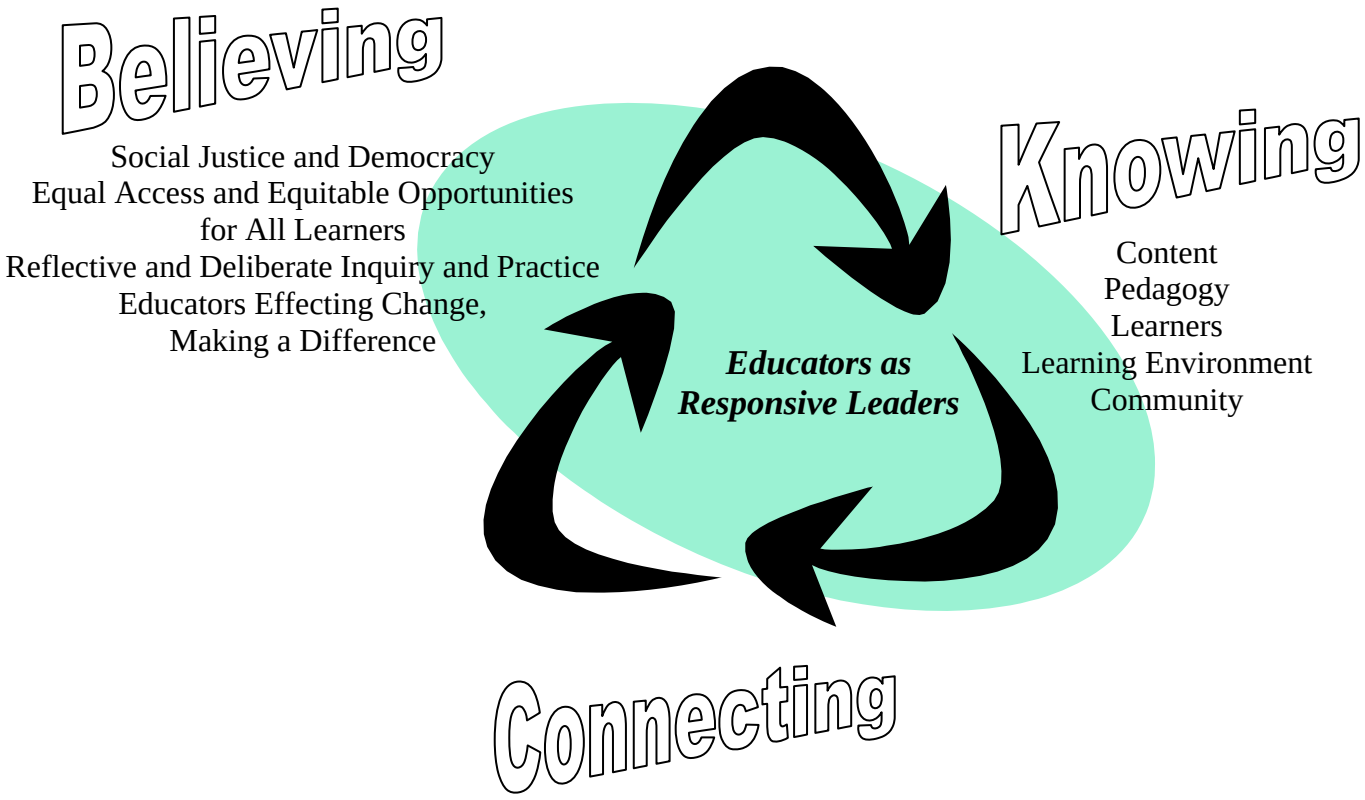
(A) The first tier is a graphic representation and abbreviated narrative describing our vision. This distilled version of our conceptual framework, originally developed in Spring 2007 and revised in Fall 2008, grew out of the theoretical and scholarly foundation we had built with significant and ongoing community involvement since our inception in 2002. Its abbreviated design was created for the following purposes: (1) to formalize our commitment to continually revisit our faculty's beliefs and values, renegotiating them as needed, and using them as guidelines for decisionmaking; (2) to describe those beliefs and values in a brief format, articulating our identity as a school to (a) prospective and current candidates in our programs, (b) cooperating teachers, administrators, and other school partners, and (c) members of advisory and oversight councils; (3) to publicize the terms of accountability for which we hold ourselves responsible and to which we align our decisions about programs, courses, teaching, candidate experiences, scholarship, service, opportunities for collaboration, and unit accountability.

(B) The second tier of this vision for educator preparation is an expansion of the first. It details the research base upon which that framework is based. In addition to serving the first and third purposes named above, it also serves as our means of situating our programs contextually and theoretically, and of grounding them in established research.

A. Conceptual Framework: Graphic and Abbreviated Narrative

CSUCI School of Education
Conceptual Framework

Revised Fall 2008



CSUCI School of Education
Conceptual Framework Narrative

Highlights

- We believe: in the ideals of social justice and democracy; in each student's right to equal access and equitable opportunities for learning; in the value of reflective and deliberate inquiry and practice; in each educator's power to effect change and make a positive difference in students' lives, in their classroom, school, and/or community.
- *All* students must have equal access to education and equitable opportunities for learning, because they all must be prepared to participate actively and effectively in their communities.
- We are committed to the goal of preparing educators as responsible leaders, not to the dogmatic "training" of teachers and principals. Democracy requires a well educated populace, not a well trained one.
- A colonial model of schooling exists where authority is only top-down, and where procedures, techniques, and scripts have superceded inquiry, creativity, critique, and relevance. This model and the social hierarchies it reproduces must be resisted and replaced with a vision for democratic schools.
- Educators have the power to change the world, especially when that challenge is understood in local terms: as expanding possibilities for a particular child, classroom, school, or community.

BELIEVING Working Draft 1/20/09

The members of our community, the School of Education at CSUCI, understand that our work is in service to the ambitious, elusive, essential goal of democracy: all constituents must have equal rights and enjoy equal access to power and freedom. We further understand that our purpose is to advance the goals of social justice: to secure human rights for all, regardless of differences in ability, age, class, ethnicity, gender, race, religion, or sexual orientation; to promote equitable access to resources; and to build sustainable lives on a healthy planet. Therefore, we believe *all* students must have equal access to education and equitable opportunities for learning, because all students must be well prepared to participate in their local, state, national, and global communities.

We are committed to the goal of preparing educators as responsive leaders, not to "training" teachers and principals. We believe this is a crucial distinction in terms with high stakes attached. It is through education (from Latin, *educere*: to draw out, to bring forth) that people learn:

- to ask and pursue their own questions and to honor the questions of others;
- to effectively use essential knowledge and skills as the means for learning rather than as the ends of education;
- to discover and develop their voices, passions, and talents; and
- to become critical, productive, engaged, justice seeking, democratic citizens.

We specifically promote a vision of education that is defined in this way, through *educere*. This is very different from the vision promoted across the nation under the current accountability movement, an effect of which has been to move schooling away from *educere* and toward a more dogmatic kind of training. We believe it is through such training (from Latin, *tragere*: to pull; to manipulate into a desired form) that a people's capacity for democracy is threatened. It is through dogmatic training that people learn:

- to answer the questions of others;
- to study the essential knowledge and skills of the various disciplines as ends in themselves, rendering them useful for others' purposes;
- to value the rewards that are offered in exchange for obedience;
- to abandon their voices, passions, and talents and to rely, instead, on the authority of others for directing, evaluating, and making sense of their lives.

In short, we believe that democracy and social justice require a well educated populace, not a well trained one. In highlighting this point, we are intentionally naming and challenging a reality that exists for many schools: procedures, techniques, and scripts often supercede inquiry, creativity, critique, and relevance. This is especially true for those students, teachers, and schools who are understood as "failing." In such ways, schools actively perpetuate a colonial model of education, reproducing injurious social hierarchies (i.e., schools become sites of "social reproduction" where privileges are reserved for the privileged, and scarcity and blame are distributed to the disadvantaged). This model must be resisted, replaced with a vision of democratic schools in which students and educators work together, creating and engaging in genuine learning communities.

We are attempting to chart new pathways in our profession. We emphasize the emotional, intellectual, social, political, and cultural dimensions of teaching, leading, and learning. We do so by modeling and encouraging reflective and deliberate practice, and by helping candidates to appreciate not only the power they will have to influence the lives of their students, but also the power students will have to influence them. We emphasize the fact that educators who *believe* they can make a genuine difference in their classrooms, schools, and communities—in collaboration with students, parents, colleagues, and other community members—are the ones who actually do.

Highlights:

KNOWING

Systemic inequalities in the architecture of our schools and their curricula are largely unrecognized by parents and politicians when they address the "achievement gap" in our education system. A frequent response—driven by the conviction that knowledge is not only quantifiable, but also transferable from teacher to learner—has been to control, standardize, and homogenize the educational experience. In this context, teaching is cast as a rote activity that anyone can master. The faculty in our School of Education subscribe to much more active interpretations of what it means to teach, to learn, and to know.

Because we believe that knowledge must be constructed by the learner, it follows that we perceive teaching, learning, and knowing as creative acts. Further, we believe that these creative acts demand intellectual processes that integrate affective and cognitive elements of and in the mind. Finally, we hold that an educator's ability to be reflective and to act intelligently upon her or his reflections (i.e., the educator's "praxis") is directly dependent upon the breadth and depth of knowledge that serves as the foundation for reflection. Therefore, strengthening our candidates' abilities to synthesize complex sets of knowledge and skills is a responsibility we embrace as teacher educators.

All educators must obviously "know" content and pedagogy, but what does this "knowing" entail? Among other things, knowing content and pedagogy requires in-depth knowledge (continually constructed and reconstructed) of learning theories; research from a variety of disciplines (e.g., education, psychology, sociology, communication, linguistics, mathematics, science, history, political science, health), the specific concepts and skills to be taught at a particular grade level; students' current knowledge, skill levels, and interests; accommodations and modifications required by individual students for them to be successful; the developmental progression of knowledge and skills in each content area taught; grade-level standards and their articulation with those from other grade levels; and instructional resources available.

Knowing content and pedagogy also requires highly sophisticated skills in lifelong reading, learning, and reflecting; accessing and applying learning theories and research from relevant disciplines; assessing and evaluating students' knowledge and skills; unit and lesson planning; implementing appropriate accommodations and modifications for individual students; and effectively using available resources. The challenge to synthesize such complex sets of knowledge and skill is above all a creative one that is *necessarily* taxing of intellectual capabilities.

While the candidates in our programs either already have or are currently expanding their knowledge base through baccalaureate studies as a continuation of their P-12 experience, we are aggressive in encouraging them to intentionally cultivate lifelong habits of curiosity, inquiry, professional reading, learning, and reflecting. By reinforcing the intellectual and political dimensions of teaching and leading in this way, our hope is that the educators who graduate from our programs will be better prepared to negotiate the pressures they will likely face to subordinate their knowledge and creativity to external authorities. Our goal is to prepare educators to be leaders who will claim their authority to make decisions in their classrooms and schools, and who will base those decisions on established research, theory, and student-centered practice.

The social, emotional, and cultural dimensions of teaching and leading are essential counterparts to the intellectual and political dimensions, and they, too, are strongly emphasized in our programs. Candidates learn the importance of knowing themselves (e.g., understanding the advantages and disadvantages that can accompany social location; identifying and challenging assumptions, values, and biases), of knowing the learners in their care (e.g., interests and talents; abilities and challenges; families and cultures), and of knowing about the schools and communities in which they are working. They learn, too, about the importance of a positive classroom and school environment and the role it plays in allowing students to take the risks necessary for learning to occur. While facilitating academic achievement is clearly one goal of cultivating a strong knowledge base, the emotional, social, and cultural kinds of knowing are equally important elements of that foundation. In actuality, they are prerequisites for learning.

Highlights:

- All educators must be able to *connect*: theory, research and practice; schools and families; with colleagues; learners with content; learners with the classroom, school, and broader community.
- To serve human purposes, education must facilitate connections between and among the people involved (students, teachers, parents, administrators, community members), and it must honor the questions that those people have decided are important enough to ask.
- We name skilled inquiry resulting in changed behavior as the ultimate pursuit of education, and we name the existence of mutually valued relationships (between and among students, teachers, parents, and administrators) as an essential condition that allows the risk-taking and collaboration needed for genuine inquiry to occur.
- Students who are policed and controlled rather than trusted and inspired are being led away from vital connections with peers, with teachers, with content, and with sources of knowledge they may understand best. Educators as responsive leaders guide students to find their own authority, as well as to value the authority of others.
- Democracy requires a school system that prepares students not only for employment, but also for using their questions, interests, talents, and voices to find meaning, to discover their value and sense of belonging, and to make contributions to their communities.

CONNECTING

As emotional, social, and cultural beings, it is connection that people of every age require. As intellectual and political beings, it is meaning we crave. Human beings, then, are meaning-makers who define our realities in terms of our relationships with each other and with the world. To serve human purposes, education must therefore facilitate connections among the people involved (students, teachers, parents, administrators, community members), and it must honor the questions that those people have decided are important enough to ask. For these reasons, the faculty in our School of Education name skilled inquiry resulting in changed behavior as the ultimate pursuit of education, and we name the existence of mutually valued relationships (between and among students, teachers, parents, and administrators) as an essential condition that allows the risk-taking and collaboration needed for genuine inquiry to occur.

We believe the quality of connection between students and teachers determines the quality of inquiry that can be undertaken in the classroom. Further, it is the quality of connection among administrators, teachers, and parents that determines the kind of inquiry they can pursue with each other. For the future of public education and the ideals of freedom and democracy to hold, we believe that educators as responsive leaders must learn to engage each other, parents, and other community members in discussions about essential questions in education—questions having to do with such foundational themes as purpose, access, and accountability. Connections between and among adults in schools is as essential a goal as building valued relationships between educators and students; therefore, we believe that students, teachers, parents, and administrators must have opportunities to create and participate in genuine learning communities within their classrooms and schools.

In the complexity of today's educational, social, economic, and political realities, we understand that it may be tempting for new teachers, in particular, to believe that education can be a more simplistic process. It may be tempting to reject the necessity of spending time on the ongoing challenges of valuing questions more than answers and of building relationships and learning communities with students, colleagues, parents, administrators, and members of the broader community. Perhaps most of all, it may be tempting to believe that youth can be both externally controlled and educated, or to think that knowledge can simply be delivered rather than actively constructed. However, we believe such ideas work to lead teachers, parents, principals, and other school leaders astray from their mission of *educating* students—that is, of preparing them not only for employment, but for using their questions, interests, talents, and voices to find meaning, to discover their value and sense of belonging, and to make contributions to their communities. Such simplistic ideas about education make it easier to understand teaching incorrectly, in our view, as the process of controlling and training students.

We believe that children and adolescents who are policed and controlled rather than trusted and inspired are being led away from vital connections with peers, with teachers, with content, and with sources of knowledge they may understand best. Democracy requires more than this. It requires that students learn to find their own authority, to value the authority of others, and to create and nurture relationships with the people and world around them.

As faculty, we acknowledge the daunting, practical challenges that accompany the theme of connection, in particular. We recognize that as experienced educators, each one of us is still working to cultivate strong connections with our own colleagues, students, content, and community. The relationships that our graduates are required to develop extend even farther, to the parents of the students in their care. We want to be clear, that a beginning awareness of the breadth and depth of the connection theme is what we expect of our candidates; and we coach our graduates to focus their connecting efforts strategically—engaging first around the needs of students, with expanding attention to other connections over time. Our programs are designed to help our candidates develop the beliefs, knowledge, and connections that will help them to become responsive leaders devoted to educating each and every learner in their care. Our pre-service teachers, interns, and administrators are consistently encouraged to understand that building this essential foundation will require a lifelong commitment.

Part 1, continued: Vision of the Institution and Education Unit

B. Expanded Conceptual Framework

California State University Channel Islands resides in a County and State that are each defined by cultural, ethnic and linguistic diversity. The diversity of student needs is at the forefront of our programs for teacher and administrator preparation. We strive to implement programs that respond to our communities' and students' diverse needs. Throughout our School, a major emphasis is on ensuring that candidates understand the varying language and cultural backgrounds of students and their families. They become aware of the interconnectedness that children have with their own life experiences, their community, and the contemporary popular culture. These sociocultural contexts of children's lives are used as resources for teaching and learning. The CSUCI professional education programs are designed to contribute to the education profession by preparing teachers and other school leaders who believe that all students have the ability to achieve high standards, who adapt their classroom and school leadership practices so as to reach all students, who respect the diversity of all students and incorporate this into their daily work.

Core Values and Goals

Our faculty view learning as a persistent search for meaning (Dewey, 1916; Freire, 1970; Greene, 1995, 1993, 1988), an active and internal process that provokes the learner's continual construction and reconstruction of increasingly sophisticated understandings and skills (Cannella & Reiff, 1994; Kohn, 1999; Kroll & LaBoskey, 1996; MacKinnon & Scarff-Seatter,1997; Richardson, 1997; Vygotsky, 1978). We therefore define teachers' and administrators' work as the facilitation of those dynamic and necessarily learner-centered processes. We do not view teaching as a technical act nor as the transmission of knowledge; we oppose schooling practices that frame the processes of teaching and learning as a collection of standardized and automated activities. Instead, we offer a view of P-12 classroom and school leadership that actively promotes the creation of democratic, inclusive learning communities whose members are engaged in meaningful study—questioning, critiquing, constructing, and supporting new understandings together. Developing this kind of dynamic learning community, whether with P-12 learners, colleagues, or parents, requires a commitment from educational leaders at every level to cultivate habits of mind and action that promote increasingly reflective, deliberate, and effective practice.

The faculty of our School of Education believe:

- Continuous improvement is essential to our roles as life-long learners;
- Collaboration and inclusion are central to our work;
- Professionalism is demonstrated by our service to the University, and the community;
- Teaching all children, regardless of their particular learning situation is everyone's responsibility and is reflected throughout the program;

- Critical reflection and inquiry are an integral part of our professional responsibility;
- The responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.

The core values stated here are goals for our graduates. They are future-oriented statements intended to convey the beliefs, values, knowledge and skills and dispositions that we want *all* of our graduates to have. Taken together, they present a composite picture of the skilled beginning professional, the type of teacher and administrator we want to prepare. We emphasize in all of our credential programs the need for and usefulness of adopted standards; indeed, we define a "skilled beginning professional," in part, as one who can access and use these supports effectively in daily, weekly, and yearly planning. In methods courses and field experiences, candidates use state and national standards and curriculum frameworks to create, implement, and evaluate individual lessons and/or units of instruction. Assignments that require students to access and use standards and curriculum frameworks are described in course syllabi and field experience handbooks associated with each credential program. (See program documents for supporting documentation).

It is our explicit intention to ensure the graduates of our program:

- are informed decision makers and reflective professionals. Problems are seen as challenges to be solved rather than barriers to success.

- feel personally empowered as educators. They are confident in their ability to make a positive difference in each student's life.

- believe that all students, and especially students traditionally at risk of failure, can learn to use their minds well, and they implement that belief in their teaching and other professional activities. They have high expectations for achievement for themselves, their students and their peers, as well as internal locus of control in believing that they are the agents for bringing about positive change in themselves and others.

- are innovative in their professional activities. They are insightful problem-posers, and they support colleagues who take risks in order to promote more effective teaching. They are dedicated to school improvement, know the characteristics of effective schools as social organizations, and use positive techniques to cause organizational change.

- use cross-cultural language and academic development techniques effectively in their practice. They display openness to varying forms of language and communication among their students, and are effective in communicating with students whose primary language is other than English.

- know and apply established principles of effective teaching and leadership and use a variety of strategies (e.g., cooperative learning and peer coaching) for the express purpose of assuring that all students learn. They are skilled at creating positive learning environments and positive classroom management techniques.

- have a working knowledge of the California curriculum frameworks and content standards and a conceptual understanding of the relationship between curriculum and student outcomes. They are skilled at connecting content knowledge and pedagogy. They are skilled at curriculum integration.

- use assessment techniques consistent with the higher order learning which they expect of their students. They make decisions regarding assessment as a part of the instructional planning process.

- prepare their students to engage themselves responsibly as citizens in a participatory democracy.

- incorporate a global perspective into their teaching and curriculum, thus allowing students to broaden their knowledge and perspectives within which they construct meaning from their everyday experience.

- use technology effectively. Program graduates use technology education concepts and activities to enhance students' academic skill development and awareness of the world of work.

- establish good rapport and supportive, nurturing relationships with their students, the parents of the students, and their professional colleagues. They are skilled at consultation, collaborative problem solving, and conflict resolution.

- work effectively with parents, soliciting and facilitating parental involvement in the classroom and school.

- recognize that many students have social, psychological and emotional needs that can interfere with their learning, and are familiar with school-based and community resources that can provide important services to students and their families.

- are committed to and self-directed in lifelong learning and continuous professional development.

Learning Outcomes

With these values and goals in mind, the program learning outcomes for our students are as follows:

- Candidates are prepared to teach the content in which they earn their credential, in accordance with California's adopted standards and curriculum frameworks.
- Candidates are prepared to teach children with English as first or second language.
- Candidates understand and relate to the diversity of language and cultures in and among children and families.
- Candidates can meet the diverse needs of all students, including those with special needs.
- Candidates are reflective and deliberate practitioners.
- Candidates link content and pedagogy.
- Candidates actively engage children in their learning.
- Candidates integrate research, theory, and best educational practice into their teaching.

Candidates' attainment of these learning outcomes is evaluated in multiple ways. These will be detailed in our responses to Common Standard 2: Unit and Program Evaluation System and Common Standard 9: Assessment of Candidate Competence.

In summary, our view of schooling involves the establishment of high performance expectations, providing latitude for creative professionals to decide the most effective means for achieving common goals, while attending to the teaching of state adopted core curricula connected to content standards and testing, and assessment of outcomes in a way that informs teachers and administrators about needed areas of instructional improvement. We strive to operate as a school that responds to the needs of all students, utilizing exemplary practice and relevant scholarship in the field. Thus, active and collective faculty participation is an integral part of the program. Toward that end, we seek broad agreement on goals, expectations and characteristics of our programs, upon which we develop curricula and experiences that assure all of our candidates reach those goals.

Theoretical and Scholarly Basis of the Program Design

As a professional School of Education, we are devoted to the advancement of teaching and learning. Our image for preparing teachers and other school leaders starts with a vision for P-12 schools in the 21st century. The transformation from an industrial economy to an information society in the U.S., combined with increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Students who do not complete their public school experience successfully will be educationally, socially and economically disadvantaged, and may become members of a growing underclass in society (Cummins, 1998; Crowther, 2000). This seems especially true of underrepresented populations, including English language learners and exceptional students. Conversely, students who succeed in school, who are able to use their minds well as lifelong learners, will have the basic skills necessary for leading a full and rewarding life in an interdependent society and an information- and service-driven economy. The power of educators to make this fundamental difference in students' abilities to adapt to a rapidly changing society makes education the most important social service.

Historically, a primary role of the schools in an industrial society was to sort students into groups roughly equivalent to adult work groups (Apple, 1996; Bowles & Gintis, 1976; Giroux, 1998; Macedo, 1996). Thus, grading and tracking practices were developed which constrained teachers' expectations for students and created self-fulfilling prophecies regarding student learning (Combs, 1970; Curwin, 1976; Guskey, 1996, 1994; Jensen, 2004; Oakes & Wells, 1997; Rosenthal, 1980; Rosenthal & Jacobson, 1968; Tollefson & Osborn, 2008). Today's schools face quite a different challenge. Rather than sorting learners and accepting lower expectations for many, schools are expected to teach *all* students, via equal access to standards based content core curricula, including those who previously have not experienced maximum benefit from their educational experiences, to use their minds well and to be informed problem posers and solvers (Freire, 1970).

An underlying belief that drives our conceptual framework is that all teachers must believe and practice a philosophy that *all students deserve equal access to education and equitable opportunities to learn.* Our programs incorporate current theory and practice for teaching and learning in P-12 schools based on this belief. They are also designed around and supported by well established bodies of research on the importance of relationship (Bijou, 1977; Brendtro, Brokenleg, & Van Bockern, 2002; Kohl, 1994; Nakkula & Toshalis, 2006; Sapon-Shevin, 1999), and motivation (Deci & Koestner, 1999; Deci & Ryan, 2000; Lavoie, 2007; Sheldon & Biddle, 1998; Rogers, 1998; Ryan & Deci, 2000) in teaching and learning.

We understand that teachers and administrators cannot be expected to teach students to use their minds well if the teachers themselves are not allowed to do so. Thus, we have designed programs that utilize current adult teaching and learning theory. Our programs allow for the creation of school environments in which teachers and other school leaders are expected to be continuous problem posers and problem solvers, and to collaborate with their colleagues to assure that all students learn the skills that are essential for a meaningful and productive adult life.

While the paragraphs above present a case for schooling nationwide, nowhere is the need for creating programs that address the needs of all learners more readily apparent than in California. We are acutely aware of the fact that ours is one of the most diverse populations of any state, and that many social and economic trends which have reached the national consciousness actually started in California several years earlier. As the School of Education at CSUCI, we have an opportunity to create a teacher education program that addresses issues of educational, social and economic justice through public education, in a social context that addresses the needs of children from diverse populations, e.g., ethnic, linguistic, exceptional backgrounds.

<u>Educator Quality Leading to Success for All Students</u>

The conceptual framework for the credential and graduate programs of the CSUCI School of Education has a principal emphasis on *equity*, *inclusion* and *social justice*. We

view classroom teachers and school administrators as an instructional, curricular, principled, and responsive leaders who exemplify the fundamental premises that all students can achieve high standards when they have equal access to education and equitable opportunities to learn; that educators as the primary agents for learning are themselves, life-long learners; and that educators must be effective and active members of their school communities.

In developing programs leading to educator quality, pedagogical strategies to facilitate high levels of learning for all students are a prevailing theme in all coursework. We, the faculty, believe that a vision of educator quality within a framework of equity and social justice, combined with instruction that models effective practice, prepares our students to become successful leaders in our communities.

