

**University of San Francisco
Commission on Teacher Credentialing
Biennial Report
Academic Year 2008-09**

Institution University of San Francisco

Date report is submitted 12/15/2009 **Date of last Site Visit** 4/22-24/2002

Name of Program	Credential Awarded	Program Site(s)	Page Numbers
Multiple Subject	Preliminary	Main Campus, Cupertino, San Ramon, Santa Rosa, Sacramento	2-21
Single Subject	Preliminary	Main Campus, Cupertino, San Ramon, Santa Rosa, Sacramento	2-21
Reading	Certificate	Main Campus	22-25
Special Education: Mild Moderate	Level I & Level II	Main Campus	26-38
Administrative Services	Preliminary & Professional Clear	Main Campus	39-49 (Prelim) 50-67 (Clear)
School Counseling (PPS)	Clear	Main Campus	68-71
Institutional Plan of Action			72-74

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**Multiple Subject and Single Subject Credential Program
Optional BCLAD Authorization**

Section A—Credential Program Specific Information

I. Contextual Information

The University of San Francisco (USF) is a private, Jesuit institution located in the urban environment of San Francisco with additional regional campuses in Cupertino, San Ramon, Sacramento, and Santa Rosa. USF strives to provide its students with a global perspective and has a university-wide focus on social justice issues. The university enrolls approximately 8,700 students per year.

The Teacher Education Department in the School of Education offers a combined credential and master’s program for students who wish to pursue either the Multiple Subjects or the Single Subject credential. The BCLAD option is available for either credential. Once they have completed their credential requirements students can then go on to finish one of five master’s degree options. Occasionally teacher candidates at USF work as interns. If they had not complete 120 prerequisite hours composed of first semester coursework they teach under a provisional permit provided by the school district. Once prerequisite hours are completed, USF recommends them for an intern credential. Candidates in the BCLAD emphasis complete two additional courses (Language & Culture of Emphasis- 2 units; Methods & Materials in Language of Emphasis- 2 units) taught in the language of emphasis as well as a full-time student teaching placement in a BCLAD setting. Currently the number of students in our BCLAD emphasis is very small and we have not separated their data from the general credential population.

Graduate Students	2007 - 2008 Enrolled	2007 - 2008 Completed	2008 – 2009 Enrolled	2008 – 2009 Completed
Multiple Subjects	106	50	98	28
Single Subjects	69	29	51	22
Total	175	79	149	50

The San Francisco campus also offers a Dual Degree in Teacher Preparation program in which students take Teacher Education graduate courses while pursuing their undergraduate degrees in the college of Arts and Sciences. They finish their credential program and master’s degree in the year following completion of their undergraduate degree.

Dual Degree Students

Dual Degree Students	2007 - 2008 Enrolled	2008 – 2009 Enrolled
Multiple Subjects	41	62
Single Subjects	23	33
Total	64	95

The Teacher Education program at USF has had no major changes to its required courses or student teaching placements since the approval of its SB2042 credential in 2002. Some departmental changes that have taken place are as follows:

- implemented the Cal TPA beginning Fall 03
- hired a full-time Cal TPA coordinator in Spring 04
- hired Associate Directors for regional (2004) and main campus (2006)
- Associate Director for Regional Campuses in 2008 began a Multiple Subjects cohort in Oakland in conjunction with the Alameda County Office of Education

II. Candidate Assessment and Program Effectiveness Information

A) The Teacher Education Department uses course assignments and activities, course evaluations, Cooperating Teacher, Master Teacher, and supervisor evaluations during student teaching, the California Teacher Performance Assessment (CalTPA), the Reading Instruction Competency Assessment (RICA), development of a teaching portfolio, and exit surveys to evaluate candidate competence and program effectiveness. For the purposes of the Biennial Report we are focusing on the following four assessments:

1. CalTPA

CalTPA Task	Timeline for Submission
1. Subject Specific Pedagogy 2. Designing Instruction	Student Teaching I (part-time placement)
3. Assessing Learning 4. Culminating Teaching Experience	Student Teaching II/III (full-time placement)