At the core of our program is a problem-posing approach to teaching/learning/leading and collaboration that contributes to the development of a more democratic, more just society (Apple, 1990; Friere, 1993; McLaren, 1994; Giroux, 1998; Sleeter and Grant, 1993). As a matter of achieving a professional ethic, our candidates are taught the responsibilities and expectations of educators in a community where collaboration is part of an on-going approach to improving teaching and learning for our students. Our cohort model teaches candidates collegial problem posing and problem solving. It should be noted that this and other features are built on collective and prior experiences of the Education faculty at CSUCI and builds further on scholarship in the area (Castaneda et al, 2002; Keller, Quintero, & Karp, 1995). At the core is *reflective teaching*, that is the continual reflection on goals and strategies aimed at professional renewal and improved practice. The development of a professional ethic becomes part of the professional practice and teacher leadership modeled by our faculty as they mentor our teacher candidates into a process of life-long learning that is personally and professionally relevant and connected to their future as professional educators.

Socio-cultural Contexts for Teaching and Learning

Developing a socio-cultural context for learning allows our candidates the opportunity to practice teaching and leadership strategies in real world settings, working with students in directed, guided field experiences which are directly linked to course content. Consistent with the core values, our programs place special emphasis on multicultural and multilingual education, English language development and inclusion, and pedagogy, curriculum and instruction which are grounded in recent research findings. The areas of first and second language acquisition across the curriculum, and effective instruction in multiple-language classroom and school settings are based on community need and scholarship in the field (Berman, 2004; Cummins, 1994; Faltis and Hudelson, 1998; Garcia, 1999; Krashen, 1994; Ramirez et al, 1993; Hakuta, 2001; Tomas Rivera Policy Institute, 2003). Issues of sociocultural communication and interaction serve as a fundamental theoretical foundation (Carrasco, 1981; Cazden et al, 1984; Delgado-Gaitan & Trueba, 1991; Erickson, et al., 1983; Garcia, 1999; Mehan, 1979; Moll, 1988; Philips, 1983; Trueba, 1987; Castaneda and Rios, 2002; Trent, Rios and Castaneda, 2002). As the numbers of English Language Learners continues to grow in California and the country, a critical need exists

for education programs, practices and curricula that address the needs of students from various language, culture and ethnic groups in monolingual, bilingual, and multiple language school settings. Inclusion of students with special needs in daily classroom contexts further exemplify the need to create constructive and positive social-cultural contexts for learning (Garnett, 2000; Stout, 2001; Stainback & Stainback, 1996; Zionts, 1997; Villa & Thousand, 1995).

As part of the required coursework, we address the issues and concerns of English Language Learners (ELLs) as they become more familiar with their new school community, language and culture. Additionally, we address issues and concerns of children from exceptional backgrounds (e.g., gifted and talented, learning disability, special needs). We work to develop appropriate solutions toward ensuring equal education opportunities and access to the content core curricula for these students. We are challenged to better prepare our teacher candidates to teach these students. Therefore, we have developed programs that address the challenge of ethnic, linguistic, exceptionality, and multicultural diversity in teaching and learning contexts.

The movement to form active educational partnerships demands that educators be prepared to effectively collaborate with families. Among the recommended best practices for educators to follow when working with families include practices that are family-centered, individualized, strengths-based, and resource-focused (Austin, 1994; Delgado-Gaitán, 2001, 1991; Delpit, 2006; Dunst, Trivette, & Deal, 1999; Lawrence-Lightfoot, 2003; Tollefson & Osborn, 2008). There is also a demand for educators to respond to the linguistic and cultural considerations of diverse families such as immigrant families with disabilities historically underserved by service delivery systems (Denney, et al., 2001). Our program will focus on preparing our students in best practices for working with families of diverse linguistic and cultural backgrounds.

Integrated throughout the program are opportunities for candidates to: interact with peers and learn how to work collaboratively; work at different school sites, at least one of which is linguistically diverse; work closely with cooperating teachers or administrators and university supervisors who ensure timely feedback on performance; and take classes from highly qualified faculty who have spent a considerable amount of time in schools.

The CSUCI School of Education prepares teaching and administrative candidates to facilitate the learning of all students. Consonant with our beliefs that all students can achieve high standards when they have equal access to education and equitable opportunities to learn, and that we are preparing educators for the twenty-first century who are life-long learners, we are preparing our candidates to teach in a way that is critical and reflective. We do not view teaching as a “technical act” or as the “transmission of knowledge” (Freire, 1970), but instead, offer a view of teaching that is democratic and inclusive. This vision of teacher education and adult learning is supported in the literature.

Adult Learning Theory

Speck (1996) notes the following important points of adult learning theory that should be considered when professional development activities are prepared for educators. We have drawn on Speck's work and adapted it for use in our programs. The following critical points guide the implementation of our program for teacher education:

> Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs;
>
> Adults learners need to see that the learning and their day-to-day activities are related and relevant;
>
> Adult learners need direct, concrete experiences in which they apply the learning in real work (in the real world);
>
> Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning;
>
> Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into activities that allow the learner to practice the learning and receive structured, helpful feedback;
>
> Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences;
>
> Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the program planning and delivery.
>
> Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained. (Speck, pp. 33-41)

We are further informed by other scholarly work in adult learning theory. We understand that our candidates learn in a multitude of settings, such as the home, the workplace, and community contexts—and for a variety of reasons. Several other areas in adult learning are of special concern to the CSUCI School of Education. These are, transformative learning, adult learning related to technology, and collaborative/group learning. Research and theory in transformative learning refers to a theory of learning unique to adulthood (Taylor, 1998).

Technological developments have also affected adult learning research and theory building. In adult education, technology is emerging as both a delivery system and a content area. Cahoon (1998), Davis and Denning (1998), and Graebner (1998) describe how technology is changing the delivery of adult learning. We have utilized both as a content area (infusion of technology across all of our programs and courses), and as a mode of delivery (via the use of Blackboard for posting notes, drop-off of assignments, use of discussion groups and other activities).

Although learning in groups has a long history in adult education, the focus has been on group process. Recently, the emphasis in the literature has been on groups as learning environments and on helping learners think about group—as opposed to individual—learning (Imel, 1999). Collaborative learning partnerships (Saltiel, Sgroi, and Brokett, 1998) are another aspect of group learning that has been explored.

Other areas of development in the literature on adult learning are represented by the emergence of a sociological perspective (Shirk, 1996), discussions of power and gender (Goldberger, 1996), and explorations of the connection between adult learning and social change (Connolly et al, 1996). A constructivist perspective of adult learning is represented in work on situated cognition (Hansman and Wilson, 1998) and experiential learning (Avis 1995; Johnston and Usher, 1997).

Principles of Teacher Development

The development of teachers incorporates a variety of the underlying program features. First, candidates are prepared to facilitate learning. A facilitator of learning is more than a learned person (Barth, 1990, 1997; Darling-Hammond, 1998; Dewey, 1916). According to Danielson (1996) and Cruickshank (1985) the art of facilitating lies at the core of mastering the varied complexities of teaching. During the preservice years, candidates acquire and utilize the knowledge, performances, and dispositions of teaching required to effectively facilitate learning and effectively begin their career paths toward achieving mastery in teaching (Darling-Hammond, Wise, & Klein, 1995; INTASC, 1992).

At the core of "facilitator of learning" are four essential understandings that candidates must demonstrate in order to become effective facilitators of learning (Cochran, DeRuiter, & King, 1993). First, is a solid foundation of subject matter content comprised of (a) substantive knowledge (e.g., facts, ideas, theories), (b) knowledge about what specialists do in their field, (c) the nature of the knowledge in the field, and (d) the meaning of teaching and learning the subject (McDiarmid, 1989). Second, candidates need a strong base of knowledge related to the students they teach. This is comprised of behavioral studies (e.g., psychology, sociology, anthropology, economics, and political science) and humanities studies (e.g., foundations of education, philosophy). Third is knowledge of pedagogy. This is defined as involving "both art and science in teaching" (Rubin, 1985). The "science" aspect of teaching of pedagogy is comprised of candidates' "use of learning principles, instructional principles, stylistic preferences and situational adaptations" (Rubin, 1985, p. 93) to facilitate learning.

The art of teaching is revealed, considered, and refined through reflection on teaching practice over time and accumulated experiences (Henderson, 1992; Schön, 1983). The final major understanding is knowledge of the environmental contexts for learning (Cochran et al, 1993) that was discussed earlier.

Summary

Our programs, as designed, offer candidates many opportunities to learn how to be successful teachers and leaders in the public school system. Coursework and fieldwork reflect principles of educators' development and adult learning theory.

The CSUCI School of Education is building programs and curricula for preparing teachers and administrators that require people to think and to engage themselves in a powerful learning community. Candidates are organized into cohort groups, taking all of their courses together. Course formats and teaching methods reinforce collaboration, problem-posing and problem-solving, and model a wide variety of effective teaching strategies. In classes, everyone is expected to be both a teacher and a learner, and assessment techniques are designed to measure reasoning and complex performance, not mere regurgitation of discrete bits of knowledge. Field experiences in community schools, with cooperating teachers or administrators and diverse learners, are progressive and well integrated with on-campus instruction.

Faculty, Instructional Personnel, and Relevant Stakeholder Involvement

The quality of all programs ultimately is the concern of the entire CSUCI community – faculty, administration and staff. Our various credential and graduate program offerings have been developed by faculty in the Education Program in consultation with our administration and the surrounding P-12 community (Exhibit 1.1). The Senior Associate Dean and Director of the School of Education oversees all aspects of credential and graduate program offerings. All program and course changes must be reviewed by the University's Curriculum Committee, Dean, Vice-President for Academic Affairs, and the Academic Senate, which ultimately decides whether to recommend changes to the President (see http://senate.csuci.edu/comm/curriculum/committee_guide.htm).

Faculty (i.e., tenure track, lecturers, adjunct, and supervisors) work collaboratively and operate in an environment where all voices are heard. We practice this in our respective classrooms to deliver a program that models this value toward collaboration and inclusion. Three kinds of meetings occur monthly (SOE Faculty and Staff, Program Coordinators, Slipstream) and are described in further detail below (Exhibit 1.2).

Monthly School of Education meetings, in which school-wide concerns are discussed and decisions made, are open to all full- and part-time faculty and staff. (Agendas and minutes from faculty and staff meetings are available for review in the document room.)

Monthly meetings for discussing program-specific concerns are attended by program co-

ordinators, who in turn hold meetings for their program faculty on an as-needed basis.

While regularly scheduled faculty meetings do much to ensure that faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs, we recognize the danger of allowing established routines to become entrenched, thus threatening the dynamic vision we hold for our School as a whole. We further recognize the ongoing challenge that exists for ensuring that new faculty, instructional personnel, and other relevant stakeholders have opportunities to not only learn the history of our School's vision but to have genuine and ongoing opportunities to participate in its evolving development. With these dangers and challenges in mind, we instituted a new series of monthly faculty meetings in Fall 2008. These we call our "Slipstream" meetings, based on the work of faculty members Tollefson and Toshalis (2008), who credit Ward (2000) for the roots of their model (Exhibit 1.3). In Slipstream conversations, we purposefully create the space, time, and invitation for five iterative activities to occur:

1. we continually examine our *founding* principles and revise them as needed;

2. we use our founding principles to critically *read* our programs, courses, teaching, candidate experiences, scholarship, service, opportunities for collaboration, and unit accountability system and practices;

3. we *name* patterns, problems, questions, and concerns that we locate through our critical reading processes;

4. we *challenge* status-quo thinking that may be making it difficult for us to imagine other alternatives; and

5. we *amend* our programs, courses, teaching, candidate experiences, scholarship, service, opportunities for collaboration, and unit accountability system and practices—leading us to revise our founding principles.

In our view, this cycle of critical inquiry, reflection, and action on our part is necessary for interrupting the tendency of schools to reproduce patterns of social inequity and stratification commonly found in the broader society (e.g., Anyon, 1981; Apple, 1996, 1990, 1981; Bowles & Gintis, 1976; Freire, 1970; Giroux, 1998, 1992, 1987; Katz, 1971). Our faculty are devoted to preparing educators as responsive leaders who will work to interrupt this tendency in small ways or large every day, intentionally and actively positioning themselves as advocates for equal access and equitable opportunities for *all* students in the P-12 schools of our county, state, and nation.

We are committed to continuing the broad-based level of faculty and community engagement with which we founded our first credential program in 2002. The four-page distillation of our conceptual framework (drafted through broad-based Slipstream work by tenure track faculty, lecturers, supervisors, and credential office staff in Fall 2008) grew out of the many community conversations and founding documents of 2002-2007.

Plans are in place to use our conceptual framework graphic and abbreviated narrative in Spring 2009 and Fall 2009 for the following purposes:

1. to communicate who we are as a School of Education in at least five different forums:
   a. in faculty meetings of the P-12 schools in which we routinely place multiple candidates for field experiences
   b. in focus group interviews of program graduates
   c. Ventura County Superintendent's Council and Special Education directors
   d. CSUCI School of Education open house for our Advisory Council, the Ventura County P-16 Council, and CSUCI faculty and staff
   e. CSUCI president, provost, and dean

2. to invite critique of our School and programs from these audiences who will use the beliefs, values, and goals stated in our conceptual framework as standards for evaluation

3. to revise our admissions processes to ensure alignment with conceptual framework
4. to examine opportunities and processes for integrating our general education and special education programs.

Our conceptual framework will thus become a practical, evolving tool that we will use not only for guiding decisions within our School, programs, and courses, but also for holding ourselves accountable to the candidates in our programs and to the P-12 students, teachers, families, and communities we ultimately exist to serve.

Unit Leadership

The Vice-President for Academic Affairs, is the chief academic officer responsible for all academic operations of the University, and serves as primary liaison for educational affairs within the University. The Dean of Faculty reports directly to the Vice-President for Academic Affairs and has oversight for each of the program areas, including Education (Exhibit 1.4). Two programs at CSU Channel Islands, Education and Business, were recognized in Fall 2007 for their size and complexity and were designated as schools within the university. Two administrative positions were created, and both schools are now led by a Senior Associate Dean. The Senior Associate Dean and Director of the School of Education is responsible for ongoing oversight of all preparation programs in education offered at CSUCI.

Program coordinators for credential (Multiple Subject, Single Subject, Special Education Level I, Special Education Level II, and Administrative Services) report directly to the Senior Associate Dean and Director of the School of Education, as do the Program Coordinator for Early Childhood Studies, the Director of Liberal Studies, the Director of Field Placements, the Credential Office Manager, and all School of Education faculty (Exhibit 1.5).

Faculty, as a part of their workload assignment, support and advise credential candidates. Precredential students and candidates completing a program are advised by the Credential Office. Other support services on campus (which are described in detail in our responses to Standards 3 and 6) include a library/media facility, counseling, and a broad array of tutorial and support services are readily available to help ensure student success (Exhibit 1.6).

The Senior Associate Dean and Director of the School of Education meets regularly with other university administrators and faculty, in the following forums: (1) bi-weekly with the Dean of Faculty Affairs and all program chairs to determine institutional responses to academic affairs challenges and successes, and to maintain ongoing management of programs (meeting agendas and minutes are available for review at http://www.csuci.edu/academics/deansoffice/agendaandminutes.htm); (2) monthly with the Vice President of Academic Affairs Academic Council to represent the School of Education on university-wide issues and concerns.

Tenure-track faculty of the School of Education participate as senators on Academic Senate. There are representatives from School of Education faculty on a number of Academic Senate Standing Committees, including: University Curriculum, Liberal Studies Program, Committee on Centers and Institutes, Committee on Committees, Academic Planning, Faculty Affairs, Fiscal Policies, Student Academic Policies and Procedures, and Professional Leave Committee. School of Education faculty also serve on a number of Academic Senate Advisory and Cross-Divisional Committees, including: Faculty Development Advisory Committee, Extended Education Advisory Committee, and Student Affairs Liaison Committee (see http://senate.csuci.edu/committees.htm).

Quality control for our credential and graduate programs is the responsibility of the faculty who are knowledgeable about current research in teaching and learning in our respective subject areas. We incorporate this knowledge into our teaching, service, and scholarship. Faculty are current with respect to requirements and standards from the California Department of Education and assessment processes in the field, and broadly participate in informational meetings and conferences.

The University is concerned that students, faculty and staff on the campus be treated with dignity and with due respect for individual rights. Should situations arise when persons feel they have been treated unfairly or that their needs are not being met, they are encouraged to use the appropriate complaint and/or grievance processes explained in the CSUCI Student Guidebook (Exhibit 1.7), the CFA Collective Bargaining Agreement for faculty (http://www.calfac.org/allpdf/contractpages2007/Article_10.pdf), and the CSEA Contract (http://www.calstate.edu/LaborRel/Contracts_HTML/CSEA_Contract/index.shtml).

Credential Recommendation Process

The Credential Office operates under the guidance of the Senior Associate Dean and Director of the School of Education. The Credential Office provides a unique service to our

students. From beginning informational sessions designed to provide materials that will facilitate entry into our programs to the verification of eligibility for a variety of credentials, the Credential Office staff offers ongoing assistance to students in all areas as they prepare for entry to our program and as they exit with their given credential. Candidates and prospective candidates know that the Credential Office acts as a clearinghouse for all pertinent changes in requirements, modifications of state regulations, application and certification processes, and proper validation of records. Our Credential staff act as advocates for our students, and our candidates consider the role of this office as vital to their progressing through our programs. It is our "one-stop center" for information and assistance for prospective, current and former students of the School of Education. (For further information regarding the Credential Office, see http://education.csuci.edu/credentials/).

All candidates must document completion of all program requirements prior to being recommended for a credential. Many of these requirements must be evidenced prior to admission to one of our credential programs. (These requirements and procedures are described in detail in our response to Common Standards 5 and 6.) The process for requesting a credential is initiated by the candidate, who completes a Credential Request Form (Exhibit 1.8) and requests a meeting with a Credential Analyst. After verifying that each requirement has been met, the analysts documents the completed requirements in the candidate's file, with supporting materials, and then the candidate is recommended for a credential. (All candidate files from 2002 to the present are available for review in the Credential Office.)

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COMMON STANDARD 2
UNIT AND PROGRAM ASSESSMENT AND EVALUATION

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Response

The School of Education uses a variety of sources of information for all phases of the unit's assessment, evaluation and improvement processes. The data are gathered from members of the professional community including Credential and Field Experience staff, faculty, cooperating teachers and other institutional and community partners. The unit relies on the assessment of candidates, faculty and cooperating teachers to improve the quality of its programs. This standard describes the unit and program assessment and evaluation plans highlighting overall evaluation system and then the candidate, faculty and cooperating teacher assessment components.

Consistent with the Conceptual Framework guiding the SOE, the assessment and evaluation system has three components that are interrelated and cyclically occurring (See Figure 2.1 below).

Figure 2.1

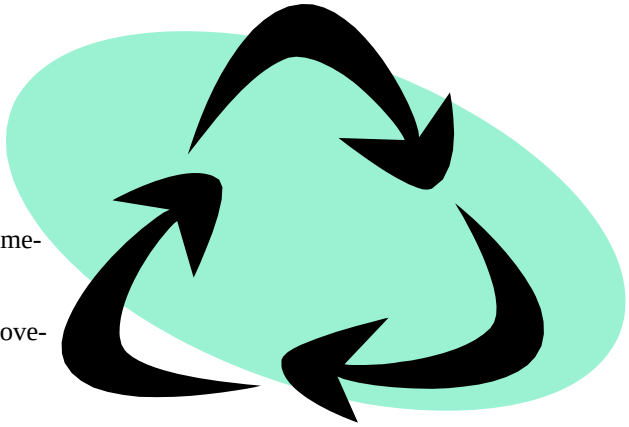
School of Education
Assessment and Evaluation System

Evaluation Goal: Believing

Ensure alignment with the values, beliefs, and goals of conceptual framework

Make decisions using conceptual framework

Identify strengths and areas for improvement



Assessment Goal: Knowing

Identify key elements and performance measures aligned with conceptual framework

Seek information indicating school, program, faculty and candidate performance

Assessment and Evaluation Goal: Connecting

Discover patterns of strength and areas for improvement for the School of Education, programs, faculty, and candidates

Analyze data; reflect upon findings; publicize findings and engage community partners in reflecting upon School, program, faculty, and candidate strengths and weaknesses

The first assessment goal of **knowing** is aligned with the conceptual framework and seeks information about the SOE, programs, faculty, and candidate performance through measures of key performances at specific transition points. For example, SOE and program transition points are documented through biennial reporting; for faculty these transitions are tracked through the retention/tenure/promotion process; and transition points for candidates are evaluated through admissions, mid-semester, and end-of-program assessments. The actions associated with this goal are to identify key elements of the conceptual framework, design candidate performance indicators, and then gather, collate and summarize the data from the assessments conducted.

The second assessment and evaluation goal of **connecting** is aligned with the conceptual framework and seeks to identify the patterns of strength and areas in need of improvement for the SOE, programs, faculty, and candidates. The actions are to analyze data, reflect upon the findings, and engage community partners in reflecting upon SOE, program, faculty, and candidate strengths and weaknesses.

The third evaluation goal of **believing** is aligned with the SOE conceptual framework and uses the analyses of the assessment data as a base for improving programs and ensuring that SOE operations are aligned with the values, beliefs and goals of the SOE conceptual framework and University mission. Furthermore this component guides decisions made about the program, faculty, and candidate progress to ensure that they are based upon the underlying conceptual framework, standards, teacher performance expectations and established effective practices. The enactment of this goal provides evidence of program, candidate and faculty strength, identifies areas in need of improvement, and implements action plans associated with the improvements needed.

We are in the process of identifying how key assessments at all of these levels align with the elements in our newly revised conceptual framework. One way that we have begun this work is by examining our admissions process to ensure that candidate selection is consistently informed by the values and beliefs articulated in that framework. Another step that we have taken toward aligning our conceptual framework with assessment and evaluation practices was to formally organize the elements of our candidate assessment processes into one conceptual whole, crafting questions to be answered at each transition point within and across each credential program. This “whole picture” look is captured in the table below. It shows how candidates are assessed and how those data will be used to answer questions about the program’s and unit’s effectiveness.

CANDIDATE ASSESSMENT

Table 2.1 School of Education Evaluation System for Judging Candidate Performance

Transition				
Admission to program and entry into field	Grade point average indicating academic and subject matter	Recruitment yield	Is the academic preparation of candidates sufficient	Adjust recruitment plans and procedures-recruiting sessions

Transition Point	Individual Level Assessments	Program Level Assessments	Analysis of Assessment Data	Potential Action Steps
experience (Candidates begin field experiences during first semester so all field experience requirements must be met at admission to the program.)	preparation Subject matter competence (approved Academic major or CSET) Personal qualities for working with youth (letters of recommendation, 45 hours of documented experience, Field Observation from Educ 521 evaluation and hours, personal interview) Basic Skills Requirement Certificate of clearance (Fingerprint and FBI, DOJ) Health clearance (Tuberculin test) Clarity of communication-- verbally and in writing (Personal statement, written responses during interview, personal interview) US Constitution	Ethnicity and gender of applicants aggregated Subject matter competency	and appropriate for high quality educators? Is the School of Education attracting and admitting a diverse group of students? Is the School of Education attracting and admitting students to high demand teaching areas? Are the prospective candidates' communication skills effective for communicating with children and adults?	and materials Adjust recruitment and completion of program for ethnicity, gender and professional entry level of candidates Identify areas where preparation could be enhanced, create plan to work with CSUCI programs to enhance subject matter preparation of candidates, implement plan Identify and seek funding sources to support diverse candidates and candidates for high demand areas Identify roadblocks and facilitative strategies for diverse candidates and candidates for high demand areas Examine reflections from prerequisite courses and field experience for concurrence with Conceptual Framework Identify key elements from conceptual framework to incorporate into scoring rubrics for admissions decisions
Mid-term assessment	Review of candidates' performance in field experiences as rated by cooperating teachers and university supervisors Review of candidates' performance in	Faculty meet to discuss candidates who are having difficulty in courses and/or field experiences.	Are candidates' dispositions appropriate for beginning full time or in-depth field experiences? Are there course issues or concerns	Review of preparation of supervisors and/or cooperating teachers and new plan implemented Creating of mini-courses in areas of need such as Spring

Transition Point	Individual Level Assessments	Program Level Assessments	Analysis of Assessment Data	Potential Action Steps
	courses across instructors and supervisors		related to candidate performance that can be addressed?	break writing workshop for candidates who are English learners Statement of Concern for candidate with supports and interventions specified
Mid-year assessment	Review of candidates' performance in field experiences as rated by cooperating teachers and university supervisors Review of candidates' performance in courses by program coordinators and director	Director of Field Placements reviews all field experience evaluations. School of Education Director reviews all failing grades of candidates.	Is candidates' performance appropriate for moving to next semester of field experience? Are there field experiences across candidates that need to be modified or changed? Are there courses with unusual patterns of grading?	Statement of Concern for candidate with supports and interventions specified Increase field observations with additional coaching and mentoring
Program Completion	Review of candidate performance in field experiences as rated by cooperating teachers and university supervisors Review of candidates' completion of courses Review of candidates completion of Teacher Performance Assessment (PACT) Review of other credential specific requirements for completion (e.g., MS-RICA, CPR, Mock interviews, Practice Teaching Survey; SS Program End of Year Survey; ES End of Program Performance Assessment; Focus Group, Performance Assessment; BCLAD Spanish proficiency)	Pass rate of PACT Subtest scores of PACT Completion rate for cohort Pass rate for RICA and BCLAD (Spanish test) Exit survey of graduates	What are candidate strengths and weakness in field experience? What are the candidate strengths and weaknesses on PACT? How do these strengths and weaknesses relate to other candidate assessments-confirming, disconfirming? What are the program implications for the candidate's performance? What are the overall strengths and weaknesses across all programs that can be addressed by unit work? What do candidates	Propose changes to program Identify across program areas for improvement

Transition Point	Individual Level Assessments	Program Level Assessments	Analysis of Assessment Data	Potential Action Steps
	Exit survey completed by candidates (paper or focus group)		say are the program's strengths and areas in need of improvement?	
Post Graduation	One year follow-up survey of graduates and their supervisors (Multiple Subject, Single Subject and Educational Specialist) Education Specialist Level II and Administrative Services are in the process of designing post graduation survey and procedures for administering it.	CSU System-wide survey of graduates and their employers (MS, SS, Sped Level I)	What are the strengths and areas in need of improvement as rated by graduates and their employers?	Report data to administration and advisory committee with faculty and staff recommendations – strengths and improvements

Measures of Candidate Competence

Key assessments in each program indicate that our graduates have met the Commission-adopted competency requirements, as specified in the program standards. An overview of key assessments that have been used in each credential program is provided in Table 2.2.

Table 2.2 Map of Key Assessments by Program (2002-2009)

Key					
Coursework	• Course Grades ▸ CO • Embedded Signature Assessments (PACT) pilot Sp08, implemented F08 ▸ DR (Syllabi), PC	• Course Grades ▸ CO * Exit Portfolio: F04-F07 ▸ DR	• Course Grades ▸ CO • Signature Assignments ▸ DR (Syllabi) ▸ Sample assignments in DR	• Course Grades ▸ CO • Signature Assignments ▸ DR (Syllabi)	• Course Grades ▸ CO • Signature Assignments ▸ DR (Syllabi)
Supervisors' Evaluations in the Field	* Student Teaching Evaluation (old form) F02-Sp07 ▸ CO • Student Teaching Evaluation	• Student Teaching Evaluations ▸ FO, CO • Student Teaching Midterm and	* Student Teaching Evaluations (old form) 2003-2005 ▸ CO • Student		• Administrative Services Field Evaluation ▸ PC

	(new form) pilot Sp07, implemented F07 ▸ FO, CO	Final Evaluations ▸ FO, CO	Teaching Evaluation (new form) implemented 2005 ▸ FO, CO		
State Mandated Teaching Performance Assessment	* TPA F05-Sp07 ▸ DR • PACT pilot F07, implemented Sp08 ▸ DR	• PACT pilot F07, implemented Sp08 ▸ DR			
Portfolio Assessment	* Professional Practice Portfolio F02-Sp03 ▸ NA * TPE Portfolio F03-Sp05 ▸ DR * TPA Portfolio F05-Sp06 ▸ DR	*Exit Portfolio: F04-F07 ▸ DR	* Exit Portfolio: F03-Sp06 ▸ DR	• Induction Portfolio ▸ DR	•Reflective Essays ▸ DR •Matrix and Artifact Presentation ▸ DR
Other Performance Assessments	• Mock Interviews ▸ DR		• Poster Presentation: Sp06-present ▸ DR		
Survey of Candidates' Experience in Credential Program	• Practice Teaching Experience Survey ▸ DR	• Single Subject End of Year Survey ▸ DR	• Focus Groups ▸ DR	• Focus Groups ▸ DR • One-year Follow-up Survey of Graduates, Principals (Spr2009) ▸ PC	
CSU System-wide Surveys	• Exit Survey ▸ DR • One-Year-Out Survey ▸ DR	• Exit Survey ▸ DR • One-Year-Out Survey ▸ DR	• Exit Survey ▸ DR • One-Year-Out Survey ▸ DR		

* = No longer used / • = Currently used / ▸ = Location of evidence

Location of Evidence: CO = Credential Office / DR = Document Room / FO = Field Office / PC = Program Coordinator / NA = No Evidence Available

Note: Files for current teacher education candidates (Multiple Subject, Single Subject, Education Specialist Level I) are of two kinds and exist in two places. A *master file* for each current teacher education candidate exists in the Credential Office and initially contains all documentation of students' qualifications for entering a credential program, their application for admission, and the results of the application process (i.e., interview rating sheet). Upon completion of the credential program, field placement files are sent to the Credential Office and contents are merged with the master file. All completed master files (which includes all paperwork required for credential) are kept in the Credential Office Archive Room. While candidates

are actively pursuing their credential, their files are located and maintained in the offices of the Credential Analysts.

In addition to the Credential Office's master file, a *field placement file* is also kept for each teacher education candidate while they are completing their field experience. These field placement files are located and maintained in the Field Placement Office.

Master files for Education Specialist Level II and Administrative Services candidates are located and maintained in the office of a credential analyst. Upon completion of the program, these files are transferred to the Credential Office Archive Room.

Prerequisite Assessment of Prospective Candidates' Performance

For the Multiple Subject, Single Subject, and Education Specialist programs, during prerequisite courses pre-candidates are assessed in coursework and field experience. Prerequisite students' field placement cooperating teachers and supervisors assess their dispositions on a standard form (Exhibit 2.1). The Director of Field Placement is responsible for collecting pre-candidate dispositions and delivering them to Credential Office files. At the conclusion of the semester all prerequisite students whose prerequisite course grades are C- or lower are sent to the Director of the School of Education for review. If prerequisite students are not progressing satisfactorily with course work or field experience they will be placed on probation or counseled out of the program.

Candidate Admission

At admissions the Credential Office is responsible for collecting and maintaining all candidate information. The Credential staff organizes each candidate's file and determines if the candidate has met the minimum requirements for admission to the program (for Multiple Subject, Single Subject, and Education Specialist Level I candidates--GPA, Subject matter competence, passage of basic skills requirement, Certificate of Clearance, health clearance, 45 hours of work with children or youth in schools, passage of course on US constitution, and written essay; for ES II--CBEST, Education Specialist credential, employment as a special education teacher, GPA, two letters of recommendation, essay; for AS--CBEST, California teaching credential, 3 years of experience teaching, two letters of recommendation, and essay) (Exhibit 2.2). If the candidate has met the requirements then the candidate is scheduled for an interview. Multiple Subject, Single Subject and Education Specialist Level I programs assess the candidate's ability to communicate with adults in writing and verbally by asking the candidate to read, write about and discuss a passage. Groups of candidates discuss commitment to teaching all learners in the richness of their diversity, and other pertinent questions while being observed by faculty and scored on a rating scale (Exhibit 2.3). Letters of recommendation and essays are scored using the same rubric. The results of the group discussion, written responses, recommendations and essay are considered by faculty and credential staff in determining admission.

Once Education Specialist Level II and Administrative Services credential applicants' files are complete, they are invited for an interview. At the interview they are assessed on group verbal skills and a written essay submitted with their application. At the conclusion of the interview process, the faculty and credential staff determines admission.

All candidate files are stored with the Credential Office. Access to the electronic files is controlled by password protected database. The paper files are either housed with the Credential Analyst (for active files) or in storage in locked file cabinets for seven years (for graduates). Access to these files is through the Credential Office manager.

During Credential Program

Each program coordinator is responsible for administering the program's components; collecting, collating, summarizing and analyzing the candidate performance data with their respective faculty and sharing relevant data and summaries with the Director of the School of Education. The Director of Field Placement is responsible for collecting all field experience data (candidate dispositions, Exhibit 2.1; and student teaching evaluations, Exhibit 2.4) and sharing it with the appropriate individuals--usually program coordinators and the Director of the School of Education. All candidate performance data is summarized in the Biennial Reports to the CTC.

Individual candidate files are maintained by the Credential Office. The Director of the School of Education is responsible for ensuring that the appropriate data are collected, collated, summarized and analyzed annually across all School of Education programs and plans for program improvement are implemented.

Coursework

Each program reviews the grades of candidates at mid-semester. If a candidate is not achieving successfully, then the program coordinator will meet with the candidate to determine what steps are necessary for the candidate to become successful. At the end of the semester the University Records Office sends the Director of the SOE and Credential Office manager a list of students who have not met either the specific grades or grade point average needed for successful progress. They examine the candidates listed and determine if there is reason to place a candidate on probation or dismissal. The Director of the SOE sends the names of probationary or dismissed candidates to the Dean of the Faculty who notifies the candidate.

Field Experiences

The Director of Field Placements maintains records of Multiple Subject, Single Subject, and Education Specialist Level I candidate progress in field experiences and communicates with supervisors, cooperating teachers, faculty, program coordinators and Director of SOE regarding candidates not progressing satisfactorily in field experiences. Each program has an instrument for assessing candidates' fieldwork that is completed by the university supervisor and cooperating teacher a minimum of twice each semester: at mid-semester and at the conclusion of the semester (Exhibit 2.4). Candidates who are not progressing satisfactorily meet with the Director of Field Placements, program coordinator for a Statement of Concern (Exhibit 2.5). This document describes the behaviors that are problematic and the steps the candidate needs to take to improve or change. The Director

of Field Placement or program coordinator communicates the information to the candidate's university supervisor and cooperating teacher.

Because Education Specialist Level II candidates are practicing teachers, we do not assess their performance in the field.

All supervisors in the Administrative Services Program complete a mid-point progress report on fieldwork and an end-of-program final evaluation (Exhibit 2.6) to evaluate candidates in the field. All candidates are visited a minimum of twice per semester. Supervisors meet regularly to discuss candidates' progress towards meeting requirements of the evaluation rubric. The Coordinator of Administrative Services oversees all supervisors' work.

Culminating Assessment

The Multiple and Single Subject Programs use the Performance Assessment for California Teachers (PACT) as the culminating assessment. This standardized assessment of teacher performance is aligned with the California standards for the preparation of teachers and the teacher performance expectations. It provides reliable and valid information about candidate performance. (See Exhibit 2.7 for PACT rubrics used in the Multiple and Single Subject Programs). Each program uses the summary of candidate performance as a measure of areas of program strength and areas in need of improvement.

Candidates in the Education Specialist Level I Program complete an End of Program Performance Assessment to show that they have successfully met and or exceeded all of the requirements to become successful special education teachers. (The rubric used for evaluating this culminating performance has been revised and will be used for the first time in May 2009. See Exhibit 2.8 for 2008 and 2009 versions of this instrument.) The Education Specialist Level II (Exhibit 2.9) and the Administrative Services (Exhibit 2.10) programs use a portfolio to review candidate work as the culminating assessment. The portfolio for each of these programs is aligned with the standards of the program and the profession.

After Completion of the Credential Program

One year after the completion of the Multiple and Single Subject and the Education Specialist Level I Programs, graduates and their supervisors complete a CSU System-wide Survey. The survey asks how well prepared the new teacher was in the professional preparation program on a variety of dimensions. Reliability and validity has been established for the instrument by the Center for Teacher Quality. The data it yields is used by each programs individually and the SOE to determine areas of strength and areas in need of improvement. Survey instruments from 2004 to the present are available for review in the Document Room.

FACULTY ASSESSMENT

There are two types of faculty: tenure-track/tenured or lecturers. University supervisors are all lecturers. Cooperating teachers are not considered faculty. The processes for assessing the work of tenure-track/tenured and lecturers are specified in:

(1) the CFA contract
(see http://www.calfac.org/allpdf/contractpages2007/Article_14.pdf and http://www.calfac.org/allpdf/contractpages2007/Article_15.pdf);
(2) University Retention Tenure and Promotion policies
(see http://www.csuci.edu/academics/faculty/facultyaffairs/rtp.htm)
(3) Education Program Personnel Standards
(see http://www.csuci.edu/academics/faculty/facultyaffairs/rtp.htm); and
(4) policies for the evaluation of lecturers
(see http://www.csuci.edu/academics/faculty/facultyaffairs/policies.htm).
(5) University supervisor evaluations in the teacher credential programs, completed by Director of Field Placement, by student teachers, and by cooperating teachers (Exhibit 2.11)

Essentially each group must be evaluated by students in every course taught and by peers annually. These evaluations are reviewed by the Dean annually. The faculty member receives the feedback from the assessments and the Dean. These assessments are used to determine faculty's continuation at the university and in the SOE.

Table 2.3 Faculty Assessment

Point in Pro-				
First Year Tenure-Track Probationary faculty	Professional Development Plan (PDP) First year review elements: 1. Vita 2. Peer review of teaching 3. Student evaluations of teaching	Reviewed by Program Personnel Committee (PPC) Chair Dean	Is the PDP appropriate for setting the trajectory for the faculty member? Are the student assessments and peer observations indicative of excellent teaching?	Faculty member rewrites the PDP PPC, chair or dean recommend faculty member seek mentoring, coaching or support for teaching
Second year Tenure-track Probationary faculty	Portfolio submitted-PDP, Vitae Self Assessment of accomplishments in teaching, scholarship and service Student evaluations of teaching Peer observation of	Reviewed by PPC Chair Dean	Are the student assessments and peer observations indicative of excellent teaching? Is faculty member beginning or continuing scholar-	PPC, chair or dean acknowledge and commend work and/or recommend improvements such as faculty member seek mentoring, coaching or support for teaching.

Point in Program	Individual Level Assessments	Program Level Assessments	Analysis of Assessment Data	Potential Action Steps
	teaching		ship? Is faculty member contributing to service at the program level?	 If progress is not satisfactory contract discontinued.
Years three though six tenure-track faculty	Annual portfolio submitted that includes Vitae Self Assessment of accomplishments in teaching, scholarship and service Student evaluations of teaching Peer observation of teaching	Reviewed by PPC Chair Dean In Years 3 and 6 University RTP Committee	Are the student assessments and peer observations indicative of excellent teaching? Is faculty member continuing scholarship at a level satisfactory for promotion and tenure at the appropriate time? Is faculty member contributing to service at gradually increasing levels?	PPC, chair or dean acknowledge and commend work and/or recommend improvements such as faculty member seek mentoring, coaching or support for teaching.
Post Tenure	Every five years tenured faculty not going for promotion, prepare portfolio of teaching, scholarship and service, Vitae, student evaluations of teaching	Peer review committee PRC (5 members) Dean of the Faculty	Is the faculty member's teaching, scholarship and service at appropriate levels to benefit the university and program?	PRC or dean acknowledge and commend work and/or recommend improvements such as faculty member seek mentoring, coaching or support for teaching.

All faculty files are maintained by the University Faculty Affairs Office in locked file cabinets. The Director of the SOE has access to these files. Faculty who are on committees reviewing faculty members' work for retention, tenure and/or promotion decisions have access to specific faculty member files.

COOPERATING TEACHER ASSESSMENT

Cooperating teachers are assessed each semester by the student teacher and by the university supervisor (Exhibit 2.12). When items of concern are expressed, the Director of Field Placements meets with the cooperating teacher to discuss the concerns. Semiannually all cooperating teachers are recognized for their contributions to the university as supervisors.

Table 2.4 Cooperating Teacher Assessment

Point in Pro-				
Semi-annually	Student teachers and University supervisors evaluate cooperating teacher	Director of Field Placement reviews each assessment	Is the cooperating teacher mentoring, supporting and communicating with the student teacher? Is the cooperating teacher receptive to the university supervisor and communicating?	Cooperating teachers are honored at end of year celebration Cooperating teachers for which there are minor concerns are given feedback about ways to more effectively work with student teacher and university supervisor. Cooperating teachers who are not found to be satisfactory are not selected in future.

All Cooperating Teacher files are maintained by the Field Experience Office. Access to these files is through the Director of Field Placements.

Looking Ahead: Biennial Report Planning for Fall 2010

In Fall 2007, our faculty collectively decided to frame our first biennial report by calendar year rather than by academic year. In each program, faculty analyzed data collected on candidate performance from Spring 2007 through Fall 2007. Patterns were identified, strengths noted, and action plans for making program-level improvements were created. These program-level analyses and action plans were then collectively reviewed. Patterns across programs were identified, strengths noted, and an action plan for making School-wide improvements was created. Since submitting this first biennial report to CCTC in August 2008, we have carried out those action plans at program- and School-wide levels, as evidenced in a later section of our response to Common Standard 9.

Our initial experience with the biennial report taught us that the shift in thinking from academic year to calendar year was not an easy one to make. Since most of our programs create a cohort of new credential candidates each semester, we had thought in Fall 2007 that simply reporting on the previous and current semesters' data made sense. In practice, however, this seemingly simple shift in defining "yearly" data proved difficult and offered no benefit. In October 2008 we decided to revise our evaluation cycle to reflect data collected on an academic rather than calendar year schedule, as shown in Table 2.5.

Table 2.5 School of Education Evaluation Cycle: Transition from CY to AY Reporting

SOE Reports on Candidate Competence	Semesters of Data Collection	
WASC Report Submitted Fall 2006	Fall 2002-Fall 2006	
Biennial Report #1 Submitted August 2008	Spring 2007	Fall 2007
Biennial Report #2 Submit October 2010	Spring 2008 Spring 2009 Spring 2010	Fall 2008 Fall 2009
Biennial Report #3 Submit October 2012	Spring 2011 Spring 2012	Fall 2010 Fall 2011

As of this writing in Spring 2009, the following biennial report related activities are underway:

- Implementation of Spring 2008 action plans at program- and School-wide levels
- Organization of data collected from key assessments in Spring 2008 and Fall 2008
- Data collection on key assessments for Spring 2009

Our next biennial report, due in October 2010, will reflect what we do with data collected over five semesters – from Spring 2008 through Spring 2010. We want to ensure that our analyses and uses of these data serve purposes that we value, ensuring continual innovation and improvement in our programs and bringing our School always closer into alignment with the ideals named in our Conceptual Framework. Therefore, we will insert opportunities to collectively examine and reflect upon data on an annual rather than biennial basis, at program- and School-wide levels. In preparation for our Fall 2010 biennial report, then, the following plan is in place:

- Program coordinators organize data collected during Spring 2008, Fall 2008, and Spring 2009, sorted by key assessments.

- By October 31, 2009, faculty in each program review and analyze data from these three semesters; note program strengths; identify needs for improvement and/or possibilities for innovation.

- By November 1, 2009, create interim plans at program levels for implementing new ideas and/or for strengthening those aspects of the program that are identified as needing improvement. (We intend for these interim plans to be organic, creative, flexible responses to the data we read and the needs/opportunities these data suggest – rather than formal reports written for external audiences.)

- By February 15, 2010, the Associate Dean and Director of the School of Education provides opportunity for faculty across programs to: (1) share program-level analyses and interim plans for improvement and/or innovation; (2) identify patterns across programs; (3) identify needs for School-wide improvement and/or possibilities for innovation; (4) create an interim School-wide plan for implement-

ing new ideas and/or for strengthening those aspects of the School that are identified as needing improvement. (Again, we intend for this School-wide interim plan to be an organic, creative, flexible response to program assessments, not a formal report written for external audiences.)

- By September 15, 2010, program coordinators: (1) organize data collected during Fall 2009 and Spring 2010; and (2) facilitate program-level opportunities for faculty to review and analyze these data; note program strengths; identify needs for improvement and/or possibilities for innovation; and create a formal action plan for implementing new ideas and/or for strengthening those aspects of the program that are identified as needing improvement.

- By September 30, 2010, program coordinators complete the Credential Specific Information section of the Biennial Report (Section A).

- By October 15, 2010, the Associate Dean and Director of the School of Education provides opportunity for faculty across programs to: (1) share program-level analyses and plans for improvement and/or innovation; (2) identify patterns across programs; (3) identify needs for School-wide improvement and/or possibilities for innovation; (4) create a formal School-wide plan for implementing new ideas and/or for strengthening those aspects of the School that are identified as needing improvement.

- By October 31, 2010, the Associate Dean and Director of the School of Education completes the Institutional Summary and Plan of Action section of the Biennial Report (Section B), presents it for faculty review, and submits the biennial report in its entirety to CCTC.

We intend to follow a similar pattern for each subsequent biennial report, with purposeful opportunities built into “off” years for looking at data reflexively and creatively – with an eye toward envisioning new possibilities and innovations as much as toward identifying and correcting problems and weaknesses in our programs and School.

COMMON STANDARD 3
RESOURCES

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Response

Overview

The University faculty and administration have provided support for the CSUCI Education Programs by their vision, resources, and structure. This University has demonstrated its commitment to the School of Education's Programs since its inception in 2001. Using the University's mission statement as one of the primary focal points during the development of the CSUCI education programs, the faculty in the School of Education worked closely with the university community and education leaders throughout the county to identify resources needed to support the preparation of our teacher education candidates. CSU Channel Islands has supported and provided the needed resources for the development and implementation of all credential programs. The resources required to support program coordination, admission, advising, curriculum, instruction, and field experiences are included in the School of Education budget. School of Education candidates are supported by the same general systemic structures that exist for all CSUCI students (e.g., admissions, enrollment and records, library, counseling services, student life).

Process to Identify Resource Needs

A University-wide process is in place to identify resource and budgetary needs. The Dean initiates the process by presenting to directors and chairs their proposed FTES allocation for the year. A conversation among directors and chairs ensues, with some revisions made at this point in the process. The Senior Associate Dean and Director of the School of Education then solicits ideas from Education faculty and prepares a list of the identified needs and devises a budget for the School of Education. This proposed budget is negotiated with the Dean, who takes these negotiated budgets from all departments into account when creating an overall budget for instructional needs, campus-wide. This draft is then shared with the Academic Affairs Fiscal Policies Committee and the Vice President for Academic Affairs and Provost. The Provost, in consultation with the Dean, finalizes the instructional-needs budget and incorporates it into the completed Academic Affairs budget. The Provost then works with the Strategic Budget Committee to establish budget

parameters, review all campus budget submissions, recommend allocations under special circumstances, and engage in long-range budget planning. The process is inclusive and, since the inception of the University, the Education Programs have been supported at the institutional level.

School of Education Budget

Budgets are available for review in the document room. A summary of our current budget follows.

The School of Education annual budget is $3,119,100. Personnel costs are $2,988,771 (95.92%) of the total. The annual budget has three components: a budget for Education ($2,570,627) that includes all credential programs and the Masters programs, a budget for the Credential Office ($296,307), and a budget for the Liberal Studies program ($252,166). The personnel costs associated with the School of Education include salary and benefits for unit administrators (Senior Associate Dean and Director of the School of Education, Director of Field Placements, and the Credential Office Manager), credential analysts (2 FTE), support coordinators (2.5 FTE), student assistants (5 students for 2.5 FTE), tenured and tenure-track faculty (12 FTE of which one position is unfilled due to hiring freeze), and temporary faculty (21 FTE).

Cooperating teachers are paid a stipend of $25 per unit for each unit for which the student teacher is enrolled. The budget for this expense is included as a line item (Contractual Services) in operating expenses within the Education budget. All university supervisors are paid the state rate for mileage for field supervision.

As an example of Academic Affairs administration's support of Education, in very difficult fiscal times they have maintained a tenure-track faculty line in our budget until we are allowed to hire again. Other departments have recently lost tenure-track lines. Additionally, the Faculty-Student Ratio in the School of Education is approximately 1:14 (as compared to 1:20 for the University), in recognition of the intensive support needed for field supervision (Exhibit 3.1).

Program Coordination

Each credential program is coordinated by a faculty member who receives assigned time for coordination and advisement activities (Exhibit 3.2). Once candidates are admitted the program, faculty coordinators are responsible for advisement and career counseling. When candidates have completed all program requirements, advisement responsibilities are again assumed by Credential Office staff.

Curriculum Development

While curriculum development is understood to be part of the service requirement for faculty within the School of Education (see Education Program Personnel Standards at http://www.csuci.edu/academics/faculty/facultyaffairs/rtp.htm), several curriculum de-

velopment projects have been supported by assigned time funded by CSUCI Academic Programs and Planning (see www.csuci.edu/app/index.htm). Most recently, for example, these include assigned time to develop the Liberal Studies Teaching and Learning Accelerated Program (Fall 2007); to design the Single Subject History-Social Studies Credential Program (Spring 2008); and to re-design the Education Specialist Level I Credential (Spring 2009).

Facilities

In Fall of 2007, all offices associated with the School of Education (i.e., Field Experience, Credential, faculty, and staff) were relocated to a newly renovated floor. This university-level commitment to consolidating Education offices demonstrates the student-centered focus articulated in the CSUCI mission statement. Education candidates are now able to access credential, field experience, faculty, and administrative support all in one place. Prior to Fall 2007, these offices of the School of Education were spread through three buildings, making something as simple as getting signatures on an add/drop form a significant challenge for students. In addition to being student friendly, this space consolidation has greatly improved internal processes, including records management, communications among faculty and support staff, and ease of access to inter-office supports. Finally, the consolidation resulted in our being closer to School of Education classrooms.

Three classrooms are designated for Education courses. All three of these spaces are equipped with electronic whiteboards, projection systems, document cameras, desktop and/or laptop computers, printers, scanners, and instructional computer stations. In addition to these classrooms, we now have an agreement with the campus library for the use of two additional classrooms each semester.

Credential Office

The Credential Office provides a breadth of services for Education applicants and candidates. Supporting documentation (e.g., information session PowerPoints, brochures, forms, handouts for students, requirement completion verification forms) of these services, summarized below, is available for review in the Credential Office Binder located in the Document Room.

The office is staffed by a credential office manager, two credential analysts, a support coordinator, and student assistants. From a student's initial contact, the Credential Office offers informational sessions designed to answer questions and provide materials that will facilitate students' application to Education programs. The Credential Office handles student applications and monitors student files for completion of application requirements. As candidates progress through their program, the Credential Office acts as the clearinghouse for all pertinent changes in requirements, modifications of state regulations, application and certification processes, and validation of records. As the "one stop shop" for pre-service and in-service teacher education candidates, this office advocates for students and plays a vital role in providing assistance and information.

The Credential Office serves as a campus resource to provide advice, guidance, assistance, and current information to students, members of the faculty, county education offices (serving Ventura and Santa Barbara counties), the community and other interested parties on matters regarding the State and the campus credential requirements. Credential staff members serve as a liaison between the campus and the California Commission on Teacher Credentialing, by recommending the issuance of teaching credentials. Advising services are available with the goal of supporting individuals interested or engaged in teaching and/or educational administration. Information meetings are conducted to provide admissions assistance and an overview of the teaching field. Resource materials, including admission and credential materials, test bulletins, and test preparation referrals are provided. For more information see http://education.csuci.edu/credentials/index.htm.

Field Placement Office

The office is staffed by a Director of Field Placement, a support assistant (funded 0.5 FTE from School of Education budget and 0.5 from Ventura County Office of Education Intern Grant), and one student assistant. In recognition of our significant reliance upon our Director of Field Placement for coordinating all field experiences, additional staff have been given time to assist with secondary placements and interns.

The Director of Field Placement has direct responsibility for placement of candidates in local schools within our service area. These placements include pre-program student observation placements and student teaching placements for all credential programs. To support CSUCI students and student teacher candidates, the Director of Field Placement provides workshops, professional development seminars, as well as in-service for University Education faculty, cooperating teachers, pre-service teachers, and student teachers.

The Director of Field Placement attends the Field Placement Directors Forum designed to bring Field Placement Coordinators together from the CSU campuses to facilitate communication and consistency within the student teaching arena. This forum functions as a problem-solving and idea-sharing body within the CSU. Items discussed include topics such as “courtesy placements,” student assessment, and issues and/or concerns for future problem-solving and idea-sharing within the CSU. Through discussion of policies, procedures, and documents, the opportunity for dialogue enables each campus to learn about other systems used across the CSU. This helps our campus keep abreast of current information and provides a “sounding board” for sharing ideas that will support our own campus efforts to support students. The Field Placement Office Website is located at http://education.csuci.edu/fieldplacement/Welcome.htm.