Trained assessors score the tasks on a scale of 1 to 4 and candidates are asked to revise and resubmit tasks on which they receive a score of less than 3. The passing score for the entire assessment is 12. Inter-rater reliability of assessors is calculated after each scoring session and is used to inform recalibration decisions. Any assessor who has not scored the CalTPA in six months is required to attend a recalibration session. Below are pass rates for first submissions:

2007 – 2008 Academic Year: First Attempt Pass Rates				
	Task 1	Task 2	Task 3	Task 4
Pass Rate	92.86%	82.86%	93.33%	94.67%

	Average of all Individual Tasks	Cumulative Score Tasks 1-4*
Pass Rate	91.03%	84.31%

*only candidates who completed all 4 tasks during the 07 - 08 academic year

2008 – 2009 Academic Year: First Attempt Pass Rates				
	Task 1	Task 2	Task 3	Task 4
Pass Rate	83.90%	77.77%	92.10%	92.11%

	Average of all Individual Tasks	Cumulative Score Tasks 1-4*
Pass Rate	86.01%	85.55%

*only candidates who completed all 4 tasks during the 08 - 09 academic year

A content analysis of the CalTPA tasks of 20 randomly chosen candidates (10 Multiple Subjects, 10 Single Subjects) was undertaken in 2007. To summarize the detailed analysis, the data indicated that our teacher candidates:

- used a variety of instructional strategies in their lesson plans including introduction, modeling, direct instruction, independent practice and review
- strategically used Reading and Writing equally across K-12 classrooms, including a variety of writing strategies in their lessons
- demonstrated an understanding of the use of multiple assessment measures and the need to use both formative and summative assessment strategies
- indicated a need to include closure in lesson plans
- demonstrated a limited number of strategies for differentiating instruction for English Language Learners (ELL's) and students with special needs

2. Cooperating Teacher evaluations of candidates in Student Teaching I (96 classroom hours minimum)

Cooperating Teachers rate to what degree the teacher candidate working in their classrooms has met the Teaching Performance Expectations (TPE's) on a scale of 1 (low) to 5 (high). Two evaluations are submitted during the semester. A summary of final evaluations is reported on the following pages.

2007 – 2008 Cooperating Teacher Final Report/Student Teaching I

Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=31						Multiple Subject n=62					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	79%	16%				5%	87%	13%				
Demonstrates self confidence	53%	42%	5%				67%	33%				
Demonstrates sound judgment	53%	37%				11%	80%	20%				
Demonstrates initiative in assuming responsibilities	63%	21%	11%			5%	80%	20%				
Demonstrates willing to implement suggestions to improve	79%	5%				16%	87%	13%				
Attendance is regular and punctual *	79%	16%					100%					
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	42%	26%	16%			16%	40%	47%	7%		7%	
Teaching reading in the content areas	16%	26%	11%			47%	40%	33%			27%	
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	42%	42%	5%			11%	67%	20%	13%			
TPE 5, 11												
*Building rapport/mutual respect with students	58%	37%					73%	27%				
TPE 5, 8, 11												
Techniques/strategies for motivating students	16%	53%	21%			11%	53%	27%	13%		7%	
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	21%	26%	32%			21%	33%	40%	27%			
TPE 4, 7, 8, 9, 11												
Exhibits a positive attitude towards students, their language, and culture	84%	11%					100%					
BLCAD Candidates only												
Use of Spanish as a medium of instruction						100%	14%				86%	