Assessment Management

Candidate assessment and program evaluation have been managed collectively, by the Director of the School of Education, Director of Field Placements, Credential Office, and each program coordinator. Most recently, resources for an accreditation coordinator and assistant have been allocated from the Dean’s Office and supplemented by School of

Education CERF funds. (CERF funds are generated by programs and courses offered through Extended Education. Since all Education credential programs are now fully offered on the state side, CERF funds are no longer available to sustain assessment management functions.)

Assessment management is an extremely important function in our School of Education, encompassing the following activities:

- Teacher Performance Assessment coordination (i.e., PACT)
- CCTC Accreditation Reporting (e.g., Biennial Report, program reports and action plans)
- Collection and collation of annual SOE assessment data
- Ensuring alignment between SOE Conceptual Framework and SOE Assessment and Evaluation Plan
- Implementing SOE Assessment and Evaluation Plan
- Chancellor's Office Accountability Reports
- Preparing for NCATE accreditation

We recognize assessment coordination as an ongoing challenge, as the required activities named above require resources that are beyond the current allocation. The Director of the School of Education is seeking ongoing campus support for full implementation and management of candidate assessment and program evaluation.

University Library

The 137,000 square foot John Spoor Broome Library, designed by architect Lord Norman Foster, opened in Spring 2008 (http://www.library.csuci.edu/). It has been described by CSUCI President Dick Rush as "the intersection of tradition and innovation, the physical and the intellectual, print and electronic, learning and teaching. It is both a stunning architectural gathering place and a 'cyberspace' where students and faculty can relate imagination to knowledge, and where classic texts and electronic resources reside in harmony."

CSUCI had a book/manuscript acquisition budget that is supported by the University and undergoes the budget review process annually. These funds have been used to purchase a multitude of library services such as several wireless classrooms where librarians provide instructional support for classes. The library includes an array of holdings including books, journals, periodicals and reference materials (75,000 bound volumes); however, in keeping with 21st century technology, digital collections are its centerpiece. The digital library includes more than 180,000 electronic books along with CDs, DVDs, and VHS; 32,000 digital images of art history, biology, environmental science, and current and historic campus photographs. This digital collection allows students, faculty, and community members to borrow texts, journals, periodicals from other libraries in California and around the world. Digital holdings also include a large variety of educational and discipline-based databases used for research in every field.

The library, media center, and computer labs offer extended hours to meet the needs of all students. Additionally, the library maintains digital equipment available for checkout by students and faculty (e.g., laptops, digital cameras, video cameras). Library staff members are available to help students and faculty in accessing information and using technology. Librarians offer formal information literacy classes, library instruction, and reference consultations on finding, evaluating, and using information to produce quality research papers and projects. They have been especially helpful in coaching School of Education students in the processes of videotaping lessons for their teacher performance assessment, editing, compressing files, and uploading them to *TaskStream*.

The library's support of the School of Education is further demonstrated by the participation of library staff on the SOE Advisory Committee.

All CSUCI students have an email address and access to Blackboard. Blackboard allows faculty to organize each class section for a variety of purposes, including course assignments, document posting, threaded discussion groups, on-line chats, virtual classroom activities, emailing, digital drop-box, and specific links and *Turnitin*. Faculty are also able to post all assignments, grades and attendance so that each student can keep track of his/her grade/progress. Library staff members provide training and technical assistance in the use of Blackboard.

Collections Supporting Education Candidates and Faculty

Current holdings in the library support all teacher education programs. Education faculty members are active in working with the University library to order readings, texts, titles, journals, film, software, compact discs and other instructional support materials. All relevant journals in the field of Elementary, Secondary, Special Education, and Administrative Services and Foundations and Theory of Educational Research are available through ProQuest, one of the premier academic research resources. In conjunction with the Ventura County Superintendent of Education, the John Spoor Broome Library at CSUCI houses a complete set of all California State adopted textbooks for use by our candidates and faculty. The 3,865 plus library holdings include titles in reading, critical pedagogy, culture, educational psychology, pre-school education, social studies, ability grouping, mainstreaming, socialization, politics in education, education law, testing and assessment, curriculum and planning, parent participation, education administration, educational research, foundations of education and all of the California State Subject Matter Frameworks as resources for students and faculty. More materials are being added as requested or identified by library staff and faculty.

Reference and Electronic Resources

References and electronic resources include standard works that support research in education. Representative titles include ERIC, Pro Quest, California Department of Education, Chronicle of Higher Education, Education Codes, Education Week, Statistical Abstract of the United States, U.S. Department of Education Information, Reference Resources for Children's Literature, Young Adult Reading List, ERIC Clearinghouse on

Assessment and Evaluation – Test Locator, ERIC Clearinghouse on Reading, English and Communication and JSTOR. Data-bases that are provided by the digital library are listed at http://www.library.csuci.edu/articles/db_az.htm.

Periodicals and Journals

CSUCI students have access to a variety of on-line curriculum materials, including Education Connection, Environmental Resources (P-12), History Resources, Institutes for Learning Technologies (P-12), MathMagic (P-12 math problem solving strategies), NASA Spacelink, Native American Indians, Parents and Children Together Online, Quest, NASA's Technology and Literacy Page, Teachnet, and TEAMS Distance Learning-Resources for P-12 teachers.

Examples of web databases available for students and faculty include Britannica Online, CARL (from 1988) Education Index (from 1983) ERIC (Educational Resources Information Center), Education Abstracts, InfoTrac (from 1980), Lexis Nexis (current resources and full-text journals), Academic Univers, Full Text, Literature Resource Center, PsychInfo (1987- present), via WebSpirs, ERIC via First Search (education 1984-present) Social Scioences Abstracts, Exceptional Child Education Resources, Child Development Abstracts and Bibliography, Physical Education Index and Sociofile via WebSpirs. Other general databases useful to education include CARL UnCover which indexes approximately 19,000 journals across all disciplines.

Databases

Some of the library subscriptions include: Information Sources, Government Publications: U.S. Bureau of the Census, Latest Federal Government Statistics/FEDSTATS, official California home page, FirstSearch 2 (includes access to the FirstSearch databases for which the Library pays a per search charge and includes Dissertation Abstracts, Index to Legal Periodicals, Books, and PAAIS International). Librarians provide support for students and faculty researching specific topics by identifying helping to identify the resources that will provide the needed information.

First Search is an extensive collection of indexing databases across the curriculum with document delivery available. The base subscription includes access to general periodical literature, periodical literature in the humanities, sciences, and social sciences, government documents, tables of contents for over 12,500 journals, and conference papers and proceedings.

Also available through the Library's Public Access Catalog (PAC) are links to online databases for full text access, and all full text journals accessed electronically have been added to the periodicals list. This, coupled with various enhancements in document delivery services, has resulted in providing efficient journal research. CSUCI is also linked with the entire CSU library system and can provide research materials through interlibrary loan from other CSU campuses as well as from other libraries around the world.

Additional Library Resources/Information

The Ventura County Superintendent's Office operates the Professional Library collection, County publications reference collection, and the Learning Resource Display Center. These collections are available to all CSUCI students in the same way that they are available to local educators. The Professional Library collection focuses on P-12 education materials and includes the following resources: over 1500 books and other media covering all aspects of teaching and staff development. A journal collection that offers 25 in-house periodicals and a large database of online full-text journal articles, a SELPA Collection that offers resources in all areas of special education, the United Parent Collection that provides information on childhood disorders and support for family members, the Health Programs Collection that enhances support for health education and training, and the classroom video collection that supports curriculum in grades P-12 are also available.

County Publications Reference Collection offers documents created by local districts, counties, and the California Department of Education.

The Learning Resource Display Center (LRDC) includes instructional materials approved for adoption by the State of California in grades K-8 that are on display for the public to view. Materials currently under review by the state are also displayed. Materials provided by educational publishers include: pupil and teacher editions, teachers' supplementary resources, plus software and video support. Online resources of over 300 education journals round out the collection.

Computing and Telecommunications Services

From its inception, the University has placed a strong emphasis on technology. The focus on technology as a tool for teaching and learning is evident in the respective programs. We continue to set priorities to meet academic needs as resources are made available. The institution is connected with the CSU system-wide network and continues to build a robust fiber optics infrastructure that provides access to all online and Internet services for faculty and staff. The technical staff develops equipment standards and administrators set the fiscal policies and support schedules so technology is consistently upgraded and funds are made available to support this effort. The University is creating an environment where faculty and staff are technology-oriented and continuously improving their skills with regard to computing and telecommunications. The following link provides a good overview of Information Technology services: http://www.csuci.edu/it/services.htm

Organization and Personnel

The Information Technology division has responsibility for managing all voice, data, network, video, and media services as well as hardware and software to support all of the systems. The Information Technology division provides all of the technical and programming support for the information databases. CSUCI information services are centralized while the programs and services are being developed. The functional decisions are made by the appropriate groups on campus and coordinated with technical support from

Information Technology. The Technology Advisory Committee, a standing committee of the Academic Senate, meets twice a month with IT staff to explore and implement instructionally related technology such as clickers, electronic whiteboards and lecture capture. These topics are provided by faculty members.

Information Technology Services contains a department dedicated to Academic Technology. This center is located in the John Spoor Broome Library. Here faculty have access to IT professionals with technological expertise who coach faculty through the processes of developing media rich instructional materials, as well as access to tools like Wimba Classroom, Camtasia, and Respondus.

Campus Network

CSUCI connects to the CSU CENIC which is a high speed fiber optics network connecting all twenty-three CSU campuses, several community college districts, and the Internet. CSU has a fiber optics backbone with Cisco equipment. Management tools systematically monitor bandwidth use to reduce down time. Each new building or remodeling project follows CSU telecommunications guidelines for network infrastructure. Upgraded wiring and equipment is included in each project.

The campus has implemented a VPN (virtual private network) which allows employees to access network resources from off campus.

Server and Services

The campus has adopted Exchange as the email and calendar package. The CSU has a system-wide site license for Microsoft products that makes it cost effective and well supported. The server support technicians consistently evaluate campus needs and develop plans to implement additional servers to support file sharing, imaging, financial aid, development, authentication and web services as the University continues to grow. The facility continues to install servers as applications are identified.

In addition, the IT Department has an Academic Server set up where faculty members can have full access to run research related projects.

All faculty, staff, and students at CSUCI are provided with:

(1) a network account and email address
(2) an ID card that is used for library identification, food services, and copying services.

In 2004, the IT Department and SOE faculty in the Single Subject Program worked together to implement TaskStream – Web-based software to which candidates subscribe, and which allows candidates to post a variety of files (text, photographic, video) related to course and field assignments. This collaboration extended to the Multiple Subject Program in 2008. Single Subject and Multiple Subject faculty, candidates, and IT staff continue to work closely on TaskStream implementation, which is currently being used in

both programs as the mechanism for hosting and managing each candidate's teaching performance assessment (i.e., PACT) files.

Faculty/Staff Training and Support for Technology

Academic Technology Services provides training workshops on the use of instructional technology such as Blackboard, Wimba Classroom, creating 508 compliant documents, course based website design and development, and multimedia equipment used to create student projects**.** We expect the demand for instructional technology support to grow over the years as faculty and student enrollment increase and technology is further integrated into the classroom. CSUCI also provides "smart" classrooms (in which multimedia equipment is permanently installed and configured) and a streaming media server that allows faculty to include video and audio files in their instructional web sites.

In February 2002, CSUCI purchased Blackboard for enhanced course delivery, along with training. Each year Blackboard features are improved and new technology is introduced to the campus. Faculty and staff are provided with in-service training to help them access the latest features. Published training schedules are designed to provide multiple opportunities for in-depth, on-going training (http://www.csuci.edu/it/training.htm).

The IT Department maintains a website dedicated to Faculty Services (http://www.csuci.edu/it).

Help Desk

The Help Desk was developed in 1998 to meet the growing demand for computer support among the campus faculty and staff at Channel Islands (which was then affiliated with the CSU Northridge campus). Help Desk services were expanded in 2001 to prepare for the CSUCI opening. The Help Desk provides a single point of contact for CSUCI faculty, staff, and students to report problems, request changes or ask questions regarding the use of campus computer resources. Help Desk reports are created on line by the IT staff; a Web product to support this function was installed in 2002. Statistics and assessment reports are published for campus view.

The campus link to IT services is through the IT Help Desk. Staff at the Help Desk respond to classroom technology issues and other forms of 1st tier support, and refer requests to the appropriate IT area for 2nd tier support. The web link for the Help Desk is: http://www.csuci.edu/it/helpdesk.htm

CSUCI Computer Refresh Program

The CSUCI Computer Refresh program is run through the Budget, Procurement and Support Services office with considerable assistance from the Campus Information Technology Department. The Computer Refresh program was created to replace all out of warranty computers, to create replacement cycles for all computers, and to create campus standards for minimum requirements on all computers to help efficiently run the day to

day business of all individuals on campus. The campus is currently on a 3-year warranty cycle, therefore computers are updated every three years.

All computers on campus are covered. This includes PCs, MACs, laptops, classroom, lab, and those computers from self support units. Minimum requirements for computers are reviewed regularly to ensure that each computer will meet the minimum requirements. There are 4 different computers currently available: Dell Desktop (755 SFF); Dell Laptop (Latitude 630); Mac Book Pro, and IMAC. All computers include all the various peripherals including mice, keyboards, monitors and speakers. Standardizing computers across the University reduces support costs. With computers on a replacement cycle we ensure that all computers are under warranty and replaced regularly to accommodate the changing environments.

Instructional Computing Labs

Open computer labs are available in the Broome Library and are open based on library hours. There are approximately 110 PC computers equipped with the latest software. These include:

- Microsoft Office 2007
- Adobe Creative Suites 3
    - Photoshop
    - Dreamweaver
    - InDesign
    - Illustrator
- SPSS 16

Additional software applications are loaded at the request of faculty to support individual courses. The standard academic software package decisions are made by appropriate faculty.

Through several small grants, the Education Program upgraded three classrooms (Bell Tower 1726, Bell Tower 2716, Bell Tower 2684) with new technologies specifically designed for preparing educators. The classrooms have electronic whiteboards, projection equipment, an electronic document camera (Elmo), and either desktops on the periphery of the classroom or laptops on a cart. These rooms contain similar equipment to what is found in some schools in our service area.

CSUCI Hardware/Software List

OPERATING SYSTEMS

1. Windows XP with Service Pack 2
2. Mac OS 10.5

OFFICE PRODUCTIVITY

1. Windows Office 2007 with Service Release 2
2. Mac Office 2008

BROWSERS

1. Internet Explorer ver. 7, 8 Mac
2. Firefox 3
3. Safari

APPLICATIONS

1. Sophos http://www.csuci.edu/it/software.htm
2. Acrobat Reader 8.x/
3. Microsoft Office Professional 2007/2008
4 SPSS

CONCURRENT LICENSING FOR:

1. Mathlab
2. Adobe Creative Suites 3

COMPUTER HARDWARE

1. Dell
2. Apple

PDA

1. Treo
2. iPhone
3. Nokia E71

PRINTERS

1. HP3000 and 4000 series for workgroup printing
2. HP5185 Multi Function Printers
3. Pharos Copiers

Summary

CSUCI continues to be a developing and growing university. The leadership of the University understands the need to continue to provide adequate resources in technology, library, media resources, computer facilities, full-time and part-time instructional faculty as well as support personnel to meet the needs of candidates in all of the Education programs. These resources are required to accomplish the mission to which we have committed.

COMMON STANDARD 4
FACULTY

Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Response

Consistent with CSUCI policies and procedures, only qualified individuals are hired and assigned to teach and supervise the fieldwork for all of the credential and certificate programs offered. Full-time, tenure line faculty members are recruited through a comprehensive national search process that includes an on-line application. The Faculty Search Committee conducts an on-line review of all applications, conducts telephone interviews and invites finalists for on-campus interviews. These on-campus interviews are unique to the CSUCI hiring process in that candidates are evaluated in a campus-wide, interdisciplinary forum. This evaluation process is based not only on candidates' disciplinary and pedagogical expertise, but also on their ability to collaborate with faculty from other disciplines. The Faculty Search Committee makes recommendations to the Dean, Vice-President for Academic Affairs, and the President of the University. The President makes the final selection. Faculty positions are posted in publications that reach a broad national audience as well as publications that target diverse faculty candidates; positions are also posted on discipline related lists (Exhibit 4.1).

Faculty Recruitment and Diversity in the School of Education

In hiring both permanent and adjunct faculty, the School of Education strives to identify individuals whose professional values and career paths are consonant with the mission and core values of CSUCI (Exhibit 4.2). We also seek faculty representing experiences in diverse settings in public schools, with experiences in multicultural, multilingual and special education settings. Knowledge and expertise in technology and gender equity is also stressed.

Tenured and tenure-track faculty in the School of Education come from a variety of disciplines and all have substantive teaching experience in P-12 schools. Further, each fac-

ulty member has developed a research agenda that is connected to their teaching and academic preparation. (Faculty vitae are available for review in the Document Room. See also http://summit.csuci.edu/facultyAccomplishments/facultyAlphabeticalList.pub). Collectively, faculty in the School of Education are reflective of the diverse society at a state and national level, including cultural, ethnic, and gender diversity (see Table 4.1) and are able to provide classroom and fieldwork experiences that are directly aligned with the program opportunities established by the California Commission on Teacher Credentialing. Following is a list of the tenured/tenure-track and full-time lecturer Education faculty who teach in the various credential programs. All tenure-track faculty and the majority of full-time lecturers hold terminal degrees.

Lillian Vega-Castaneda, Ed.D.
Professor of Education, Language/Multicultural

Robert E. Bleicher, Ph.D.
Associate Professor of Education, Science

Merilyn Buchanan, Ph.D.
Associate Professor of Education, Mathematics

Kathleen Contreras, Ph.D.
Lecturer in Education, Multicultural/Bilingual

Manual Correia, Ph.D.
Assistant Professor of Education, Literacy

Jeanne Grier, Ph.D.
Associate Professor of Secondary Education
Single Subject Program Coordinator

Tiina Itkonen, Ph.D.
Assistant Professor of Special Education
Education Specialist Level II Coordinator

Jill Leafstedt, Ph.D.
Assistant Professor of Special Education
Education Specialist Level I Coordinator

Alex McNeill, Ph.D.
Professor of Kinesiology
Director of Liberal Studies

Elizabeth Quintero, Ph.D
Professor of Early Childhood Education
Coordinator, Early Childhood Studies Program

Tim Rummel, Ph.D.
Lecturer in Education
Coordinator, Administrative Services

Mona Thompson, Ph.D.
Lecturer in Education

Kaia Tollefson, Ph.D.
Assistant Professor of Education
Language, Literacy and Sociocultural Studies
Accreditation Coordinator

Eric Toshalis, Ed.D.
Assistant Professor of Secondary Education

Dawn Witt, M.S.
Lecturer in Special Education

Table 4.1 School of Education Faculty Demographics 2008-2009

Race/Ethnicity				
White, Non-latina/o	9	35	44	83.0%
Hispanic, Latina/o	2	5	7	13.2%
Asian American		1	1	1.9%
African American		-	0	0.0%
Native America		-	0	0.0%
Unknown		1	1	1.9%
			53	

	Tenured/Tenure Track	Lecturers	Total	Percent
Gender				
Male	4	12	16	30.1%
Female	7	30	37	69.8%
Total	11	42	53	
International Faculty & Country of Origin	Alex McNeill Merilyn Buchanan Tiina Itkonen	England England Finland		

Part-Time Faculty

Part-time faculty are highly qualified, experienced educators. (See faculty vitae in Document Room). Many of the part-time faculty members hold a terminal degree; others hold a Master's degree, at minimum (Exhibit 4.3). Part-time faculty hiring is conducted by the Senior Associate Dean and Director of the School of Education. Selection of part-time faculty is based upon the experience and expertise of the candidate in the content area as well as evaluations and recommendations both from school districts and previous employers. In addition to meeting the minimum requirement of a Master's degree in education, applicants for part-time positions must demonstrate a minimum of three years teaching or administrative experience that is relevant to the teaching and/or supervision assignment (Exhibit 4.4).

University supervisors meet on a regular basis (a minimum once per semester) to review and update themselves on changes in the law or changes in the University's expectations for the candidates. Many of the University supervisors have been with CSUCI since the University offered the first Teacher Education Program in 2002. The Director of Field Placement and the appropriate program coordinator introduce new CSUCI supervisors to their role in the University. These individuals come to a new supervisors' orientation and training. They also receive peer support from experienced supervisors at the semester meetings for supervisors. They are given a handbook which is updated annually. (Field Placement University Supervisor handbooks for all teacher credential programs are available for review in the Document Room.)

Nondiscrimination Policy

The California State University does not discriminate on the basis of gender in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there under prohibit discrimination (including harassment) on the basis of gender in education programs and activities operated by CSUCI. Such programs and activities include admission of students and employment.

The California State University does not discriminate on the basis of disability in admission or access to, or treatment of employment in, its programs and activities. Sections 504

of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, together with the regulations adopted there under, prohibit such discrimination.

The California State University complies with the requirements of Title VI of the Civil Rights Act of 1964 as amended by the Americans with Disabilities Act and the regulations adopted there under. No person shall, on the grounds of race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination (including harassment) under any program of the university.

The California State University does not discriminate on the basis of age, ethnicity, religion, sexual orientation, pregnancy, marital or veteran status in any of its programs or activities. CSUCI complies with all applicable federal and state laws and regulations and Trustee policies in this area. (See Exhibit 4.5 for the CSU policy on non-discrimination: Executive Order 883, System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment).

Faculty Knowledge of California Standards and Schools

As described in our response to Common Standard 2, one way faculty members demonstrate their currency and familiarity with academic content standards, curriculum frameworks and accountability systems in the California public schools is through the peer review process. The peer review process, for tenure-track faculty, is described in the School of Education retention, tenure, and promotion standards (see http://www.csuci.edu/academics/faculty/facultyaffairs/rtp.htm). For part-time faculty, as with full-time faculty, the annual peer evaluation (Exhibit 4.6) and Student Evaluation of Teaching Effectiveness (Exhibit 4.7) assess instructors' demonstration of content currency and pedagogical effectiveness. For all faculty, the expectation is for excellence in teaching. Faculty are knowledgeable about the context of public schooling and model exemplary professional practice in scholarship, service, teaching and learning. Another way that faculty demonstrate knowledge of academic content standards, curriculum frameworks, and accountability systems in the California public schools is in their course syllabi (e.g., learning outcomes, course assignments, course readings) which are available for review in the Document Room.

Faculty academic expertise, experience, preparation, and interests are the primary determinants for course teaching and field supervision assignments. Course assignments are made with these criteria in mind, and are in keeping with the CFA contract (see http://www.calfac.org/allpdf/contractpages2007/Article_12.pdf).

Faculty maintain a high level of involvement in schools and districts in the community as a way of staying current regarding demographics, curriculum, programs and other educational needs. Table 4.2 provides a summary of School of Education faculty members' activities in P-12 schools and classrooms in our service area.

Table 4.2 School of Education Faculty Involvement in Area Schools and Classrooms

CSUCI School of	
Adler, Mary	• Early Assessment Program (EAP), Expository Reading and Writing Course. Santa Barbara, Ventura, Oxnard, and Conejo Valley School Districts. Annually 2005-present. • RIAP workshops for local content area teachers, Summer 2008, Summer 2006. • Modeling lessons in creative writing, UCMS, Spring 2008 (with Matt DeMaria's 8th grade English students). Will continue this year with Danna Lomax. • Keynote Address: Ventura County Reading Association, Camarillo, CA, February 2006. • Professional development consulting for LAUSD, 2005-07 • NEA Grant for collaborative discussions of secondary literacy w/Dori Maria Jones and a teacher team at Frank MS, 2004-05
Arner-Costello, Fran	• Assistant Director of the Ventura Office of Education SELPA
Bleicher, Robert	• Directs EAP working directly with high school teachers in mathematics and literacy workshops • One of two School of Education faculty participating on a research team that also includes two UPS teachers and the UPS superintendent/principal. The team presented its findings at the American Education Research Association in Spring 2008; winner of the AERA 2008 Claudia A. Balach Teacher Researcher Award. • Teaches Educ 101 Introduction to Elementary Schooling on-site at a local elementary school where over 50% of students are English learners.
Buchanan, Merilyn	• Liaison of CSUCI with University Preparation School, a professional development school, associated with the University. Works directly with teachers at the school. • One of two School of Education faculty participating on a research team that also includes two UPS teachers and the UPS superintendent/principal. The team presented its findings at the American Education Research Association in Spring 2008; winner of the AERA 2008 Claudia A. Balach Teacher Researcher Award. • Teaches Educ 101 Introduction to Elementary Schooling on-site at a local elementary school where over 50% of students are English learners.
Butterfield, Jarice	• Directs special education at Santa Barbara County Office of Education
Chrisman, Valerie	• Advise Assistant Superintendents of each district on a monthly basis of new policy, law, etc. from California Department of Education (all Ventura County districts) • Work with two district superintendents of Program Improvement Year 3 districts to implement new Local Educational Agency Plans. (Rio and Hueneme) • Provide professional development to district and site leaders and teachers on how to use data to change instruction (Ojai)
Contreras, Kathleen	• Plan and coordinate history social science presentations at CSUCI/UPS Charter School. • Plan, coordinate and facilitate after-school P-12 tutoring service for children of farm workers at their housing development site in conjunction with CSUCI Office of Civic Engagement. • Facilitate bilingual classroom experiences in conjunction with local school districts for CSUCI BCLAD students in multiple-subjects program.

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
	• Scholarship Chairperson for local CABE chapter (California Association for Bilingual Education), which provides financial aid opportunities for future bilingual teachers.
Correia, Manuel	• Pacifica High School, Teaching and Education Careers Academy (TECA), liaison and working with faculty on curriculum and program development. (06-07, 07-08, 08-09) • TECA Advisory Committee. (07-08, 08-09) • California Distinguished Schools Award Site Verification Team (S08) • Oxnard Union High School District English Learner Task Force. (08-09)
Cotsis, Virginia	• Full-time Literacy Specialist for Ventura County Office of Education
Flores, Stephen	• Teaches at Montalvo Dual Language Elementary School, Ventura
Gilmore, Jacqueline	• Works with many districts each semester placing student teachers and working with cooperating teachers.
Grier, Jeanne	• Supervised of secondary student teachers in several area high schools (Hueneme, Westlake, Thousand Oaks, Camarillo, Oxnard) and junior/middle schools (E.O. Green, Cabrillo, Anacapa, Rio de Valle, Santa Barbara) • Conducted student teacher orientations at Hueneme High School and Frank Middle School • Science fair judge, Sycamore Canyon • Assisted with initial middle school charter planning at the University Charter Middle School
Itkonen, Tiina	• 2005-2007 field support to one level 2 candidate; Channel Islands High School • 2007-2008 observation at Camarillo High School based on Level 2 candidate request • Consulted with Phoenix School on paraprofessionals' instructional work • Coordinated BTSA and SELPA activities related to Level II candidates' teaching assignments • Facilitate networking for Level II candidates with exemplary middle and high school teachers as part of the Professional Learning Community process
Johansen, Erik	• Concurrently taught since 2002 a full schedule of English Language Development and Social Sciences at Hueneme High School and ENGL 475 and EDSS 550 at CSUCI. • Has hosted many CSUCI observers in his own classroom as well as coordinated classroom visits on site (Hueneme HS) with other teachers, including mainstream, ELD/SDAIE and Special Ed. Programs. • Served as cooperating teacher for several CSUCI teacher candidates over the past 5 years. • Attended the initial CSUCI Social Science Network meeting representing both CSUCI and Oxnard Union HS Dist. • Has conducted many teacher training sessions on the implementation of SDAIE throughout California during his association with CSUCI.
Karp, Joan	• Serves on Board of University Preparation School • Serves on Advisory Board of TECA at Pacifica High School • Assisted with student interviews for admission to TECA • Supervised special education student teachers
Leafstedt, Jill	• Publish parent education articles for Pleasant Valley Cooperative Preschool newsletter 2007-present • Worked with UPS on beginning an RTI program 2006-2007

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
Newman, Julia	• Primarily supervise special education Interns at their school sites • Teach Intern Seminar
Patten, Barbara	• In addition to working with student teachers, I served on a committee for White Oak Elementary when they had their validation visit for California Distinguished School.
Phillips, David	• Santa Paula Elementary School District o Directed Science Adoption Grades K-8 (2007-2008) o Modeling Science Lessons in the Classroom K-8 (2005-present) o Science Curriculum Development Grades 4 and 5 (2005-2008) o Presented Staff Development to Teachers Grades 4 and 5 (2006-2008) • Rio Elementary School District o Assisted in the Planning and Design of Science Lab Renovation (2008) • Conejo Valley Unified School District o Presented Staff Development in Science for Grades 4 and 5
Puglisi, John	• Superintendent of Schools, Mesa Elementary School District
Quintero, Elizabeth	• Active Participation in Councils and Coalitions: o Member of Pre-K Coalition of Ventura County o Member of Ventura County Childcare Planning Council o Member of Ventura Association for the Education of Young Children o Member of Baccalaureate Pathways in Early Care and Education, a project of California State University Child Development Faculty to communicate and coordinate across programs o Member of Higher Education Collaborative of Early Care and Education professors of California State University and Community Colleges of California • Regular visits to schools and preKs where student are placed: o University Preparation School o Rio School District o Ocean View Early Education Program o Camarillo Parent Cooperative Preschool o Child Development Resources (Head Start) o Child Development Incorporated (Head Start) o Pleasant Valley School District o Ventura Unified School District o Great Pacific Child Development Center
Rummel, Tim	• Supervises Administrative Services candidates at their school sites
Short, James	• Math Specialist for the Oxnard Union High School District. In that capacity I do the following: o Provide professional development for math teachers in my own district. o Work with Vicki Vierra in the County Office of Education as one of Ventura County SB 472 math workshop providers. o Along with Vicki Vierra, have provided EAP math workshops in the past, and will be collaborating again to present one in December. o Provide coaching and support to the math teachers in my district. o Oversee the development and administration of district wide assessments in my district. o Work with math teachers to analyze assessment data, and then make appropriate instructional decisions based on the data. o Work with middle school math teachers from the schools and dis-

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
	tricts that feed into the OUHSD to try and make the transition as smooth as possible for our students.
Thompson, Mona	• Writing a Toyota Grant with the Pleasant Valley Elementary School District - targeting 3 Title I school sites. We have finished first writing phase • Supervising 2 student teachers at Dos Caminos Elementary School • Run a Family Literacy program on Mon. and Tues. for students who have academic challenges. CSUCI EDUC 521 students are tutoring the 15 upper grade children at Dos Caminos Elementary School. • Supervise 20 Student Observer/Participants at Dos Caminos Elementary School every Mon. and Tues.
Tollefson, Kaia	• Initiated and am co-coaching a Critical Friends Group for faculty from CSUCI School of Education, University Preparation School, and University Charter Middle School (Spring 2009) • Supervised EDMS 565 student teacher at University Preparation School (Fall 2008). • Supervised EDUC 521 student observers at University Preparation School (Spring 2009, Fall 2007). • *School accountability: To whom? To what? Why? How?* with Eric Toshalis (2008, September). Presentation to parents, teachers, and administrators at University Charter Middle School and the University Preparatory School at CSUCI in Camarillo, CA. • *On Motivation: A Workshop for Teachers*, with Monica K. Osborn (2008, August). Presented at University Preparation School/ University Charter Middle School, Camarillo, California. • *Encountering behavioral "problems" in the classroom* with Eric Toshalis. (2008, May). Consultation at University Charter Middle School in Camarillo, CA. • *Cultivating the learner-centered classroom: A conversation with local authors about teaching and learning in the 21st century*. (2008, March). Book talk with co-author Monica Osborn, held at the University Preparatory School at CSUCI in Camarillo, CA. • *Journey Mapping for University Preparation School and University Charter Middle School* (2007, November). Facilitated school-wide faculty workshop. • *Community judge* (2006, November). Mock congressional hearings on *We the People*, Los Cerritos Middle School, Thousand Oaks, California.
Toshalis, Eric	• Supervising observers at UCMS & Pacifica HS • Supervising student teachers at Frank Intermediate • Tollefson, K. and Toshalis, E., School accountability: To whom? To what? Why? How? (2008, September). Presentation to parents, teachers, and administrators at University Charter Middle School and the University Preparatory School at CSUCI in Camarillo, CA. • Toshalis, E. History-social science partners event. (2008, May). Planner and presenter of collaborative event involving Ventura County social science educators and members of the history, political science, economics, and library faculties at CSUCI • Tollefson, K. and Toshalis, E., Encountering behavioral "problems" in the classroom. (2008, May). Consultation at University Charter Middle School in Camarillo, CA. • Toshalis, E. Cultivating the learner-centered classroom: A conversation with local authors about teaching and learning in the 21st century. (2008, March). Created and convened the event to celebrate the release of Dr.

CSUCI School of Education Faculty	Activities in Elementary/Secondary Schools and Classrooms
	Kaia Tollefson and Monica Osborn's book, held at the University Preparatory School at CSUCI in Camarillo, CA. • Toshalis, E. "Ability" tracking in public schools. (2008, February). Guest speaker in Ian McFadyen's class in the Teaching and Educational Careers Academy at Pacifica High School in Oxnard, CA. • Developed survey instrument to help Pacifica HS evaluate the effectiveness of its TECA recruitment strategies; October, 2008 • Participated in OUHSD social studies inservice training event at Oxnard HS; 10/22/08
Vierra, Vicki	This has been my work since 2001 (VCOE Math Specialist). I've worked with every district in Ventura County, except for Briggs. In October 2008, for example, I've participated in the following: • Facilitation of the Matilija Jr. High faculty's (Ojai USD) introduction to data teams • Support for math presenters for the Oct. 2 English Learners HS Conference • Classroom observations and standards writing for the Achievement Analysis for Fillmore HS • Special Interest group presentation on Math Coaching to the Math Leadership Cadre - Tri County Math Project (UCSB), teacher leaders from districts across Ventura County • Lead for Region VIII (San Luis Obispo, Santa Barbara, Kern & Ventura COEs) delegation to the statewide Algebra Forum in Burlingame, Oct. 13-15 - presentations by researchers in the area of algebraic understanding & development of an Action Plan for our region • Oct. 20-24 SB472 Math textbook institute for Rio SD & Oxnard SD teachers using their newly adopted Scott Foresman program • Numeracy Project workshop at Phoenix School for teachers from Triton School, Providence Court School, Gateway Community School and Phoenix School • Instructor training at Lawrence Hall of Science for the After School Math & Science program offered to Ventura County schools • Facilitate Math Dept. collaboration meeting for Fillmore MS, Marzano strategy of Compare & Contrast in mathematics • Attendance at RTI presentation by Mike Mattos at VCOE • Ventura County Math Council mini-conference "Goblins, Ghouls & Geometry" for 150 county teachers of mathematics P-12
Williamson, Suzanne	• Sept. 2001-June, 2006 - Elementary Principal - Simi Valley Unified • 2007, 2008 (Jan-June both years)- Pleasant Valley School Dist - GATE Symposium teacher (2 days/week - 20 weeks each year) • Sept, Oct 2007 - Consultant - Rio School district - CPM review coordinator - District and school sites
Witt, Dawn	• Currently I am supervising student teachers in Oxnard Union High School District, Santa Paula Unified High School District, and Ventura County Office of Education (Fall 2008). • I am also running a qualitative pilot study at SPUHSD involving one case study of an Ed Specialist (mild/moderate) teacher (Fall 2008).

SOE faculty collaborate regularly with colleagues from across the University, as evidenced, for example, by strong and consistent service on various campus committees (see http://senate.csuci.edu/committees.htm). Further evidence of faculty collaboration,

both within CSUCI and with members of the broader, professional community is available in faculty vitae located in the Document Room.

Evaluation of Teaching Performance

The CSU is a teaching institution and places this at the center of its mission, which states, in part: "To accomplish its mission over time and under changing conditions, the California State University emphasizes quality instruction." CSUCI and the School of Education, in keeping with the CSU mission, also emphasize teaching excellence. The University has made a public commitment to candidates and area educators that we will continuously model various approaches of effective teaching in our Education programs. Excellence in teaching is clearly the most significant factor in evaluating faculty in the School of Education, and an essential element in retention, tenure and promotion decisions.

Education faculty critique the effectiveness of their teaching using a variety of processes (e.g., peer review, student review, self reflection, teaching cycle narratives). These processes are described for tenure-track faculty in our Education Program Personnel Standards (see http://www.csuci.edu/academics/faculty/facultyaffairs/rtp.htm) and for lecturers in the Academic Senate Policy for Evaluating Part-time Faculty (Exhibit 4.8). Faculty success in meeting these standards leads to formal recognition and reward for teaching excellence via advancement through RTP process for tenure-track faculty and through range elevations for lecturers. Lack of success in meeting these standards results in faculty development interventions and/or recommendation for non-retention.

Faculty Development

The Office of Faculty Development supports instructionally related activities designed to improve instruction (e.g., monthly newsletters summarizing current research on effective teaching practices; workshops on promoting student engagement, effective pedagogy, assessment and evaluation practices).

Faculty are supported in their professional development in a variety of ways:

- A number of faculty members are supported to participate in professional development seminars on teaching and learning sponsored by the California State University. These seminars bring together individuals with expertise in teaching and/or research in various areas through the CSU including, literacy education (CAR), and regional meetings for other program areas. (See faculty vitae in the Document Room).

  Funds for travel to conferences, seminars and professional development meetings are provided, with an emphasis on supporting faculty in presenting papers (e.g.,

American Education Research Association, California Association of Teachers of English, International Reading Association, National Association for Bilingual Education). Each full-time tenure-track faculty member receives a yearly stipend from Academic Affairs to support travel and conference costs ($1200). Each full-time lecturer within the School of Education also receives a stipend ($500, using CERF funds) to support these activities. Faculty accomplishments are noted within individual vita (Document Room) and are published annually in the CSUCI Faculty Accomplishment booklet. (http://summit.csuci.edu/facultyAccomplishments/facultyAlphabeticalList.pub).

- Faculty members are encouraged to submit grant proposals within and external to the CSU system (faculty vitae, Document Room). The CSUCI Office of Faculty Development offers opportunities annually for faculty to write and compete for campus-wide Faculty Development Mini-grants that financially support professional activities in addition to the funds mentioned above. Each year, School of Education faculty members have competed successfully for these grants. For example, four Education faculty won grants in the 2008-2009 academic year, which supported three units of release time for each grant winner and additional resources as needed for pursuing their scholarship.

- Faculty members engage in professional development in the community by participating in collaborative groups of professionals across our service area (e.g., RTI Workshop sponsored by VCOE; PACT workshops sponsored by Stanford). (See faculty vitae in the Document Room).

For additional information, please visit CSUCI's Office of Faculty Development web-page: http://facultydevelopment.csuci.edu/

Faculty Retention

We view the stability of our tenure-track faculty as one of the strengths of our School of Education (Table 4.3). In the eight years since we began as an Education Program at CSUCI, 13 tenure-track faculty have been hired. One has since been promoted to Associate Dean and Director of the School of Education; three have been tenured and promoted; and one chose to leave the University to take a position at another institution. The stability of our non-tenure track faculty is also strong (Table 4.4).

All faculty are regularly evaluated following procedures described in our response to Common Standard 2, and only those who are consistently effective are retained. Student evaluations of Education faculty indicate that teaching performance in the School of Education exceeds the campus-wide average (this data is available through the Office of Faculty Affairs); this reflects the expectation in the School of Education Program Personnel Standards (see http://www.csuci.edu/academics/faculty/facultyaffairs/rtp.htm) for tenure-track faculty that teaching performance must "exceed the standard."

History of Faculty Advancements and Non-retentions

Table 4.3 Tenure-track/Tenured Faculty

Year							
2001-02	2	2	-	1	-	-	Joan Karp, Professor Lillian Vega Casteneda, Professor
2002-03	3	3	3	-	-	-	Bob Bleicher, Assistant Professor Merilyn Buchanan, Assistant Professor Jeanne Grier, Assistant Professor
2003-04	3	2	-	-	-	1	Maria Denney, Assistant Professor Jill Leafstedt, Assistant Professor Alex McNeill, Professor
2004-05	-	-	-	-	-	-	No hiring
2005-06	2	2	-	-	-	-	Manuel Correia, Assistant Professor Tiina Itkonen, Assistant Professor
2006-07	1	1	-	-	-	-	Kaia Tollefson, Assistant Professor
2007-08	2	2	-	-	-	-	Elizabeth Quintero, Professor Eric Toshalis, Assistant Professor
2008-09	-	-	-	-	-	-	No hiring
Total	13	12	3	1	-	1	

Table 4.4 Lecturers (excluding Liberal Studies faculty)

Year						
2001-02	No data					
2002-03	No data					
2003-04	33	23	-	-	8	1
2004-05	42	32	-	-	9	1
2005-06	38	29	4	-	5	1
2006-07	40	30	4	-	7	1
2007-08	48	42	2	2	4	1
2008-09	47	N/A	9	1	2	-

COMMON STANDARD 5
ADMISSION

In each professional preparation program, candidates are admitted on the basis of well defined admission criteria and procedures (including all commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Response

Credential Admission Criteria

Multiple Subject, Single Subject, and Education Specialist Level 1

1. *Application.* Students apply to both the University and the School of Education Programs. Information and directions regarding the application procedures can be found on the CSUCI School of Education website link. Program advisement is available in the Credential Office and applications are available online (see http://education.csuci.edu/credentials/appprocess.htm).

2. *Basic Skills Requirement.* Students must pass the basic skills requirement prior to admission. This requirement can be met by passing any of the following:

   - CBEST Passage of a basic skills exam from another state
   - CSET: Multiple Subjects Plus Writing exam (for Multiple Subject and Education Specialist candidates only)
   - CSU Early Assessment Program (EAP) (English *and* Mathematics sections) taken in the Spring of 11th grade
   - CSU Placement Examinations: English Placement Test (EPT) passing score 151 *and* Entry Level Mathematics (ELM) passing score 50

3. *Subject Matter Preparation*.

   Multiple Subject Credential: The CSU Channel Islands Liberal Studies in Teaching and Learning option best prepares students for the subject matter knowledge and skills required for the Multiple Subject Teaching Credential Program. All program applicants are required to pass the California Subject Examination for Teachers (CSET) prior to admittance to the program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.

   Single Subject Credential: Prior to admission to the Single Subject Teaching Credential Program, students may complete a state approved subject matter program

in the specific content area from CSUCI or other colleges or universities. Students who have not completed a state-approved subject matter program must pass the California Subject Examination for Teachers (CSET) in the subject matter area of the single subject credential prior to admission to the Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.

Education Specialist. Applicants must complete subject matter competence for either a Multiple Subject Credential or a Single Subject Credential. The CSUCI Liberal Studies Option – Teaching and Learning best prepares students for the knowledge and skills required for passing the Multiple Subject CSET. Students must pass a relevant subject matter examination approved by the Commission (e.g., the CSET in any of the subject areas--Multiple Subject, English, Mathematics, Science, or Health) prior to admissions to the Education Specialist Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program. Applicants pursuing Education Specialist for teaching in middle and high school may demonstrate subject matter competence through an approved single subject, subject matter program in a content area such as English, mathematics, or science.

4. *Prerequisite Courses in Education* (16-20 units). If taken at CSU Channel Islands, the course must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed with five (5) years prior to beginning the program. The following table shows the prerequisite courses for various credentials.

Table 5.1 Prerequisite Courses Required by Program

ENGL 475 (3 units) Language and Social Context	X	X	X	X
SPED 345 (3 units) Individuals with Disability in Society	X	X	X	X
EDUC 510 (3 units) Learning Theory and Development	X		X	X
EDUC 512 (3 units) Equity, Diversity, and Foundations of Schooling	X	X	X	X
EDUC 520/521 (3 units/1 unit) Observing and Guiding Behavior/Field Experience	X	X	X	X
EDSS 515 (3 units) Adolescent Development for Secondary Educators		X		

* BCLAD Students are required to take HISTORY 445/EDUC 445 The Chicano Mexicano Child and Adolescent Child (4 units).

5. *Additional Requirements for Admission to the Teacher Education Programs*:

   a. U.S. Constitution: Knowledge of the U.S. Constitution demonstrated by completion of two semester units of a college level course or college level examination.

   b. Grade Point Average: Cumulative GPA of 2.65, or in the last 60 semester units completed, GPA of 2.75. If a student does not have the required GPA, conditional admission may be available on a limited case by case basis.

   c. Health Clearance: Evidence of a negative tuberculin test is required. The tuberculin test is valid for four (4) years and must be valid through student teaching.

   d. Certificate of Clearance: Students must possess or apply for a valid *Certificate of Clearance* as part of admission. A copy of a valid California teaching credential or permit satisfies the clearance requirement. The *Certificate of Clearance* is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.

   e. One Set of Official Transcripts: One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Office of Admissions and Records.

   f. Two Letters of Recommendation: Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.

   g. Experience: At least 45 hours of documented field experience in a K-12 classroom or equivalent documented field experience must be completed.

   h. Bachelor's Degree: A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.

   i. Writing Sample: Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools. In addition another "on the spot" writing sample is required of program applicants during the interview process.

   j. Interviews: An Education Program Admissions Committee interviews candidates once all portions of the admissions requirements are complete.

6. *Multiple Subject and Education Specialist Level I:* The California Commission on Teacher Credentialing (CCTC) requires program applicants to pass the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subjects or Education Specialist Level I Credential. It is recommended that the Assessment be taken after completion of the Literacy I course in the credential program.

7. *CPR:* Certification in adult, infant and child CPR is required by the CCTC prior to issuance of an initial teaching credential.

8. *BCLAD:* Spanish Emphasis Language Assessment - BCLAD emphasis. Students who wish to complete the BCLAD emphasis in Spanish should sign-up for the language assessment CSET LOTE (Language Other Than English) prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Commission on Teacher Credentialing for information regarding Test III: The Language of Emphasis as well as for testing dates: http://www.ctc.ca.gov

Requirements for Admission to Education Specialist Level II

1. These requirements differ from that of Education Specialist Level I because students admitted to this program currently hold the preliminary Education Specialist Level I credential.

    a. *CBEST:* Students must pass the California Basic Educational Skills Test prior to admission

    b. *Education Specialist*. Mild/Moderate Disabilities Level I Credential: Students must hold an Education Specialist Mild/Moderate Disabilities Level I Credential prior to being considered for admission to the Education Specialist Level II program

    c. *Evidence of Employment*: Applicants must provide evidence of employment as a Special Education Teacher prior to admission to the program.

    d. *Letters of Recommendation*: Two letters of recommendation from professionals who are knowledgeable about the candidate's professional work are required. At least one letter must be from the candidate's current supervisor or administrator. Letter from university faculty describing the candidate's ability to successfully complete graduate work are also recommend

    e. *Interview*: Interview with the Education Programs Admissions Committee is required prior to admission to the program

    f. *Writing Sample*: A written statement of purpose in a 400-600 word essay is required. This essay includes a reflection on personal and professional goals, and

how the candidate plans to acquire the knowledge and skills to achieve these goals.

Additional Requirements for Admission to the Education Specialist Level II Program:

g. Candidates are required to complete courses in health education and technology.

h. Candidates must be certified in adult, child, and infant Cardiopulmonary Resuscitation (CPR) prior to being issued a credential Education Specialist Credential from the Commission on Teacher Credentialing.

Requirements for Admission as an Intern

1. *Bachelor of Arts/Bachelor of Science*: Students applying to an intern program must hold a BA or BS degree from a regionally-accredited college or university.

2. *Grade Point Average*: Cumulative GPA of 2.65, or in the last 60 semester units completed, GPA of 2.75.

3. *Basic Skills Requirement:* Individuals may satisfy the basic skills requirement by one of the following methods:
   - Passage of CBEST Passage of a basic skills exam from another state
   - Passage of CSET: Multiple Subjects Plus Writing exam (for Multiple Subject and Education Specialist candidates only)
   - Passage of the CSU Early Assessment Program (EAP) (English and Mathematics sections) taken in the Spring of 11th grade, or the CSU Placement Examinations: English Placement Test (EPT) passing score 151 and Entry Level Mathematics (ELM) passing score 50

4. *Subject Matter Competence*: Prior to admission to the intern programs students must verify their subject matter competence by coursework or a subject matter examination.

5. *Certificate of Clearance*: Students must possess or apply for a valid *Certificate of Clearance*. A copy of a valid California teaching credential or permit satisfies the clearance requirement. The *Certificate of Clearance* is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.

6. *U.S Constitution*: Students must have proof of having studied the U.S. Constitution via coursework and/or passed a U.S Constitution examination.

7. *Preservice Requirement*: Students must have completed and passed the following courses in the Prerequisite Program – English 475, Education 520 and 521. Education Specialist applicants must also complete SPED 345. Students who have been accepted into a Credential Program will have completed these classes.

8. *Offer of Full Time Employment*: To be admitted into an internship program, students must have an offer of full-time employment with a participating Ventura County or Santa Barbara public school district in a teaching assignment which matches the credential being pursued.

Process: Students who wish to apply to an internship program and who meet the criteria addressed in items 1-8 must:

a. Contact the Intern Analyst via email for forms and instructions;

b. Meet with the Intern Advisor for academic planning;

c. Submit a signed Intern Authorization form (Exhibit 5.1) to the Intern Analyst in the Credential Office. This form must be signed by the hiring school district and the School of Education.

d. Submit an Intern Application packet for processing to the Intern Analyst in the Credential Office.

Early Completion Internship Option

The Early Completion Internship Option for Multiple and Single Subject Teaching Credentials (English, Mathematics and Science) allows individuals to bypass teacher preparation coursework by passing the Teaching Foundations and the fieldwork requirements by passing the Teaching Performance Assessment. In order to be eligible to participate in the early completion option, an individual must be accepted into a Commission–approved internship program and have an offer of employment from a school district.

Requirements for the Early Completion Internship Option

- Passage of the Teaching Foundations Examination (TFE)

- Individuals must satisfy all admissions requirements for the Intern program except for the Preservice requirement:

http://education.csuci.edu/credentials/forms/Intern_ProgramFlowchart_%282%29.pdf

- Individuals must satisfy all of the following requirements*:

1. Pass the Teaching Performance Assessment (TPA). At CSUCI this is the PACT that requires candidates to complete specific coursework in order to complete PACT. Candidates must pass the TPA on the first attempt in order to be eligible for the Early Completion Internship Option. If the candidate does not pass on the first attempt, he/she is no longer eligible to participate in the Early Completion Internship Option program and must complete the full teacher preparation program.

2. Pass the Reading Instruction Competence Assessment (RICA). RICA is a requirement for Multiple Subject Credential candidates only.
3. Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational settings.
4. Individuals applying for the Preliminary Multiple or Single Subject Teaching Credential must be formally recommended by CSUCI.

**The employer may require additional instruction deemed necessary for the preparation of the candidate.*

Requirements for Admission to Preliminary Administrative Services Program

1. *Application*: Students must apply to both the University Admissions Office and the Education Credential office

2. *Transcripts*: One set of official transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admission s Office.

3. *Grade Point Average*: Students must have a cumulative grade point average of 3.0 (B) to be accepted into Preliminary Administrative Services Credential Program

4. *CBEST Examination*: A copy of the card issued by the California Commission on Teacher Credentialing that verifying that the candidate has taken and passed the test prior to admission to the program is required.

5. *California Teaching Credential*: A copy of a valid California teaching credential is required for admission to the program. The credential verifies that the candidate holds a baccalaureate degree and has completed a program of professional preparation, including student teaching, or a valid California Designated Subjects Teaching Credential, provided the applicant also possesses a baccalaureate degree or a valid California Services Credential in Pupil Personnel Services, Health Services, Library Media Teacher Services or Clinical or Rehabilitative Services that required a baccalaureate degree and a professional preparation program including field practice or the equivalent submitted to the Education Credential Office

6. *Experience*. Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply.

7. *Letters of Recommendation*: Two letters of recommendation from professionals who are knowledgeable about the candidate's professional work. One of the letters must be from the administrator who is the candidate's current school administrator.

8. *Interview*: The candidate will be required to have an interview with the Education Program Admissions Committee prior to admission to the program.