2008 – 2009 Cooperating Teacher Final Report/Student Teaching I

Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=19						Multiple Subject n=35					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	79%	21%					94%	6%				
Demonstrates self confidence	42%	47%	11%				66%	29%	6%			
Demonstrates sound judgment	63%	21%	16%				91%	9%				
Demonstrates initiative in assuming responsibilities	53%	27%	20%				86%	14%				
Demonstrates willing to implement suggestions to improve	60%	34%	6%				94%	6%				
Attendance is regular and punctual *	89%	5%	5%				97%	3%				
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	19%	50%	19%			13%	66%	29%	3%			3%
Teaching reading in the content areas	0%	23%	15%			54%	74%	14%	3%			9%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	35%	35%	24%			6%	80%	14%	3%			3%
TPE 5, 11												
*Building rapport/mutual respect with students	68%	21%	11%				91%	9%				
TPE 5, 8, 11												
Techniques/strategies for motivating students	27%	27%	40%	7%			77%	23%				
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	6%	44%	31%	13%	#		62%	29%	9%			
TPE 4, 7, 8, 9, 11												
Exhibits a positive attitude towards students, their language, and culture	100%						97%	3%				
BLCAD Candidates only												
Use of Spanish as a medium of instruction	0	0	0	0	0	0	66%	34%				

Master Teacher evaluations of candidates in Student Teaching II/III (18 weeks of full-time student teaching):

Master Teachers rate to what degree the teacher candidate working in their classroom has met the TPE's on a scale of 1 (low) to 5 (high). Evaluations are submitted on a monthly basis. Final evaluations are reported here:

2007 - 2008 Student Teaching II/III Final Reports

Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

General Observations	Single Subject n=33					Multiple Subject n=52				
	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	62%	33%			5%	74%	23%	3%		
Methods to promote thinking skills (TPE 1,4,6)	67%	24%	5%			74%	26%			
Well prepared for each class (TPE 13)	76%	14%	5%			84%	16%			
Demonstrates skill in the use of technology (TPE 1,4,6)	48%	33%			19%	81%	6%	3%		10%
Motivates student interest (TPE 5,8,11) *	81%	10%	10%			81%	16%			
Provides for individual differences (TPE 7,8,9)	67%	24%	5%		5%	77%	23%			
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	76%	14%	10%			68%	29%	3%		
Varies teaching method (TPE 1,4,9)	81%	10%	5%		5%	77%	16%	6%		
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	86%	10%			5%	87%	10%			
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	71%	24%			5%	74%	26%			
Building rapport/ mutual respect with students TPE 5, 11	76%	24%				90%	10%			

2007 - 2008 Student Teaching II/III Final Reports Continued

Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=33					Multiple Subject n=52				
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	52%	38%	5%	5%		71%	26%	3%		
Promotes student self-discipline (TPE 8,11)	57%	14%	19%		5%	84%	13%	3%		
Encourages positive interactions (TPE 7,8,11)	67%	28%	5%			90%	10%			
Personal Qualities										
Speech is clear and appropriate (TPE 13)	76%	24%				87%	13%			
Personal appearance (TPE13)	90%	10%				94%	6%			
Exhibits self-confidence (TPE 13)	86%	10%	5%			87%	13%			
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	76%	14%			5%	97%	3%			
Acts as an appropriate role-model for students (TPE 5,13) *	95%	5%				94%	3%			

2007 - 2008 Student Teaching II/III Final Reports Continued

Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=33					Multiple Subject n=52				
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	90%	10%				94%	6%			
Punctuality and regularity of attendance (TPE 13)	100%					90%	6%	3%		
Maintains accurate records (TPE 2,3,13)	90%	5%			5%	87%	6%	3%		3%
Demonstrates sound judgment (TPE 13)	81%	14%			5%	94%	6%			
Knowledge of and adherence to school policies (TPE 12,13)	86%	5%	5%		5%	90%	10%			
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	81%	14%			5%	94%	6%			
Willingness to seek assistance (TPE 13)	95%	5%				94%	6%			
Evidence of personal growth and self assessment (TPE 12,13)	86%	5%	5%		5%	94%	6%			