9. *Writing Sample*: A written statement of purpose (500-600) word essay describing the reason/s the candidate desires to be school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Candidate Admission Procedures

At admissions the Credential Office is responsible for collecting and maintaining all candidate information. The Credential staff organizes each candidate's file and determines if the candidate has met the minimum requirements for admission to the program (for MS, SS, and ES I candidates--GPA, Subject matter competence, passage of basic skills requirement, Certificate of Clearance, health clearance, 45 hours of work with children or youth in schools, passage of course on US constitution, and written essay; for ES II--CBEST, Education Specialist credential, employment as a special education teacher, GPA, two letters of recommendation, essay; for AS--CBEST, California teaching credential, 3 years of experience teaching, two letters of recommendation, and essay). If the candidate has met the minimum requirements then the candidate is scheduled for an interview. Multiple Subject, Single Subject and Education Specialist Level I programs assess the candidate's ability to communicate with adults in writing and verbally by asking the candidate to read, write about and discuss a passage. Groups of candidates discuss commitment to teaching all learners in the richness of their diversity, and other pertinent questions while being observed by faculty and scored on a rubric. Letters of recommendation and essays are scored using a rubric. The results of the group discussion, written responses, recommendations and essay are considered by faculty and credential staff in determining admission. Once Education Specialist Level II and Administrative Services credential applicants' files are complete they are invited for an interview. At the interview they are assessed on group verbal skills and a written essay submitted with their application. At the conclusion of the interview process, the faculty and credential staff determines admission.

Recruitment of Under-Represented Groups

California State University Channel Islands actively recruits candidates for program admission from under-represented groups. The campus undergraduate student body represents minority and traditionally under-represented populations, providing a natural pool of students for Education credential programs. Education faculty use prerequisite classes as an avenue for recruiting diverse, motivated, academically engaged students to explore education as a career option. Further, CSUCI provides outreach to area educators from diverse backgrounds in our recruitment of future administrators.

Consistent with the mission of CSUCI, The School of Education faculty, staff, and administrators regularly work with neighboring P-12 school districts, local superintendents, and the Ventura County Office of Education to recruit candidates from diverse backgrounds to seek admission to all of the credential programs. CSUCI collaborates with these parties to recruit applicants from diverse backgrounds thereby enriching the quality

of the cohort group and also preparing candidates who represent the diversity of the P-12 schools of Ventura County. One example of a recent, faculty-led initiative is the collaboration between the School of Education and Pacifica High School's Teacher Education Careers Academy (TECA) in the Oxnard Union School District. TECA students are interested in pursuing careers as educators; they are primarily second-language speakers; and they come from the strong Mexican-American community of Oxnard. Several Education faculty members and the Director of the School of Education serve on the TECA advisory board. They consult with TECA faculty at Pacifica High School about appropriate curricula to prepare young students for careers in education; they also work collaboratively to bridge adolescent development with the students' career aspirations. Finally, School of Education and TECA faculty have worked together to arrange for students to come to CSUCI for a series of orientations to the university; Pacifica High School students meet with CSUCI students, faculty, admissions office staff, University Housing, and Student Life representatives.

Another method our School of Education has supported under-represented students' entry to careers in education has been to organize and sponsor writing retreats for students who express an interest in becoming a teacher but who, as English-language learners, have difficulty with written expression. These retreats have taken place during spring break week in order to provide students the additional time and focused attention for an enriched writing experience.

A third example of recruitment efforts of under-represented groups is sponsored by the California State University System. The CSU provides funding for each of its campuses to implement a unique program expressly designed to encourage the recruitment, retention and credentialing of under-represented groups. The areas of concentration for the TDP program are to recruit and prepare individuals who are interested in focusing on math and science preparation at the undergraduate and teacher credentialing levels. The Teacher Diversity Project (TDP) recruits students from under-represented groups. The TDP provides assistance in the following areas: test preparation for the CBEST, CSET, BCLAD, funding/support for test-taking; use of test preparation materials, and some assistance with textbook acquisition.

When the Teacher Diversity Project was first implemented at CSUCI, a task force composed of Education faculty and Credential Office staff met to design the process for allocating the funds given to our campus by the California State University State system. During the past two years, this process has been administered by the Credential Office Coordinator. The Teacher Diversity Project is supported by lottery funds from the CSU Chancellor's Office. Students are encouraged to visit the CSUCI School of Education website to find out about the project, and criteria to apply for the funds. They are able to download a copy of the application and complete the entire process online. Please visit our webpage for additional information regarding the Teacher Diversity Project: http://education.csuci.edu/credentials/teacherdiversity/.

COMMON STANDARD 6
ADVICE AND ASSISTANCE

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Response

Candidates in credential programs are advised with regards to academic standards, individual progress, professional preparation, career opportunities, and personal development in a number of ways. Academic advisement is provided by the faculty, program coordinators, Director of Field Placement, and Credential Office. As candidates progress through their program, each is encouraged to interact with the program faculty, the program coordinator, the Credential Office, and the Director of Field Placement, all of whom are knowledgeable about program requirements, deadlines, and procedures.

When appropriate, small portions of class time are used to update and remind candidates about upcoming deadlines, requirements, and other important program matters. Additionally, each credential program requires a seminar designed to support students in such areas as debriefing and learning from field experiences, working on culminating summative evaluation projects (e.g., PACT, poster session, portfolio), and preparing for the job search (e.g., learning to write a resume and cover letter; preparing for interviews). Student teacher supervisors also consistently facilitate communication among candidates, faculty, and cooperating teachers.

Digital Supports for Advisement

The Credential Office has a functional web-based database that integrates candidate data with information from PeopleSoft (the University's central data management system). The system has two functions:

1. Store candidate application and completion data
2. Provide faculty and staff with easy access to candidate information, making the advisement process accurate and efficient

In Spring 2008, our Credential Tracker Advisor was implemented. This system allows advisors to access data from the database described above while meeting with an individual candidate. Most critically, it allows advisors to keep a record of each of these advising sessions. This advising trail becomes part of the digital record for each candidate and all subsequent advisors have access to it.

Summary of Advisement Services

A summary of advisement and assistance that prospective and current candidates receive at each transition point is provided in Table 6.1.

Table 6.1 Summary of Advisement Services

Transition					
Pre-admission to Credential Program: Undergraduate students	Academic advising provided by CSUCI Advising Center	Information sessions in collaboration with SOE Director		Placements arranged for prerequisite field experiences, which entails advisement on professional disposition and deportment	Information sessions in collaboration with Credential Office
Pre-admission to Credential Program: Post-baccalaureate students who hold credentials from out of state	Transcript or credential review completed by Ventura County Office of Education or CCTC	Individual appointments with credential analysts for advisement on required courses and/or examinations			Individual appointments to address unique student situations and challenges
Pre-admission to Credential Program: Post-baccalaureate students seeking a credential		Information sessions offered in collaboration with SOE Director Individual advising appointment with credential analyst for advisement on required courses and/or examinations and completing application process			Individual appointments to address unique student situations and challenges
Admissions		Individual advising appointment with credential analyst for advisement on	Inform prospective candidates about credential options and career opportuni-	Provide information about field placement expectations and procedures	Inform prospective candidates about SOE Conceptual Framework

Transition Points	Advisement External to SOE	SOE Credential Office	Program Coordinators and Faculty	Field Placement Office	SOE Director
		required courses and/or examinations and completing application process	ties Advise candidates about program requirements, program structure, course sequence		Individual appointments to address unique student situations, challenges, and denial of admission
During Program		Orientation and registration sessions: guide candidates in course registration, financial aid options, support services at CSUCI Information session on how to apply for credential	Orientation and registration sessions: guide candidates in course registration, financial aid options, support services at CSUCI Individual appointments with program coordinator to address unique student situations and challenges Specific issues and challenges experienced by students in field placements are discussed with faculty in seminar and methods courses Faculty advise candidates about career options, professional disposition and deportment, professional development opportunities, and instructional resources in seminar, methods	Director of Field Placements advises candidates on types of placements and expectations regarding professional disposition and deportment Director of Field Placements works with faculty (methods course faculty, field supervisors) and cooperating teachers to advise students who have difficulty meeting student teaching expectations and requirements (see below for description of the Statement of Concern process)	Individual appointments to address unique student situations and challenges Assist, as needed, to identify resources, clarify expectations, and explore options for students experiencing difficulty in field experiences and/or methods courses

Transition Points	Advisement External to SOE	SOE Credential Office	Program Coordinators and Faculty	Field Placement Office	SOE Director
			courses, during office hours, during student teaching supervision Faculty advise candidates about the job searching process (e.g., resume, interviewing, Ed-Join, etc.)		
Exiting Program	Ventura County Office of Education staff advise exiting candidates about Beginning Teacher Support and Assistance program	Individual appointment with credential analyst for final credential check			

In addition to information sessions and individual appointments described in Table 6.1, additional information is provided to prospective and current candidates through the following means:

- CSUCI University Catalog: http://www.csuci.edu/academics/catalog/2008-2009/index.htm
- CSUCI Advisement Center: http://www.csuci.edu/academics/advising/
- School of Education website: http://education.csuci.edu
- Credential Office website: http://education.csuci.edu/credentials/
- Credential program brochures (Exhibit 6.1; see also the Credential Office binder available for review in the Document Room)
- Field Placement Office website: http://education.csuci.edu/fieldplacement/Welcome.htm
- Field experience handbooks (available for review in Document Room)
- Information sessions offered by Credential Office staff and the Director of the School of Education (see PowerPoint handouts in the Credential Office binder available for review in the Document Room)

Candidate Assistance and Retention

In addition to the personal and academic services provided by the Education Department, the University has many services available to candidates who need academic, professional, or personal assistance. The University Office of Student Affairs maintains Dis-

abilities Resource Programs (http://www.csuci.edu/drp/index.htm) as well as counseling services for students (http://www.csuci.edu/students/personalcounsel.htm). These offices are staffed by professionally trained personnel. Candidates may schedule individual appointments to seek help with career and/or personal counseling.

Throughout the coursework, and especially during the fieldwork experience, candidates are provided with close university and school district supervision. This includes a University supervisor who observes and conferences with students during both semesters of their student teaching and a cooperating teacher with whom the candidate works on a daily basis during both of their student teaching assignments. Candidates in the Administrative Program are supervised by an experienced administrator at a school site rather than by a cooperating teacher. Candidates in the Education Specialist Level II Program receive guidance from a support provider identified by their local school district. Candidates in all credential programs have ongoing opportunities to reflect upon and assess their own performance.

Statement of Concern Process

If at any time during the program there is an indication that a candidate needs academic or professional intervention and remediation, a conference is held with the candidate and the appropriate School of Education personnel (e.g., the program coordinator, Director of Field Placements, field supervisor). The purpose of this conference is to develop a Statement of Concern (Exhibit 2.5). The Statement of Concern does the following:

1. Details faculty concerns about the candidate's performance and/or the specific behaviors that are causing the candidate to have difficulty achieving one or more of the professional standards associated with their credential program (e.g., Teaching Performance Expectations, Standards of Professional Practice).

2. Names specific goals that students must achieve in order to remain in the program;

3. Specifies steps the candidate must take in order to achieve those goals and thereby address the issues outlined in the Statement of Concern;

If the candidate does not meet the goals outlined, a second conference is held. Depending upon the seriousness of the situation, the candidate may either be informed of their disqualification from the University or further coached toward achieving success. In the latter case, another Statement of Concern is created and the candidate has one more opportunity to rectify the problem. If candidates feel they have been treated unfairly at any point in this process, due process is available to them. They may present their case to the next administrative level of the University, which is the Dean of Faculty.

All candidates are advised prior to beginning their credential program of the Statement of Concern process. This information is provided in all Field experience handbooks, which are available for review in the Document Room.

COMMON STANDARD 7
FIELD EXPERIENCE AND CLINICAL PRACTICE

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Response

Field experience and clinical practices are described in the first sections of this response. The evaluation plan for field experiences (based on our overall unit assessment and evaluation plan articulated in our response to Common Standard 2), can be found at the end of this chapter.

Diversity

Attention to issues of diversity figures prominently in our identity as a School of Education. This is strongly reflected in our Conceptual Framework (see Common Standard 1) and is infused throughout our approach to designing programs, courses, and field experiences. Field experiences help candidates to understand and address issues of diversity that affect school climate, teaching, and learning in the following ways:

- Field experience placements ensure that all candidates spend a minimum of one semester in a setting that is linguistically and culturally diverse. (See Exhibits O.1 and O.2 for demographic data of schools in our service area.)

- All credential candidates enroll in a field experience seminar during their semesters of fieldwork. These seminars (Exhibit 7.1) exist primarily to assist candidates in the work of reflecting on how school climate, teaching, and learning are impacted by their own and others' experiences with privilege and/or oppression (e.g., social, economic, linguistic, gender, ability, sexual orientation), and the impact that candidates can have on all learners in their care.

Research-Based Practice

Field experiences help candidates to develop research-based strategies for improving student learning in the following ways:

- All credential programs are designed so that candidates take methods coursework concurrently with their field experiences. This design facilitates the incorporation

- All teaching credential candidates in our School of Education are required to complete two full semesters of student teaching, further providing opportunities for synthesizing research-based practices and their "real-life" applications in the schools.

Field Experiences in Teacher Education

Historical Context

Collaboration with P-12 educators is fundamental to the mission of CSU Channel Islands. This commitment is historically situated in our early work as we established our first Education Programs and continues to be evident in our on-going work with local school districts. Originally, as we first planned the Education Programs at CSUCI, a planning group composed of CSU Channel Islands faculty, administrators, CSU Northridge Off-campus Center, and representatives of the Ventura County Superintendent of Schools Teacher Support Programs met regularly to brainstorm the first Multiple Subject Credential Program (Exhibit 7.2). We understood that this planning, in terms of guiding principles, theoretical underpinnings and curricular focus would guide the development of later programs. The planning group discussed the need for various credentials in the region, who should be involved in planning the teacher preparation programs, and how the programs should proceed. This group determined that a regional visioning meeting would assist the University in establishing the identity of its education programs and creating the framework for collaborative relationships among the key educational community constituents.

At the visioning meeting held on November 14, 2001, fifty-eight educators from throughout Ventura and southern Santa Barbara counties met to describe the knowledge, skills and dispositions desired of teachers, the types of programs to be offered at CSU Channel Islands, and the way in which the professional education community and the university can work together to create strong teacher preparation programs. The professionals represented Ventura County and southern Santa Barbara County Superintendents, Personnel Directors, Migrant Education Program Coordinators, BTSA Coordinators, Bilingual Program Coordinators, Principals, Teachers and Program Coordinators. Parents who chaired key parent groups were also represented. Educators selected from the participants formed the original base of the Education Advisory Committee for teacher preparation at CSUCI.

As the programs have grown, the current School of Education Advisory Committee has members representing the various age levels in schools (P-14), county interests, faculty of the University, the School of Education, UPS/UCMS, and other interested community members. This group meets semi-annually and provides feedback on School of Education

matters, especially those having to do with how the School interfaces with the community.

The initial visioning meetings of 2001 generated a series of goal statements that continue to guide our programs:

- Expose undergraduates early and often to classrooms especially prior to credential program, particularly those with diversity of student populations
- Support more personal contact, collaboration with veteran teachers (not only one master teacher)
- Develop a good mentoring system early-on and with all stakeholders, demonstrating that schools and university are partners in a reciprocal relationship
- Develop learning communities with a variety of ages, types of assignments, and grade levels, to support and give feedback to each other
- Base the classroom and Fieldwork on experiential learning with excellent modeling
- Identify model programs/classrooms

Ongoing Collaboration

The School of Education has several collaborative relationships that have profound effect on the daily operations of both the surrounding school districts and our credential programs. Prerequisite field experiences for teacher education candidates occur at University Preparation School, University Charter Middle School, Dos Caminos Elementary, all in the Pleasant Valley School District, as well as Frank Middle School in the Oxnard Elementary District, Pacifica High School, in Oxnard Union District, and Rio del Valle and Rio Vista in the Rio School District. Our education candidates complete their field experience in all school districts in Ventura County, as well as in southern Santa Barbara County and northern Los Angeles County. We strive to find the schools and cooperating teachers who will ensure that excellent teaching is modeled for our candidates during their field experiences.

University Preparation School (UPS) & University Charter Middle School (UCMS)

UPS and UCMS were organized as charter schools in 2001/2006 respectively, in consultation with Education Program faculty and surrounding P-12 educators. The school was established as a professional development charter school, with a curricular focus on dual immersion, Second Language acquisition, and cultural development for all students, including English speaking students. In 2006, University Charter Middle School (UCMS) was added to continue educational opportunities for 6th, 7th, and 8th graders. One grade was added at a time; by 2008 all grades (P-8) were established.

At this time, 50% of UPS/UCMS staff are permanent faculty at the school. The other 50% of the teachers comes from school districts in the surrounding area to serve a minimum of 3 years as members of the UPS/UCMS community. CSUCI faculty members work with the UPS/UCMS staff in a variety of professional development activities in the various disciplines, including math and literacy education. Additionally, CSUCI and UPS/UCMS faculty have conducted research and presented findings at conferences, and have implemented a Critical Friends Group. (A Critical Friends Group is a professional learning community consisting of approximately 8-12 educators who come together voluntarily once every two weeks for the purpose of improving their practice through collaborative learning.) Finally, CSUCI partners with the UPS/UCMS as a major site for fieldwork and student teacher placement.

Collaboration with Local Schools and Sequence of Fieldwork Experiences

California State University Channel Islands teacher candidates are placed in fieldwork and clinical experiences in local school districts as a result of strong ongoing communication and collaborative relationships between both parties. Communication has been enhanced by the addition of a website for the Education Programs. This site highlights information for students, cooperating teachers, university supervisors and faculty. The link to this website is: http://education.csuci.edu/index.htm.

The Director of Field Placement further enhances dialogue and collaboration through district and site visits on a regular basis to encourage open communication of ideas, solutions to concerns and career possibilities for the students. The Director of Field Placement attends Ventura County Office of Education meetings, such as Institute of Higher Education and CPAN (human resource directors). The Director also participates in the biannual Intern Statewide Meeting, monthly LA Regional Intern meetings, and the Field Placement Directors Forum (which keeps the office connected with the local, regional and state education community).

A sequenced array of fieldwork and clinical experiences is arranged for candidates in the programs' prerequisite and requisite courses, including site-based experiences observing and participating in selected school settings. Faculty, cooperating teachers and field supervisors plan and articulate these experiences.

It is the expectation of CSUCI faculty that students assume planning and teaching responsibilities in their fieldwork placements gradually as they move through their teaching preparation. Toward the end of each student teaching experience, the students assume full-time responsibility for planning, instruction, and classroom management.

Site Selection

Site planning and coordination of student teaching assignments is the responsibility of the CSU Channel Islands Director of Field Placement and faculty program coordinators, all of whom have themselves worked in public school education programs and are well informed of the theory, research, and practices that promote teaching excellence. Local school districts have and continue to provide strong support for the credential preparation programs at Channel Islands by providing placement opportunities with specific cooperating teachers who model excellent opportunities in classroom settings with diverse student populations.

Field placement site selection is based upon at least the following criteria:

- A belief among teachers and administrators that all students must have equal access to education and equitable opportunities for learning;
- A demonstrated commitment to promote inclusive educational programming and access for all students in general education environments;
- Ethnic, racial, cultural, linguistic and socio-economic diversity;
- A demonstrated representation of teaching excellence;
- A high level of professional collegiality among faculty and administration;
- Opportunities for student teachers to apply principles of the credential program conceptual framework in the classrooms in which they are placed;
- Willingness to mentor and coach student teachers

The Field Placement Office provides student teachers with a range of experiences that reflect student diversity, various types of settings and grade levels appropriate for each credential. Candidates are assigned to teach in diverse settings in which there are students who represent a variety of cultural, ethnic, linguistic and ability differences, using strategies specified in their linguistic and cultural diversity preparation, such as English Language Development, Specially Designed Academic Instruction in English, inclusive teaching practices (e.g., differentiated instruction), as well as other strategies which ensure success for all learners.

University Supervisor Selection, Training, and Development

For teaching credential candidates, all university field experience and student teaching supervisors are or have been classroom teachers. For those candidates who are bilingual and who are pursuing a BCLAD Credential, supervisors are bilingual as well.

To provide student teachers with current information, university supervisors who participate in all programs must demonstrate dedication to self-renewal in their own work. Self renewal via professional development is fundamental selection criterion for invitations to supervise for the California State University Channel Islands Teacher Education Program. Recent examples of large numbers of supervisors' participation in professional development activities include attendance at the annual PACT conference sponsored by Stanford University, and a Response to Intervention workshop sponsored by the Ventura County Office of Education. The Director of Field Placement, faculty, and supervisors attend training the trainer sessions, and bring to other faculty and supervisors the latest research and practice. Our goal is that all supervisors will be well equipped to involve and include their student teachers in exciting, cutting-edge pedagogy. (See faculty vitae in the Document Room).

Supervision practices and policies are designed to ensure frequent supervisor contact, continuity in supervision across supervisors and ready opportunity for supervisors to seek collegial support. It is the responsibility of the Director of Field Placement to verify that they have the professional credentials, academic preparation, and successful experience in teaching and/or supervision in the areas in which they are assigned to supervise. Supervisors are trained in mentoring and coaching models of supervision. At the beginning of each semester, supervisors meet (according to credential program), review requirements for supervision, are briefed on new teaching and school practices that affect candidates (e.g., Response to Intervention, PACT requirements), and are apprised of any legislative changes.

Supervision handbooks detailing the requirements for student teaching in each program are provided to all university supervisors. Additionally, each candidate and cooperating teacher receives a student teaching handbook that outlines the expectations and student outcomes for each experience. Copies of each of the student teaching handbooks are included with each program's accreditation report. (All field experience handbooks are available for review in the Document Room.)

Administrative Services Program

The Administrative Services Program was created in response to the needs identified by Ventura County Superintendent of Schools and reinforced by the collective assembly of superintendents of the school districts in Ventura County. As indicated in the Administrative Services Fieldwork Handbook (see Administrative Services accreditation report) the university coordinator works with representatives of the schools of Ventura County to select highly qualified school administrators to serve as supervising administrators for each of the candidates in the cohort. The university coordinator works with superintendents and human resource directors from the school districts to identify appropriate sites and supervising administrators. This process occurs in sequence with the admissions process so as to provide candidates with Fieldwork sites that are professionally suitable and geographically accessible to the candidates.

Supervising administrators will share the following characteristics:

- A deep desire and commitment to support and mentor new administrators
- Skills needed to advise and direct candidates in professional development and Fieldwork
- Commitment to and active involvement in professional development
- A clear vision focused on leadership that supports success for all students
- Three years minimal experience in successful school administration
- Possession of the Administrative Services Credential

The Administrative Services Program Fieldwork Handbook provides for structured field experiences that focus on development of the competencies specified in the Standards of Candidate Competence and Performance (10-15) established by the CCTC. The Fieldwork is integrated into a professional development process that is scheduled for the entire length of the program while still requiring an intensive experience during one or more of the terms. The rationale for Fieldwork is grounded in the professional development and goal setting process that requires each candidate to work with a highly competent, experienced school district administrator who is prepared to advise, support and challenge the candidate in developing entry-level competency in each of the specific standards of performance.

The Fieldwork is further supported by seminars scheduled over the course of the program that provide support, instruction and feedback from the university coordinator and collegial feedback from the entire cohort.

Further details on the school collaboration and Fieldwork program are provided in the syllabi for Courses EDPL 631 and 632 and the Administrative Services Program Fieldwork Handbook that are included in the Program's accreditation report.

Collaboration in the Internship Programs: Multiple Subject, Single Subject, and Educational Specialist

School districts stipulate that "the District may employ new interns annually in such numbers as needed in critical staffing areas, provided that the interns do not supplant regular unit members." Therefore, school districts identify and offer to hire qualified candidates in high need areas. In collaboration with the school districts, CSUCI admits qualified candidates who have been hired as interns to the credential program. CSUCI collaborates with the Ventura County Teacher Support and Intern Program to assure that interns are mentored and supported with district and university-based support providers. The VCTSI Program provides financial incentives to district-based support providers. CSUCI assigns faculty to provide supervision, support, and academic advising to interns. Semi-annually, the

Ventura County Teacher Support and Intern Program sends CSUCI faculty to the Intern Directors meeting so that they are kept up to date on the latest developments in the field. The CSUCI School of Education participates as an active member of the Ventura County BTSA/Intern Higher Education Advisory Board.

Support providers are selected by the district using their established procedures (e.g., publication of vacancy announcements). The district is responsible for selecting the district support providers based upon the following criteria:

- The district support providers holds a credential in the area of the assigned interns;
- The support provider has had at least 3 years experience teaching as an educator and holds the credential appropriate for training, mentoring, and coaching the assigned CSUCI candidate;
- For those candidates who are bilingual, support providers must be bilingual as well;
- The support provider demonstrates leadership within the district through membership on committees, delivery of professional development workshops and seminars, serving as a support provider for new teachers, and so forth.

In the Educational Specialist Program the district mentor may not be the intern's principal or supervisor.

Evaluation of Field Experiences

Table 7.1 Evaluation Plan for Field Experiences

Transition Point	Individual Level Assessments	Program Level Assessments	Analysis of Assessment Data	Potential Action Steps
Mid-term assessment	Review of candidates' performance in field experiences as rated by cooperating teachers and university supervisors	Faculty meet to discuss candidates who are having difficulty in or field experiences.	Are candidates' dispositions appropriate for beginning full time or in-depth field experiences?	Review of preparation of supervisors and/or cooperating teachers and new plan implemented Statement of Concern for candidate with supports and interventions specified
Mid-year assessment	Review of candidates' performance in field experiences as rated by cooperating teachers and university supervisors	Director of Field Placements reviews all field experience evaluations.	Is candidates' performance appropriate for moving to next semester of field experience? Are there field experiences across candidates that	Statement of Concern for candidate with supports and interventions specified Increase field observations with additional coaching and mentoring

Transition Point	Individual Level Assessments	Program Level Assessments	Analysis of Assessment Data	Potential Action Steps
			need to be modified or changed?	
Program Completion	Review of candidate performance in field experiences as rated by cooperating teachers and university supervisors Review of candidates' completion of courses Review of candidates completion of Teacher Performance Assessment (PACT) Review of other credential specific requirements for completion (e.g., MS-RICA, CPR, Mock interviews, Practice Teaching Survey; SS Program End of Year Survey; ES End of Program Performance Assessment; Focus Group, Performance Assessment; BCLAD Spanish proficiency) Exit survey completed by candidates (paper or focus group)	Pass rate of PACT Subtest scores of PACT Completion rate for cohort Exit survey of graduates	What are candidate strengths and weakness in field experience? What are the candidate strengths and weaknesses on PACT? How do these strengths and weaknesses relate to other candidate assessments-confirming, disconfirming? What are the program implications for the candidate's performance? What are the overall strengths and weaknesses across all programs that can be addressed by unit work? What do candidates say are the program's strengths and areas in need of improvement?	Propose changes to program Identify across program areas for improvement
Post Graduation	One year follow-up survey of graduates and their supervisors (Multiple Subject, Single Subject and Educ Spec Level I) Education Specialist Level II and Administrative Services are in the process of designing post graduation survey and procedures for administering it.	CSU System-wide survey of graduates and their employers (MS, SS, Educ Spec Level I)	What are the strengths and areas in need of improvement as rated by graduates and their employers?	Report data to administration and advisory committee with faculty and staff recommendations – strengths and improvements

COMMON STANDARD 8
DISTRICT EMPLOYED SUPERVISORS

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Response

CSUCI has developed strong collaborative relationships with the P-12 school districts in our service area. Many of these relationships actually precede the official opening of the CSUCI campus when CSUCI were first established by California State University Northridge as an off campus Center in Ventura. CSUCI continues to nurture these partnerships while working to add new partners. The University is committed to the careful selection of cooperating teachers and supervising administrators who value collaboration, diversity, and inclusive educational practices. All cooperating teachers and supervising administrators have successfully demonstrated their skills and each holds an appropriate California teaching or administrative credential for the area in which they are performing their services. A listing of cooperating teachers and supervising administrators is available for review in the Field Placement Office (for teacher credential programs) and in the office of the Program Coordinator for Administrative Services.

We have established criteria for the selection of both cooperating teachers (Multiple Subject, Single Subject, and Education Specialist) and supervising administrators (Administrative Services) that include:

- The ability and willingness to meet regularly with the candidate to plan and provide feedback on their work with children in the classroom. For candidates in the Administrative Services program appropriate feedback on the professional development plan and field experience responsibilities are required.

- Cooperating teachers will model a variety of teaching strategies for their student teachers that meet the needs of their diverse student population and that address state adopted content standards and curriculum frameworks. Candidates in the Administrative Services Program will also be provided professional modeling and opportunities to discuss effective leadership when working with diverse learners.

- Cooperating teachers and supervising administrators will be committed to establish an environment that values the meaningful inclusion of students with disabilities, and cultural and linguistic diversity.

- Cooperating teachers will have the ability and willingness to provide candidates with opportunities to develop entry-level competencies as specified by the Teacher Performance Expectations (TPE) and Teacher Performance Assessment (TPA)

standards established by the CCTC. Candidates in the Administrative Services Program will also have opportunities to gain entry-level skills as defined by the standards established for the Preliminary Administrative Services Credential (PASC).

- Cooperating teachers will need to be sensitive to the candidates' challenges as they strive to meet the University's expectations based on the CCTC requirements for credentialing. For example, cooperating teachers will support student teachers by providing a variety of teaching opportunities leading to a culminating two-week take-over experience in the Multiple Subjects Program. Each program will have a slight variation on their "take-over" requirements. Supervising Administrators will also need to understand the Administrative Services candidates' challenges as they learn the skills required of school leaders that include exploring professionally and personally the challenges of school leadership positions.

- Cooperating teachers and supervising administrators need to have demonstrated competencies of determining and communicating expectations, rationales for decisions and evaluation of the candidates' performance.

- Cooperating teachers and supervising administrators need to demonstrate their enjoyment of engaging in professional growth experiences through the exchange of ideas with the candidate, the University supervisor and/or the University Coordinator (Administrative Services) and by participating in opportunities for professional activities offered by the district and University.

Selection of Sites and District-Employed Supervisors

The Director of Field Placement, having worked with the CSUN, CSUN-CSUCI and CSUCI programs has an established record of collaborative work with school districts in Ventura and Santa Barbara Counties, as well as working with the Ventura County Office of Education. In these roles she has established contact with all of the school districts in the counties to identify both school sites and cooperating teachers who meet the criteria defined above. In collaboration with the program coordinators, sites are identified that will provide the required experiences for CSUCI teacher education candidates (see Exhibits O.1 and O.2). Using a collaborative process, cooperating teachers are selected by site administrators, supervisors, district office personnel, and the Director of Field Placement. The selection, orientation, and assessment of cooperating teachers are ongoing processes requiring input from all parties.

Student teachers have two teaching experiences. For Multiple Subject candidates, assignments are made at two grade levels; one in the primary grades (K-3), and the second in the upper grades (4-6) in self-contained classrooms. The Field Placement Director assigns a supervisor to work with each candidate, on a regular basis, in the classroom. Typically, student teachers begin their first teaching experience in the primary grades with one supervisor, which typically has 20 students or less. This is followed the second se-

mester by an experience in the upper grades with a different supervisor and typically over 30 students.

In the Single Subject Program a similar process is used whereby candidates are given two student teaching experiences. The first semester experience is typically in a local middle school followed by a second experience in the high school setting the following semester.

Education Specialist Mild/Moderate: Level I and Level II candidates also have two classroom experiences. The first semester our candidates are placed in an elementary setting K-6 and the second semester in a middle school or high school setting. They are assigned to work with experienced, highly qualified Special Education teachers who themselves have a wealth of experience to share with these candidates and hold a Mild to Moderate Education Specialist Credential.

The school site placements for all Administrative Services candidates are handled by the Administrative Services Program Coordinator and the university supervisors assigned to the Administrative Services Program (see Exhibits O.1 and O.2). University supervisors work with the districts and schools to collaboratively agree upon a set of sites and supervising administrators who match the criteria described above for the selection of supervising administrators. Secondarily, candidates' geographic and school level preferences are honored whenever possible. Candidates are assigned and then are responsible for contacting the supervising administrator to arrange a first meeting. Responsibilities for preparation for this meeting are outlined in the Administrative Services Program Fieldwork Handbook (available for review in the Document Room).

Orientation and Training

The Director of Field Placement works with local school districts to identify cooperating teachers. Once classroom teachers have been identified and assigned a student teacher, they receive the Field Placement Handbook describing their role as a cooperating teacher. In addition the university supervisors meet with each cooperating teacher to clarify any questions and/or provide support throughout the semester. In March 2007 a group of experienced cooperating teachers met with the Director of Field Placement and supervisors for the Multiple Subjects program to discuss a plan to formalize the training and updating process for cooperating teachers. This representative group offered ideas that the Director of Field Placement to develop training content and a process that will create a stronger system for preparing new cooperating teachers. At representative school sites that host multiple student teachers each semester (e.g., Dos Caminos Elementary School, University Preparation School, University Charter Middle School, Robert J. Frank Intermediate School, Rio del Valle Middle School, Hueneme High School), we are piloting our process for preparing cooperating teachers as supervisors. In these schools, we meet at the beginning of each semester with all cooperating teachers, student teachers, and supervisors to provide training and orientation regarding the roles and responsibilities of supervision, mentoring, and coaching, as well as to review expectations of the field experience. Additionally, cooperating teachers at UPS and UCMS routinely provide feedback on our supervisory preparation, student teaching evaluation forms, and supervisory processes.

In the Administrative Services Program, orientation of supervising administrators is the responsibility of the University Coordinator and the university supervisors. The supervising administrator receives the Administrative Services Program Fieldwork Handbook (available for review in the Document Room) that specifically outlines candidate performance requirements, supervising administrator responsibilities, and university coordinator responsibilities. Special attention is given to providing supervising administrators with orientation to the Standards of Quality and Effectiveness for Administrative Services Preparation Programs established by the CCTC. The university coordinator works collaboratively with supervising administrators to create a shared understand of entry-level competency on each of the standards of candidate performance.

Candidates and supervising administrators are provided with a written list (developed at the Michael D. Eisner College of Education at CSU Northridge) of suggested activities that candidates may use to fulfill the required standards (Exhibit 8.1). The university supervisors meet with supervising administrators at the school sites several times throughout the program to provide mentoring and coaching on ways to help candidates meet standards. Throughout each term, supervising administrators receive additional ongoing support provided by the university supervisors. The University Coordinator meets with the university supervisors and the supervising administrators to keep them informed of changes in fieldwork requirements, clarify supervision procedures, and/or to assess specific progress or concerns about candidates. The Administrative Services Program Fieldwork Handbook is revised periodically, based upon input from supervising administrators, candidates, and program faculty.

Evaluation of Cooperating Teachers and Administrators

Prior to assigning a student teacher to any cooperating teacher, the Director of Field Placement personally discusses the qualifications required of cooperating teachers with the district and site administration. Administrative recommendations are extremely important in this process. After school sites and cooperating teachers have successfully worked with the University, supervisors are able to contact the site administrator and request certain placements for their students based on their knowledge of both the cooperating teachers' and candidates' backgrounds.

The role of cooperating teacher is one of the most important parts of the teacher preparation experience and every effort is made to communicate this concept to those professional educators who are actively involved in the continuum of preparing highly qualified teachers for California schools. An important expectation is that of ongoing mentoring and feedback between the student teacher and the cooperating teacher.

Candidates in the programs are also given an opportunity to formally evaluate both their university supervisor (Exhibit 2.11) and cooperating teacher (Exhibit 2.12) at the end of each semester. Cooperating teachers evaluate university supervisors (Exhibit 2.11) and university supervisors evaluate cooperating teachers (Exhibit 2.12). These evaluations are reviewed by the Director of Field Placement and used to determine future placements. In

addition, University supervisors are evaluated once a year by the Director of Field Placement (Exhibit 2.11) and the alternating semester by their peers (Exhibit 2.11).

In the Administrative Services Program every effort is made to ensure that all assignments of supervising administrators are suitable and appropriate. After an initial meeting to clarify expectations, the university supervisor meets with the candidate and supervising administrator at the school site several times throughout the program. The Professional Development and Fieldwork seminars provide candidates an opportunity to address concerns related to their relationship with their supervising administrator. On that rare occasion when a change needs to occur, it is done swiftly and diplomatically. Problems are addressed in a straightforward mode using the opportunity as a learning experience for all involved parties.

Recognition of Cooperating Teachers

Students enrolled in Multiple Subjects, Single Subjects and Education Specialist programs are invited to participate in a celebration at the end of their student teaching experience. The cooperating teachers, families, and site administrators are invited via a formal written invitation to attend this celebration (Exhibit 8.2). Candidates and supervisors follow-up on the invitation with each of the cooperating teachers encouraging them to attend the celebration held on campus the end of each semester. Cooperating teachers receive a Certificate of Appreciation (Exhibit 8.3) which can be used in some districts for professional development hours. Each cooperating teacher receives a small stipend ($25 per fieldwork unit for which the candidate is registered) from the University for the services they provide.

COMMON STANDARD 9
ASSESSMENT OF CANDIDATE COMPETENCE

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Response

History and Context: Examining and Reporting on Candidate Competence

In Spring 2007, CSUCI completed a system-wide review for the University's accreditation through the Western Association of Schools and Colleges (WASC) (see http://www.csuci.edu/accreditation/). Our university was granted accreditation for seven years, the maximum number of years possible, based on the strength of that review. Assessment of student performance was one of the notable accomplishments cited by the review team. In commending assessment practices instituted at CSUCI, Ralph Wolff, President and Executive Director of WASC, wrote:

> As a new institution, CSUCI demonstrated educational foresight by organizing all its course syllabi around student learning outcomes, then proceeded to identify assessment strategies aligned with those outcomes. Assessment is becoming embedded within the culture of CSUCI, including in student services programs (Exhibit 9.1)

Assessment and evaluation of candidate performance has always been a priority within our School of Education. Prior to 2007, data were systematically collected, analyzed, and used to improve credential programs within our School. These processes for holding ourselves accountable to CCTC-adopted competency requirements mostly took place within rather than across our individual programs. Our system for examining and reporting on candidate competence has evolved along with the Common Standards. (Prior to Spring 2007, individual credential program reports were completed. With the change in CCTC requirements of 2007, biennial reports were added. Our first biennial report, Exhibit 9.2, was submitted in August 2008.)

Reports generated for CCTC prior to Spring 2007 described each credential program and collectively serve now as a mechanism for tracking data-driven changes made within programs over the years. While these reports met the CCTC standards of their time and provided our rationale for making changes, they typically did not include the actual data on candidate performance that informed those decisions. With the advent of biennial reporting requirements, we have now systematized our process for showing that data. A listing of the 40 program and School-wide reports we have prepared from Fall 2002 through Spring 2009 is provided in Table 9.1. Reports that include data on candidate performance are italicized.

Table 9.1 School of Education Documentation and Assessment Reports

Available for review in the	
Multiple Subject Program	• Multiple Subject Professional Teacher Preparation Program Proposal (Fall 2002) • Pilot Project for Assessment in the Education Program Final Report (June 2004) • Program Learning Outcomes Assessment Project (2005-2006) • Multiple Subject Program Report (2007) • *Biennial Report, Part A* (2008) • Multiple Subject Program Report (2009)
Single Subject Program	• Single Subject Professional Teacher Preparation Program Proposal (Spring 2004) • *Single Subject Credential Program: History, Assessment, and Changes* (Spring 2004-Spring 2006) • Single Subject Program Report (2007) • *Biennial Report, Part A* (2008) • Single Subject Program Report (2009)
Education Specialist Level I	• Education Specialist Level I Professional Teacher Preparation Program Proposal (Fall 2003) • *Assessment Report for the Education Specialist: Mild/Moderate Disabilities Level I* (2006) • Educ Specialist Level I Program Report (2007) • *Biennial Report, Part A* (2008) • Educ Specialist Level I Program Report (2009)
Education Specialist Level II	• Education Specialist Level II Professional Teacher Preparation Program Proposal (Fall 2005) • Educ Specialist Level II Program Report (2007) • *Biennial Report* (2008) • Educ Specialist Level II Program Report (2009)
Administrative Services	• Administrative Services Preliminary Credential Proposal (Fall 2004) • Administrative Services Program Outcomes Project (2005-2006) • Administrative Services Program Report (2007) • *Biennial Report, Part A* (2008) • Administrative Services Program Report (2009)
School of Education	• *Biennial Report, Part B* (2008) • *Title II Reports* (2002-2009) • CSU Chancellor's Office Accountability Report (2004-2009)

Measures of Candidate Competence and Reliability Checks on Data

As noted in our response to Common Standard 2, multiple measures are utilized to assess and evaluate candidates' performances in coursework and fieldwork. This multidimensional view of each candidate allows us to triangulate data and form reliable judgments regarding each student's progress toward meeting competency requirements. The trustworthiness of these evaluations is further ensured through our work to achieve inter-rater reliability on a number of key assessments used within our various programs. (See Table 9.2 for a summary of key assessments and measures to ensure that the data they yield are reliable.)

Evaluators are formally trained to criteria in the state-mandated teacher performance assessment we have adopted (i.e., the Performance Assessment for California Teachers), using rubrics developed at Stanford by the creators of PACT and authenticated for validity and reliability. Faculty from our School of Education participate in PACT-sponsored calibration workshops, and these faculty train local scorers to criteria using PACT rubrics. All scorers participate in these 2-day calibration trainings to ensure the trustworthiness of results.

A number of our other key assessments are evaluated with rubrics created by faculty within our various credential programs (e.g., Student Teaching Evaluation forms, Induction Portfolio Rubric, Mock Interview Rubric). While evaluators are not formally trained to criteria in the use of these locally developed rubrics, work is continually underway to ensure that they are consistently interpreted and applied. In the case of field evaluations, for example, supervisors meet regularly to discuss interpretation and use of the evaluation rubric. Further, the Director of Field Placements oversees and evaluates supervisors in the Multiple Subject, Single Subject, and Education Specialist programs; and the Coordinator of Administrative Services oversees and evaluates supervisors in that program. In these ways, we work to ensure that instruments for evaluating student teachers and student administrators are uniformly interpreted and used.

Some key assessments (e.g., course grades) are used to evaluate candidate competence for which we intentionally have no checks in place to ensure inter-rater reliability. While we work to ensure common learning objectives across multiple sections of individual courses, we have no intention of standardizing evaluation practices within courses. We rely on the experience and professionalism of our faculty to ensure that candidate competence in methods coursework is fairly and reliably judged. The one exception to this is in the scoring of Embedded Signature Assessments, a required element of PACT, in Multiple Subject methods courses. One ESA is required in all but one of the Multiple Subject methods courses. (An ESA is not required in EDMS 526 because mathematics is currently required to be candidates' focus in the overall teaching event for PACT.) Instructors are calibrated in the use of PACT rubrics for evaluating ESA's.

Table 9.2 Current Measures of Candidate Competence and Reliability Checks on Data

Key					
Coursework	Course Grades: Grading is not standardized; checks for inter-rater reliability not applicable. Embedded Signature Assessments (PACT): Common signature assessments	Course Grades: Grading is not standardized; checks for inter-rater reliability not applicable.	Course Grades: Grading is not standardized; checks for inter-rater reliability not applicable.	Course Grades: Grading is not standardized; checks for inter-rater reliability not applicable.	Course Grades: Grading is not standardized; checks for inter-rater reliability not applicable.

Key Assessment Categories	Multiple Subject	Single Subject	Education Specialist I	Education Specialist II	Administrative Services
	via parallel course design. Instructors are trained to criteria and evaluate ESAs using PACT rubrics (Exhibit 2.7).				
Supervisors' Evaluations in the Field Note: All instruments for evaluating candidate performance in the field include specific items measuring candidates' ability to promote success for all students (Exhibit 2.4). Data from AY2007 is included and analyzed in the Biennial Report of 2008 (Exhibit 9.2).	<u>Student Teaching Evaluations</u> (Exhibit 2.4): All university supervisors use the same evaluation scale and all candidates are evaluated a minimum number of times per semester (two informal lessons, four formal lessons). Cooperating teachers evaluate their student teachers using the same scale. University supervisors meet regularly to discuss use of evaluation rubric. Director of Field Office oversees all supervisors' work and evaluates each supervisor a minimum of once per year.	<u>Student Teaching Evaluations</u> (Exhibit 2.4): All university supervisors use the same evaluation scale and all candidates are evaluated a minimum number of times per semester (two informal lessons, four formal lessons). Cooperating teachers evaluate their student teachers using the same scale. University supervisors meet regularly to discuss use of evaluation rubric. Director of Field Office oversees all supervisors' work and evaluates each supervisor a minimum of once per year.	<u>Student Teaching Evaluations</u> (Exhibit 2.4): All university supervisors use the same evaluation scale and all candidates are evaluated a minimum number of times per semester (two informal lessons, four formal lessons). Cooperating teachers evaluate their student teachers using the same scale. University supervisors meet regularly to discuss use of evaluation rubric. Director of Field Office oversees all supervisors' work and evaluates each supervisor a minimum of once per year.		<u>Administrative Services Field Evaluation</u> (Exhibit 2.6): All university supervisors use an end-of-program evaluation scale to evaluate candidates in the field. All candidates are visited a minimum of twice per semester. Supervising administrators evaluate the candidates using the same scale. University supervisors meet regularly to discuss candidates' progress towards meeting requirements of the evaluation rubric. The Coordinator of Administrative Services oversees all supervisors' work.
State Mandated Teaching Performance Assessment	<u>PACT</u>: Faculty participate in PACT-sponsored calibration workshops. These faculty train local scorers to criteria using	<u>PACT</u>: Faculty participate in PACT-sponsored calibration workshops. These faculty currently score all teacher per-			

Key Assessment Categories	Multiple Subject	Single Subject	Education Specialist I	Education Specialist II	Administrative Services
	PACT rubrics. All scorers participate in these 2-day calibration trainings. All TPAs are scored by calibrated evaluators (Exhibit 9.3).	formance assessments in the subject area in which they are calibrated. They will train local scorers to criteria using PACT rubrics when the number of candidates in the program warrants multiple scorers.			
Portfolio Assessment				Induction Portfolio: Evaluators use a rubric (Exhibit 2.9) to evaluate these culminating portfolios of student work. Inter-rater reliability is established through collaborative review of portfolios and ongoing discussion about rubric meaning and application.	Porfolio (Reflective Essays, Matrix of Program Standards, and Artifact Presentation): In the past, the Coordinator of Adm. Services has been sole evaluator, using a rubric (Exhibit 2.10) to evaluate portfolios. Plans are being made to share this responsibility with supervisors and to ensure inter-rater reliability in use of rubric.
Other Performance Assessments	Mock Interviews: Area teachers, administrators, and SOE faculty use the same rubric to evaluate candidates' performance (Exhibit 9.4). Interviewers meet before Mock Interviews for orien-		Poster Presentation: Evaluators use a rubric to evaluate candidates' performance (Exhibit 2.8). The rubric is reviewed with raters prior to evaluation. Discrepancies over .5 are discussed and resolved among		

Key Assessment Categories	Multiple Subject	Single Subject	Education Specialist I	Education Specialist II	Administrative Services
	tation and are invited to critique the process afterwards. This critique took place informally until Fall 2008. In F08, interviewers were invited to complete written critique of the process (Exhibit 9.5).		raters after evaluation.		
Survey of Candidates' Experience in Credential Program	Practice Teaching Experience Survey: Program completers are surveyed about their student teaching experience (Exhibit 9.6). Checks for inter-rater reliability not applicable.	Single Subject End of Year Survey: Program completers are surveyed about their experience in the Single Subject Program. (Exhibit 9.7). Checks for inter-rater reliability not applicable.	Education Specialist Focus Group Program Evaluation: Program completers are surveyed about their experience in the Level I program (Exhibit 9.8). Checks for inter-rater reliability not applicable.	Focus Groups: Program completers are surveyed about their experience in the Level II program (Exhibit 9.9). Checks for inter-rater reliability not applicable.	
CSU System-wide Surveys	Exit Survey: Program completers take an online survey developed and administered by the CSU (with reliability and validity measures established) on preparedness to be a first-year teacher. (These results are summarized in Table 9.6 below.) One-Year-Out Survey: First-year teachers from our program and their	Exit Survey: Program completers take an online survey developed and administered by the CSU (with reliability and validity measures established) on preparedness to be a first-year teacher. (These results are summarized in Table 9.6 below.) One-Year-Out Survey: First-year teachers from our program and their	Exit Survey: Program completers take an online survey developed and administered by the CSU (with reliability and validity measures established) on preparedness to be a first-year teacher. (These results are summarized in Table 9.6 below.) One-Year-Out Survey: First-year teachers from our program and their		

Key Assessment Categories	Multiple Subject	Single Subject	Education Specialist I	Education Specialist II	Administrative Services
	supervisors take online surveys administered by the CSU (with reliability and validity measures established) on their performance as beginning teachers. Results are summarized in Table 9.7 below.	supervisors take online surveys administered by the CSU (with reliability and validity measures established) on their performance as beginning teachers. Results are summarized in Table 9.7 below.	supervisors take online surveys administered by the CSU (with reliability and validity measures established) on their performance as beginning teachers. Results are summarized in Table 9.7 below.		

Applications to Program Completion Data

While we work continuously to facilitate our students' achievement of competency requirements and are proud of strong program completion rates, not all students are successful in entering and completing our credential programs. We see this as one illustration of the rigor of our programs. Table 9.3 illustrates the ratio of applicants to program completers. Supporting documentation is available for review in the Credential Office.

Table 9.3 Applications to Program Completion

Sem				
F02	34	27	27	19
S03	63	57	52	49
F03	67	67	66	61
S04	16	16	15	15
F04	45	42	42	40
S05	22	22	19	19
F05	47	44	41	41
S06	30	28	24	21
F06	52	49	45	37
S07	21	20	20	20
F07	34	31	30	29
S08	23	18	17	12
F08	16	9	9	in progress
S09	20	14	14	in progress
F08	2	2	2	in progress
S09	5	5	3	in progress
F03	6	6	6	5
S04	3	3	3	2
F04	13	13	13	11

Sem & Year	Applied	Admitted	Enrolled	Of Candidates Enrolled, Those Who Eventually Completed
S05	12	12	11	11
F05	14	13	13	12
S06	10	10	10	10
F06	16	16	15	14
S07	13	12	11	9
F07	7	7	6	6
S08	11	11	11	6
F08	9	8	7	in progress
S09	18	17	16	in progress
F03	18	18	18	11
S04	5	4	4	2
F04	17	16	13	12
S05	12	12	10	8
F05	8	7	6	4
S06	12	10	10	8
F06	18	17	16	14
S07	15	14	14	11
F07	16	15	14	7
S08	14	14	14	3
F08	24	24	19	in progress
S09	1*	1*	1*	in progress
F05	12	12	11	8
S06	4	4	4	4
F06	13	13	13	11
S07	1	1	1	1
F07	6	4	4	2
S08	3	3	3	in progress
F08	14	14	14	in progress
S09	0*	0*	0*	NA
F04	17	13	13	11
S05	0	0	0	0
F05	27	27	21	13
S06	3*	2*	2*	0
F06	31	31	17	5
S07	2*	2*	2*	0
F07	31	28	28	in progress
S08	1*	1*	1*	in progress
F08	16	16	15	in progress
S09	2*	2*	2*	in progress

***** Fall only admissions, with limited number of admissions for candidates with exceptional circumstances.

Summary of Candidate Performance Data

As documented in the program and School-wide reports referenced above (Table 9.1), candidates who successfully complete our credential programs are prepared to serve as professional school personnel. They know and can demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. Key assessments in each program indicate that our

graduates have met the Commission-adopted competency requirements, as specified in the program standards and as reflected in data summarized in the tables below.

Content Knowledge Upon Entering Programs

Data in Table 9.4 were excerpted from Title II Reports, 2002-2008. Full reports are available for review in the Credential Office.