2008 - 2009 Student Teaching II/III Final Reports

Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

General Observations	Single Subject n=17					Multiple Subject n=33				
	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	41%	53%	6%			59%	28%	6%		6%
Methods to promote thinking skills (TPE 1,4,6)	65%	35%			12%	73%	27%			
Well prepared for each class (TPE 13)	53%	47%				82%	15%	3%		
Demonstrates skill in the use of technology (TPE 1,4,6)	29%	59%				61%	24%			15%
Motivates student interest (TPE 5,8,11) *	53%	29%	12%	6%		73%	24%	3%		
Provides for individual differences (TPE 7,8,9)	41%	59%				70%	27%	3%		
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	47%	47%	6%			79%	18%	3%		
Varies teaching method (TPE 1,4,9)	47%	41%	6%			76%	21%	3%		
* Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	59%	35%		6%		82%	18%			
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	50%	44%	6%			58%	35%			6%
Building rapport/ mutual respect with students * TPE 5, 11	59%	35%	6%			85%	12%	3%		

2008 - 2009 Student Teaching II/III Final Reports Continued

Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

Learning Environment	Single Subject n=17					Multiple Subject n=33				
Management of learning activities (TPE 4,5,9,10)	59%	36%	6%			63%	0.34	0.03		
Promotes student self-discipline (TPE 8,11)	53%	35%	6%	6%		61%	0.33	0.06		
Encourages positive interactions (TPE 7,8,11)	75%	19%	6%			82%	18%			
Personal Qualities										
Speech is clear and appropriate (TPE 13)	47%	53%				85%	15%			
Personal appearance (TPE13)	65%	35%				88%	12%			
Exhibits self-confidence (TPE 13)	53%	41%	6%			76%	21%	3%		
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	82%	18%				91%	9%			
Acts as an appropriate role-model for students (TPE 5,13) *	82%	18%				91%	9%			

2008 - 2009 Student Teaching II/III Final Reports Continued

Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

Professionalism	Single Subject n=17					Multiple Subject n=33				
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	77%	23%				82%	15%		3%	
Punctuality and regularity of attendance (TPE 13)	88%	12%				88%	12%			
Maintains accurate records (TPE 2,3,13)	65%	35%				77%	16%			6%
Demonstrates sound judgment (TPE 13)	53%	41%	6%			82%	18%			
Knowledge of and adherence to school policies (TPE 12,13)	65%	29%	6%			85%	15%			
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	71%	29%				88%	12%			
Willingness to seek assistance (TPE 13)	76%	24%				82%	18%			
Evidence of personal growth and self assessment (TPE 12,13)	65%	35%				79%	21%			

4. RICA Scores

Multiple Subjects candidates are offered in-class and on-line RICA prep materials. After they have taken the RICA, information regarding their pass rates is forwarded to USF by the testing agency. Pass rates are reported here:

RICA Pass Rate 2007 – 2008			RICA Pass Rate 2008 – 2009		
Test Date	Pass Rate	# of Candidates	Test Date	Pass Rate	# of Candidates
8/11/2007	57%	7	8/9/2008	100%	5
10/6/2007	100%	3	10/4/2008	100%	8
12/1/2007	100%	3	12/6/2008	100%	1
2/9/2008	90%	18	2/7/2009	93.75%	16
4/12/2008	80%	8	4/18/2009	95%	20
6/14/2008	90%	9	6/13/09*	89.50%	19
Total	87%	48	Total	96%	69

* Second attempt by one candidate

b) In addition to the assessments we have focused on above, in Spring 2007 the Teacher Education Department began asking each candidate completing the program to respond to an exit survey. Main campus candidates completed the paper survey during their final student teaching class session. The regional students were invited back to the campus after graduation to complete the paper survey. The 88-item survey was developed by Boston College and revised, with permission, by USF. The survey items collect information on the teacher candidates' own perceptions of their teaching abilities and their perceptions of the program and its effectiveness. A summary of the portions of the survey most relevant to this report is included below:

Exit Survey 2007-2008

	Multiple Subjects n=45				Single Subjects n=25			
Rate how well your teacher education program prepared you to teach students:	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
with different ability levels in the same class	35%	43%	22%		7%	64%	14%	14%
from different socio-economic backgrounds *	35%	35%	22%	4%	29%	50%	21%	
from diverse racial/ethnic/cultural backgrounds	52%	35%	9%	4%	29%	57%	14%	
in an urban school system	43%	39%	9%	9%	36%	36%	29%	
with different linguistic backgrounds	35%	52%	9%	4%	21%	64%	7%	7%
with different sexual orientations	22%	22%	13%	30%	14%	14%	57%	14%
Comment: 13% of the MS candidates wrote 'n/a' as a response								
with special needs	26%	39%	26%	9%	14%	57%	21%	7%
Your knowledge and understanding of:	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
multi-cultural issues and perspectives *	35%	52%	4%	4%	36%	57%	7%	
social and political roles of schools in American society legal and ethical responsibilities of teachers	30%	48%	22%		21%	57%	21%	
	52%	30%	13%		21%	50%	21%	7%
Comment: 4% of the MS candidates wrote 'n/a' as a response								

Exit Survey 2007-2008

	Multiple Subjects n=45				Single Subjects n=25			
My teacher education program prepared me to:	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
utilize an in-depth knowledge base in the subject area of my certification.	52%	48%			14%	36%	21%	29%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	65%	26%	9%		7%	21%	36%	36%
develop an understanding of reading and language development to advance literacy and writing in all students.	61%	39%			7%	71%	21%	
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	48%	43%	9%		14%	29%	50%	7%
	Definitely yes	Probably yes	Probably no	Definitely no	Definitely yes	Probably yes	Probably no	Definitely no
Looking back, would you still enroll in this teacher education program	61%	30%	9%		29%	57%	14%	
1 Comment: Probably no "due to the economy"								
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
How do you rate your ability to make a significant difference in the learning of your students?	65%	35%			36%	64%		
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	57%	43%			21%	57%	21%	

Exit Survey 2008-2009

	Multiple Subjects n=34				Single Subjects n=16			
Rate how well your teacher education program prepared you to teach students:	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
with different ability levels in the same class	24%	68%	8%		31%	44%	19%	6%
from different socio-economic backgrounds *	39%	45%	12%	3%	31%	38%	19%	12%
from diverse racial/ethnic/cultural backgrounds	52%	39%	6%	3%	38%	38%	19%	6%
in an urban school system	44%	41%	12%	3%	31%	50%	13%	6%
with different linguistic backgrounds	39%	55%	6%		44%	44%	6%	6%
with different sexual orientations	17%	21%	38%	24%	25%	44%	19%	12%
with special needs	33%	42%	21%	3%	38%	44%	12%	6%
Your knowledge and understanding of:	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
multi-cultural issues and perspectives *	66%	22%	12%		56%	38%	6%	
social and political roles of schools in American society	50%	38%	12%		25%	69%	6%	
legal and ethical responsibilities of teachers	48%	39%	12%		50%	50%		

Exit Survey 2008-2009

	Multiple Subjects n=34				Single Subjects n=16			
My teacher education program prepared me to:	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
utilize an in-depth knowledge base in the subject area of my certification.	50%	34%	16%		31%	44%	13%	12%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. mathematics, science, history, English, etc.).	44%	41%	15%		38%	38%	12%	12%
develop an understanding of reading and language development to advance literacy and writing in all students.	59%	38%	3%		38%	44%	12%	6%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	44%	41%	15%		31%	56%	6%	6%
Looking back, would you still enroll in this teacher education program	70%	30%			75%	25%		
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
How do you rate your ability to make a significant difference in the learning of your students?	58%	39%		3%	38%	56%		
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	48%	42%	9%		31%	44%	19%	

As we go forward the department is planning to follow these students through their first five years post-credential to determine if they continue teaching and, if so, to determine their effectiveness in the classroom based on their own observations, observations of their Induction Program mentors during their first two years and observations of their principals. The department is developing surveys, based on the exit survey, to distribute to graduates, Induction Programs mentors, and principals and plans to analyze these results to see how these can inform our program and help us to better prepare beginning teachers.

III. Analysis of Candidate Assessment Data

Analysis of All Candidate Assessment Data Candidate Competence

1. CalTPA

All candidates

- CalTPA “first attempt” pass rates are generally high, ranging from 77% to 94%
- Pass rates dropped slightly from 2008 to 2009.
- The correlation between CalTPA scores and the student teaching evaluation forms are not as high as would be expected given they both assess the TPEs.