Table 9.4 CBEST, CSET Pass Rates of Regular Program Completers

CBEST	69/69 (100%)	77/77 (100%)	77/77 (100%)	92/92 (100%)	78/78 (100%)	15/15 (100%)
MSAT (1240 + 0151)	0	0	1/-- (--%)	7/-- (--%)	41/41 (100%)	12/12 (100%)
CSET MSE I	58/58 (100%)	60/60 (100%)	60/60 (100%)	68/68 (100%)	22/22 (100%)	0
CSET MSE II	58/58 (100%)	60/60 (100%)	60/60 (100%)	68/68 (100%)	22/22 (100%)	0
CSET MSE III	58/58 (100%)	60/60 (100%)	60/60 (100%)	68/68 (100%)	22/22 (100%)	0
CSET English I	3/-- (--%)	8/-- (--%)	5/-- (--%)	3/-- (--%)	0	0
CSET English II	3/-- (--%)	8/-- (--%)	5/-- (--%)	3/-- (--%)	0	0
CSET English III	3/-- (--%)	8/-- (--%)	5/-- (--%)	3/-- (--%)	0	0
CSET English IV	3/-- (--%)	8/-- (--%)	5/-- (--%)	3/-- (--%)	0	0
CSET Math I	1/-- (--%)	1/-- (--%)	3/-- (--%)	1/-- (--%)	0	0
CSET Math II	1/-- (--%)	1/-- (--%)	3/-- (--%)	1/-- (--%)	0	0
CSET Math III	1/-- (--%)	1/-- (--%)		0	0	0
CSET Sci III Bio/Life	3/-- (--%)	3/-- (--%)	2/-- (--%)	0	0	0
CSET Sci III Earth/Planetary	0	1/-- (--%)	1/-- (--%)	0	0	0
CSET Sci IV Bio/Life	0	1/-- (--%)	0	0	0	0
CSET Science I	3/-- (--%)	3/-- (--%)	3/-- (--%)	0	0	0
CSET Science II	3/-- (--%)	3/-- (--%)	3/-- (--%)	0	0	0
CSET Social Sci I	0	0	0	0	0	0
CSET Social Sci II	0	0	0	0	0	0
CSET Social Sci III	0	0	0	0	0	0
Health Science S* (16)	0	0	0	3/-- (--%)	0	0

Number Tested/Number Passed (Pass Rate %)
"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10

Performance Data During Program

Prior to 2007, candidate performance was summarized in program assessment reports (see Table 9.1). The best integrated evidence of candidate performance during the program is captured in the Biennial Report of CY2007 (Exhibit 9.2). In it, each credential program identified performance measures and data gathered about candidate competence on program standards. In each program, candidates are clearly meeting the standards of their program. Strengths are not uniform, however, and we have identified areas in need of improvement and have created action plans for making those improvements. Aggre-

gated data, key findings from data analysis, and action plans for each program are found in the Biennial Report on the following pages:

	Aggregated Data	Analysis: Key Findings	Action Plans
Multiple Subject	pp. 5-17	pp. 17-21	p. 22
Single Subject	pp. 25-34	pp. 35-37	p. 38
Education Specialist Level I	pp. 40-44	pp. 44-45	pp. 45-46
Education Specialist Level II	pp. 48-54	pp. 54-55	pp. 55-56
Administrative Services	pp. 59-62	p. 63	pp. 63-64

Progress to date on implementing action plans is reported in an addendum to our Biennial Report (2008) and is available for review in the Document Room.

Candidates in the Multiple Subject and Education Specialist Level I programs take the Reading Instruction Competence Assessment (RICA) after completion of the Literacy 1: Multicultural/Multilingual course. Data in Table 9.5 summarize pass rates and were excerpted from Title II Reports, 2002-2008. Full reports are available for review in the Credential Office.

Table 9.5 RICA Pass Rates

RICA	58/58 (100%)	61/61 (100%)	63/63 (100%)	87/87 (100%)	76/76 (100%)	15/15 (100%)

There is a developmental process to candidates' gaining competency as beginning professionals, therefore all candidates do not make growth at the same rate. We have processes in place to support candidates who require more time and/or other specific forms of assistance to achieve required competencies. Statements of Concern (Exhibit 2.5) are most often related to professional disposition and teaching performance. When concerns are related to performance in methods courses, these are typically linked to performance in the field. Examples of Statements of Concern and plans for remediation are available for review in the Field Placement Office. Figures 9.1-9.4 provide a summary of the kinds of data we collect to document intervention efforts with candidates who struggle to achieve or do not achieve competency requirements. (Data for these figures were drawn from "Statement of Concern Data(5).xls" summary file, available for review in the offices of the Director of the School of Education and Director of Field Placement.)

Figure 9.1 Statement of Concern (2002-present)

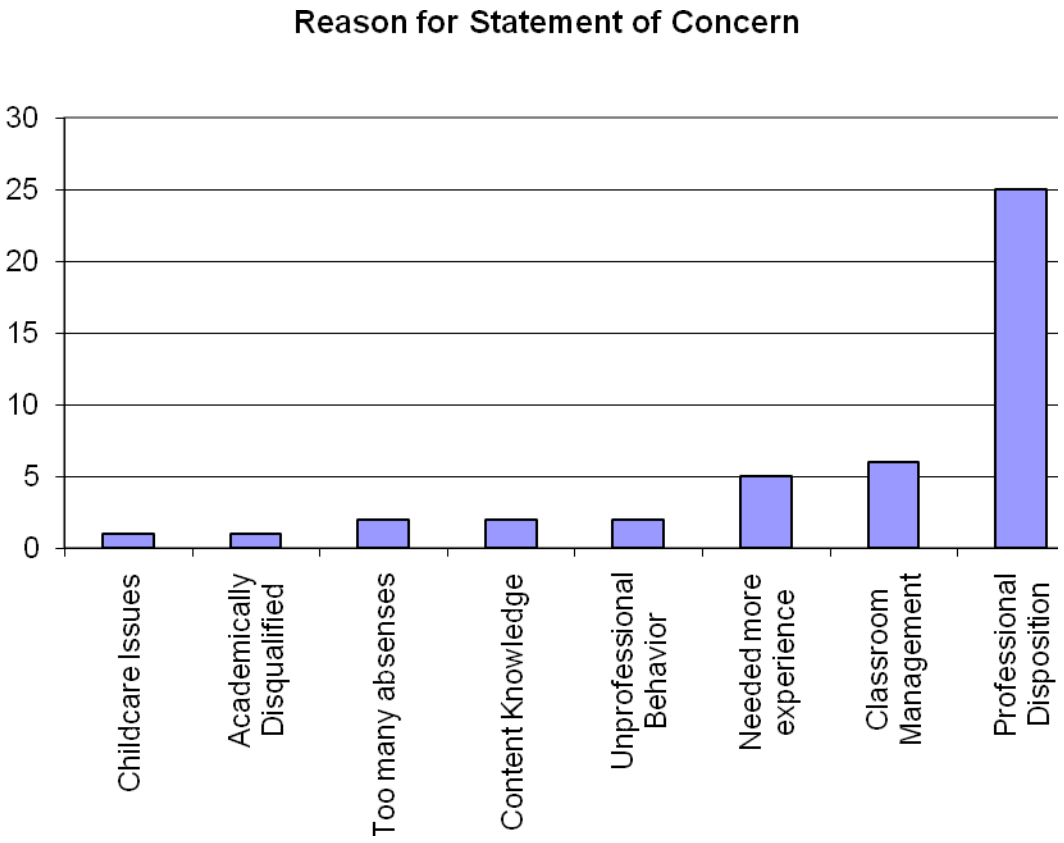


Figure 9.2 Statement of Concern by Semester

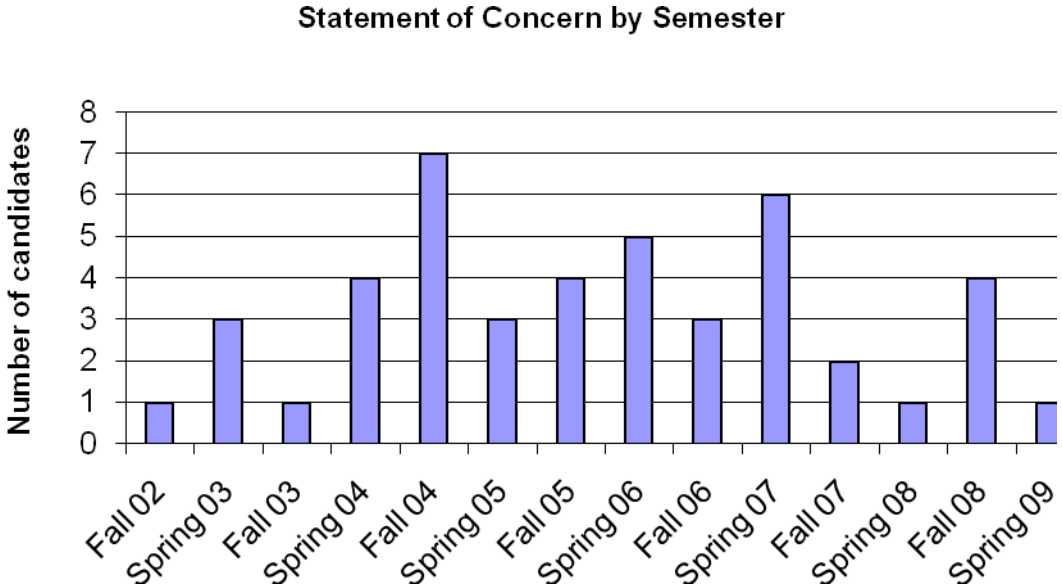


Figure 9.3 Statement of Concern by Program

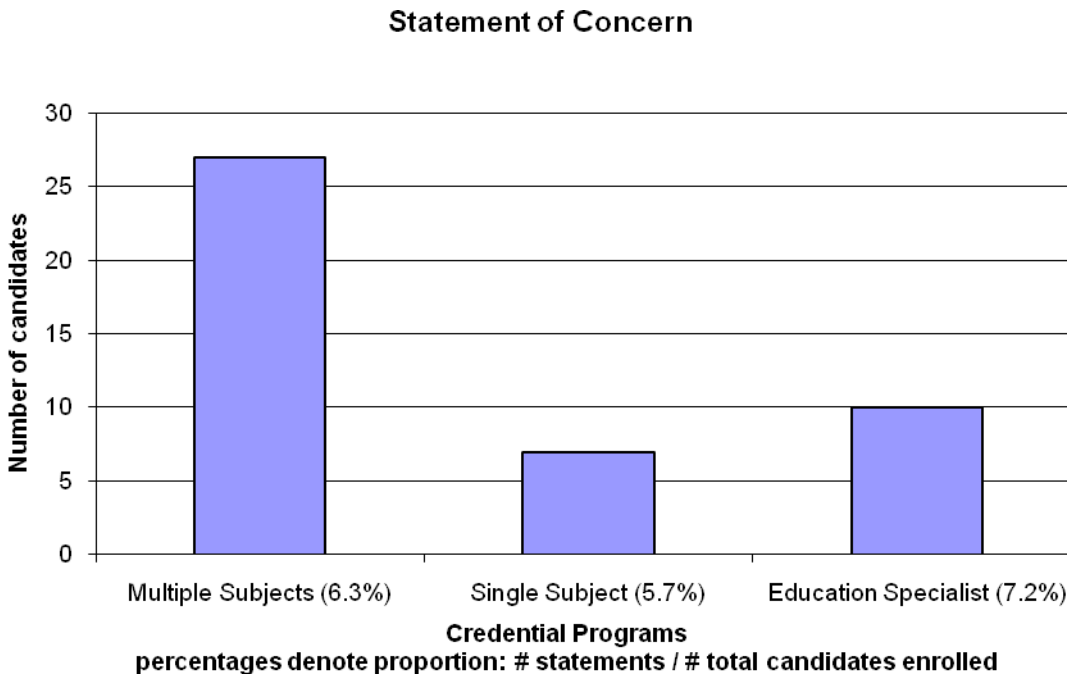
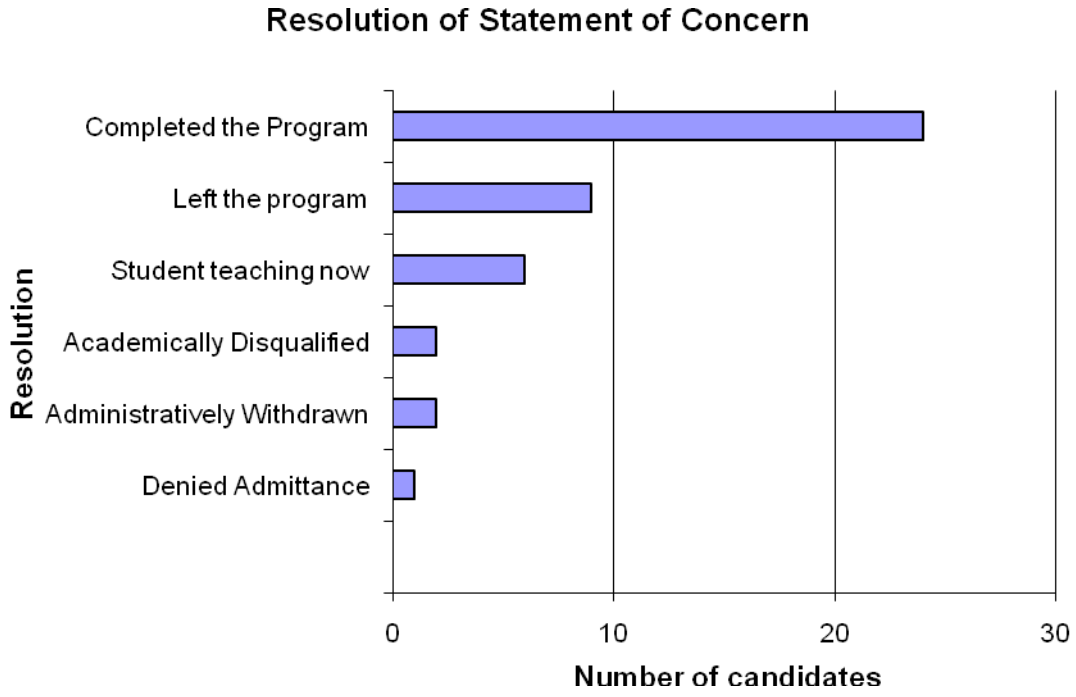


Figure 9.4 Resolution of Statement of Concern



Performance Data at End of Program

Candidates in every credential program demonstrate achievement of program standards in at least one culminating evaluation of their performance. A detailed, program-by-program analysis of candidate performance can be found in the Biennial Report of 2008 (Exhibit 9.2). Pass rates on these end-of-program competency measures are typically high for a number of reasons:

- early field experiences in the prerequisite program allow us to see prospective candidates' professional disposition in action and to encourage those students with strong potential to enter the profession;

- early field experiences in the prerequisite program allow prospective candidates to "try on" the profession and get a sense of all that it demands;

- the admissions process is aligned with our Conceptual Framework and is designed to help us select candidates who will be successful in our programs;

- during programs, there is a sequential nature to courses and increasingly higher expectations for professional growth; this sequencing scaffolds candidates' experiences and maximizes potential for success;

- the emphasis on the connection between theory, research, and practice begins in the prerequisite program and carries through candidates' experience in each semester of every program;

- faculty actively mentor and coach candidates who are experiencing difficulty in meeting standards; candidates have opportunities to revise and improve their performances on culminating evaluations. When students have more serious difficulties, then faculty and the Director of Field Placement work closely together to identify and name problem areas, to develop action plans in collaboration with the candidate (see Statement of Concern Process detailed in our response to Common Standard 6), and to provide detailed guidance and mentoring to help candidates address problems and improve performance. Even with these interventions, however, some candidates have been unable to demonstrate achievement of program standards (see Figure 9.4).

Another end-of-program measure that offers insight into candidates' perceptions of preparedness for entering the field is the CSU System-wide Exit Survey. Evaluation questions were answered by graduates exiting Multiple Subject, Single Subject, and Education Specialist Level I credential programs in the CSU. Data in Table 9.6 were excerpted from these surveys. Program-by-program analyses and interpretations of these data for FY2007 are provided in the Biennial Report of 2008 (Exhibit 9.2). Full copies of the CSU System-wide Exit Surveys are available for review in the Document Room.

Table 9.6 CSU System-wide Exit Survey Results

	CSUCI			
A. How Valuable or helpful was CSU Instruction in General Pedagogy?				
1. Instruction in how children and adolescents grow and develop.	61	73.80%	6979	85.00%
2. Instruction in the implications if human learning and motivation.	64	79.70%	7108	88.50%
3. Instruction in school purposes, organization, issues and history.	65	83.10%	7034	83.10%
4. Instruction in methods of classroom teaching and management.	72	93.10%	7308	93.00%
5. Instruction in the teaching of English language learners.	72	90%	7316	91.00%
6. Instruction in cultural diversity and multicultural education.	72	89%	7315	91.30%
7. Instruction in teaching students with special learning needs.	72	83.30%	7263	84.70%
8. Instruction in using computer technology for classroom instruction.	64	65.60%	7142	80.70%
B. How Valuable or Helpful was CSU Program Information and Support?				
1. Information and support provided in initial program orientation.	71	73.20%	7206	76.30%
2. Information, support, and solutions provided by the credentials office.	71	80.30%	7051	75.50%
3. Information, support and advice provided by faculty advisor(s).	68	83.80%	7084	83.70%
4. Information provided in written materials (e.g., handbook, catalogues, website).	69	78.30%	7175	79.60%

	CSUCI			
A. How Valuable or helpful was CSU Instruction in General Pedagogy?				
1. Instruction in how children and adolescents grow and develop.	77	75.30%	6498	85.30%
2. Instruction in the implications if human learning and motivation.	87	81.60%	6581	87.90%
3. Instruction in school purposes, organization, issues and history.	82	80.50%	6484	84.10%
4. Instruction in methods of classroom teaching and management.	91	96.70%	6769	93.10%
5. Instruction in the teaching of English language learners.	91	91%	6777	90.80%
6. Instruction in cultural diversity and multicultural education.	91	91%	6775	92.20%
7. Instruction in teaching students with special learning needs.	89	87.60%	6720	84.60%
8. Instruction in using computer technology for classroom instruction.	83	68.70%	6610	81.00%
B. How Valuable or Helpful was CSU Program Information and Support?				

1. Information and support provided in initial program orientation.	86	79.10%	6585	76.90%
2. Information, support, and solutions provided by the credentials office.	84	77.40%	6466	76.00%
3. Information, support and advice provided by faculty advisor(s).	85	89.40%	6492	83.70%
4. Information provided in written materials (e.g., handbook, catalogues, website).	84	79.80%	6585	79.20%

A. How Valuable or helpful was CSU Instruction in General Pedagogy?				
1. Instruction in how children and adolescents grow and develop.	36	86.10%	5008	85.00%
2. Instruction in the implications if human learning and motivation.	37	91.90%	5143	88.10%
3. Instruction in school purposes, organization, issues and history.	37	89.20%	5074	82.30%
4. Instruction in methods of classroom teaching and management.	38	94.70%	5246	92.60%
5. Instruction in the teaching of English language learners	39	100%	5243	90.40%
6. Instruction in cultural diversity and multicultural education.	38	100%	5242	91.00%
7. Instruction in teaching students with special learning needs.	37	91.90%	5235	85.30%
8. Instruction in using computer technology for classroom instruction.	35	68.60%	5121	79.10%
B. How Valuable or Helpful was CSU Program Information and Support?				
1. Information and support provided in initial program orientation.	38	76.30%	5126	75.90%
2. Information, support, and solutions provided by the credentials office.	39	76.90%	5027	73.10%
3. Information, support and advice provided by faculty advisor(s).	34	82.40%	5012	82.10%
4. Information provided in written materials (e.g., handbook, catalogues, website).	39	87.20%	5150	77.30%

Performance Data After Program Completion

One year after completion of their program, graduates who are close to completing their first year of teaching and their supervisors (i.e., principals, department chairs) participate in an on-line survey administered by the CSU system. The purpose of this survey is to determine the extent to which K-12 teachers were prepared effectively for their teaching responsibilities. Data in Table 9.7 were excerpted from the CSU System-wide Evaluation of Teacher Preparation, 2004-2008. Program-by-program analyses and interpretations of these data for FY2007 are provided in the Biennial Report of 2008 (Exhibit 9.2). Full copies of the CSU System-wide Evaluation of Teacher Preparation are available for review in the Document Room.

Table 9.7 CSU System-wide Evaluation of Teacher Preparation Results

Year of CSU System-wide Report:					
A-1 Overall Effectiveness of CSU Multiple-Subject Cred Programs					
% Well or Adequately Prepared	86	85	86	89	77
Total # of Respondents	15	24	49	19	8
System-wide					
% Well or Adequately Prepared	73	72	74	73	75
Total # of Respondents	1579	1087	1900	2214	1707
A-2 Overall Effectiveness of CSU Single-Subject Cred Programs					
% Well or Adequately Prepared	83	83	90	N/A	N/A
Total # of Respondents	10	10	5	N/A	N/A
System-wide					
% Well or Adequately Prepared	75	73	73	74	74
Total # of Respondents	1017	794	1030	1203	920
A-3 Overall Effectiveness of CSU Education Specialist Programs L-I					
% Well or Adequately Prepared	79	77	81	88	N/A
Total # of Respondents	5	4	13	2	N/A
System-wide					
% Well or Adequately Prepared	70	72	74	75	72
Total # of Respondents	387	297	472	506	448
B-1 CSU Preparation of Multiple-Subject Teachers for Reading-Language Arts Instruction (K-8)					
% Well or Adequately Prepared	90	89	90	96	90
Total # of Respondents	20	28	59	21	8
System-wide					
% Well or Adequately Prepared	83	81	83	83	84
Total # of Respondents	1921	1331	2240	2575	2017

Year of CSU System-wide Report:	2008		2007		2006		2005		2004	
Year of CSUCI Cohort:	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates
B-2 CSU Preparation of Multiple-Subject Teachers for Mathematics Instruction (K-8)										
% Well or Adequately Prepared		93		86		85		98		77
Total # of Respondents		20		28		59		21		8
System-wide										
% Well or Adequately Prepared		80		81		83		82		84
Total # of Respondents		1921		1331		2240		2575		2017
B-3 CSU Preparation of Single-Subject Teachers of English (7-12)										
% Well or Adequately Prepared		99		100		100		N/A		N/A
Total # of Respondents		5		3		2		N/A		N/A
System-wide										
% Well or Adequately Prepared		81		75		79		78		77
Total # of Respondents		270		233		274		321		217
B-4 CSU Preparation of Single-Subject Teachers of Mathematics (7-12)										
% Well or Adequately Prepared		96		78		87		N/A		N/A
Total # of Respondents		3		5		2		N/A		N/A
System-wide										
% Well or Adequately Prepared		81		79		78		83		86
Total # of Respondents		192		142		176		170		110
B-5 CSU Preparation of Single-Subject Teachers of Science (7-12)										
% Well or Adequately Prepared		58		95		100		N/A		N/A
Total # of Respondents		2		2		1		N/A		N/A
System-wide										
% Well or Adequately Prepared		81		76		78		78		79
Total # of Respondents		133		115		151		217		171

Year of CSU System-wide Report: / Year of CSUCI Cohort:	2008 2006-2007		2007 2005-2006		2006 2004-2005		2005 2003-2004		2004 2002-2003	
	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates
B-7 CSU Preparation to Teach Subjects Other than Reading and Mathematics (K-8)										
% Well or Adequately Prepared		76		78		80		74		66
Total # of Respondents		15		24		49		19		8
System-wide										
% Well or Adequately Prepared		64		60		65		62		65
Total # of Respondents		1579		1087		1900		2214		1707
B-9 CSU Preparation to Develop Reading Skills in Content Classes (7-12)										
% Well or Adequately Prepared		84		86		85		N/A		N/A
Total # of Respondents		10		10		5		N/A		N/A
System-wide										
% Well or Adequately Prepared		72		68		70		71		67
Total # of Respondents		1017		794		1030		1203		920
C-1 CSU Preparation of Teachers to Plan Instruction										
% Well or Adequately Prepared		91		90		90		95		85
Total # of Respondents		30		38		64		21		8
System-wide										
% Well or Adequately Prepared		80		78		80		80		80
Total # of Respondents		2918		2091		3198		3690		2836
C-2 CSU Preparation of Teachers to Motivate Students										
% Well or Adequately Prepared		88		84		90		89		75
Total # of Respondents		30		38		64		21		8
System-wide										
% Well or Adequately Prepared		79		77		78		77		79

Year of CSU System-wide Report: / Year of CSUCI Cohort:	2008 2006-2007		2007 2005-2006		2006 2004-2005		2005 2003-2004		2004 2002-2003	
	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates
C-3 CSU Preparation of Teachers to Manage Instruction										
% Well or Adequately Prepared		83		82		82		89		84
Total # of Respondents		30		38		64		21		8
System-wide										
% Well or Adequately Prepared		74		72		74		74		77
Total # of Respondents		2918		2091		3198		3690		2836
C-4 CSU Preparation of Teachers to Use Education Technology										
% Well or Adequately Prepared		69		70		62		83		47
Total # of Respondents		30		38		64		21		8
System-wide										
% Well or Adequately Prepared		65		61		63		65		66
Total # of Respondents		2918		2091		3198		3690		2836
C-6 CSU Preparation of Teachers to Assess and Reflect on Instruction										
% Well or Adequately Prepared		86		86		86		86		79
Total # of Respondents		30		38		64		21		8
System-wide										
% Well or Adequately Prepared		76		75		76		75		78
Total # of Respondents		2918		2091		3198		3690		2836
D-1 CSU Preparation of Teachers for Equity and Diversity in Teaching										
% Well or Adequately Prepared		89		84		87		93		75
Total # of Respondents		30		38		64		21		8
System-wide										
% Well or Adequately Prepared		74		72		74		74		74
Total # of Respondents		2918		2091		3198		3690		2836

Year of CSU System-wide Report:	2008		2007		2006		2005		2004	
Year of CSUCI Cohort:	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates	Supervisors	Graduates
D-5 CSU Preparation of Teachers to Teach English Learners										
% Well or Adequately Prepared		88		84		88		92		74
Total # of Respondents		27		34		46		19		6
System-wide										
% Well or Adequately Prepared		76		75		76		76		77
Total # of Respondents		2383		1752		2386		2996		1890
D-7 CSU Preparation of MS-SS Teachers to Teach Special Learners in Inclusive Schools										
% Well or Adequately Prepared		84		81		81		85		72
Total # of Respondents		25		34		54		19		8
System-wide										
% Well or Adequately Prepared		71		69		71		70		70
Total # of Respondents		2579		1861		2875		3354		2576