2. Student Teacher Evaluations (Cooperating and Master Teacher Reports)

All candidates

- The evaluation scores candidates received from their cooperative teacher and master teachers were generally high overall and specifically showed higher evaluations for multiple subject students.
- Candidates were assessed by their cooperating teachers as needing growth in TPEs 1, 6, and 10.
- Candidates showed improvement in evaluations from cooperating teachers to master teachers.

Single Subject Candidates

- Single Subject candidates were rated high by Cooperating and Master Teachers in their openness to suggestions for improvement, their willingness to implement suggestions for improvement, and their positive attitudes.
- Candidates were rated high from their cooperating teacher in TPE 13, 5, and 11.
- Continue to assist candidates in identifying and applying management skills learned in coursework, including motivating students.
- Strengthen Academic Literacy course to improve teaching reading in content areas.
- Assist candidates in asking higher-level questions in the classroom to promote higher level thinking.

Multiple Subject Candidates

- In 2008-2009, candidates scored higher in all sections of the cooperating teacher report from 2007 -2008 except in the areas of self-confidence and positive attitude.
- In 2008-2009, candidate's evaluations from their master teachers remained consistent from the 2007-2008 data.
- Continue to assist candidates in identifying and applying management skills learned in coursework
- Continue to assist candidates in identifying and implementing appropriate pedagogical strategies

3. RICA

- RICA pass rates are generally high
- RICA pass rates increased over the 2007-2008 data.
- In 2008-2009, Cooperating teachers evaluated Multiple Subjects candidates 15% higher from the previous year in teaching reading in the content area.

4. Exit Survey

- In their exit surveys 100% of Multiple Subjects candidates felt their overall preparation to teach was either "excellent" or "good".
- Most Multiple Subjects candidates felt their preparation to teach a variety of students was either "excellent" or "good".
- Single Subject candidates did not feel that their preparation to teach in their subject area was "excellent" and many rated it as only "fair" or "poor".
- Only 78% of Single Subject candidates rated their overall preparation to teach as either "excellent" or "good".
- Single Subject candidates felt less prepared than Multiple Subjects candidates to teach a diverse group of students, particularly students with different sexual orientations.
- Multiple Subjects candidates felt least prepared to teach students with different sexual orientations.

Program Effectiveness

- Data from the CalTPA and student teaching evaluations indicate the majority of our students are meeting the TPEs.
- Over the past 2 years we have seen an increase in some faculty incorporating the CalTPA in classroom discussions and assignments. Students appear more conversant and use correct academic language when addressing classroom issues. It is unclear why the pass rates have dropped in the past 2 year cycle.
- When in their student teaching placements, our students exhibit professional behaviors, willingness to implement master and cooperating teacher suggestions, and show enthusiasm for teaching.
- Single subject candidates are rated slightly lower by their cooperating and master teachers than multiple subject candidates.

- Both single and multiple subject candidates showed areas for improvement in their abilities to manage classrooms and work with students of various sexual orientations and students of special needs.
- Looking at exit survey data, all candidates rated high their knowledge to teach diverse students and their ability to understand multi cultural issues and perspectives.
- Continue to review material assessed on RICA and encourage all candidates to participate in review provided. Provide test-taking strategies.

IV. Use of Assessment Results to Improve Candidate and Program Performance

Over the past few years the department has been striving for greater communication and sharing of candidate feedback data among full and part-time faculty. In the Spring 2006 semester the Associate Directors of the regional campuses and the San Francisco program brought together 42 adjunct faculty members from all five campuses for an all-day workshop. Although this meeting was outside this evaluation period, it set the context for communication with adjunct faculty in subsequent semesters. The purpose was to share information we had learned in the early days of our CalTPA implementation, to share feedback we were receiving from our students about the CalTPA and other issues, and to have faculty who were teaching similar courses share notes on course content with one another. The Associate Director of regional campuses continues to meet one-on-one with adjunct and full-time faculty at the regional campuses to review course evaluations and other content-related issues. At the San Francisco campus, the department brought together full-time and adjunct faculty in Fall of 2007 in small group meetings to share notes on course content, CalTPA implementation issues, and any other issues that faculty members wanted to address. During this same semester full-time faculty members met in small groups to discuss course connections and share notes on course content. Although we have been working on increasing communication, the department does not have a systematic plan in place for reviewing data that is being collected each semester. This is a future goal as we continue to increase communication between instructors, both full-time and part-time.

We have noted that Single Subject candidates in the past two years have been less satisfied with their teacher training and have been rated slightly lower than the Multiple Subject candidates by their Cooperating and Master Teachers. Since this data was collected we have hired two full-time faculty members who have a focus in secondary education. These faculty members are working to analyze and adjust the curriculum and instruction course content and other classes offered for the Single Subject candidates. We believe that they will contribute to a stronger training program for the Single Subject candidates and we will continue to monitor evaluations and exit surveys from Single Subject candidates to determine whether or not these numbers improve.

In addition to hiring two new full-time faculty members the department has increased the diversity of the adjunct faculty pool over the past year. We will continue to work toward this as a goal and feel that it will give our teacher candidates a more balanced view of classrooms and education and assist them in successfully addressing issues of diversity and social justice.

As we move forward the department would also like to take the assessment data and use it to analyze the program to determine ways to:

- increase candidates' ability to differentiate instruction for English Language Learners and students with special needs. The need for this is indicated in TPA submissions and in exit survey results.
- improve classroom management skills for teacher candidates as indicated in student teaching evaluations
- improve the use of technology among teacher candidates at school sites, if possible, as indicated in student teaching evaluations

In addition to analyzing program content, the department also needs to:

- develop more detailed rubrics for Cooperating Teachers and Master Teachers to use when evaluating teacher candidates
- increase pass rates for first-time CalTPA submissions as indicated by a drop in pass rates from 07-08 to the 08-09 academic year. Increased communication about the TPA with full-time and part-time faculty will be one avenue to pursue in reaching this goal.
- revise the exit survey questions to clarify question content and to match more closely our program's goals and objectives.
- improve procedures for obtaining teacher candidate evaluations from Cooperating Teachers and Master Teachers

Reading Certificate Program

Section A—Credential Program Specific Information

I. Contextual Information:

Overview: The Reading Certificate program is designed to prepare teachers for specialized teaching of reading language arts to diverse populations of students and for curriculum and instructional leadership in the field of language and literacy. The program is intended for K-12 classroom teachers who are looking for ways to improve their students' reading skills. The program prepares the holder to assess student reading and provide reading instruction in response to the assessments. Program candidates are also trained to develop, implement, and adapt the reading and content curriculum, and assist teacher colleagues in these areas.

Courses are taken in a cohort format. Candidates typically complete the program in four semesters. The program requires 16 semester units of graduate coursework, with three graduate pre-requisite courses. The program includes three onsite practicums arranged through local schools. Most candidates combine the Reading Certificate program with USF requirements for the Master of Arts in Teaching Reading program and receive both the certificate and MA upon completion of the program.

Prerequisites

A valid California Multiple or Single Subject Teaching Credential is required to receive the reading certificate. (Students may apply for the certificate three following three years of teaching in California.)

Multiple and Single Subject Prerequisite Course Requirements

- TEC – 621 Early Literacy (3 units)
- TEC – 612 Reading And Language Arts – Intermediate Grades (3 units)
- TEC – 616 or 660 Student Teaching I (2 units)

Reading Certificate Courses

- TEC – 661 Assessment and intervention with Struggling Readers (3 units)
- TEC – 662 Tutoring Practicum Primary (1 unit)
- TEC – 663 Tutoring Practicum: Intermediate and High School (1unit)
- TEC – 664 Developing Fluent Readers (2units)
- TEC – 668 Teaching Comprehension Strategies (3 units)
- TEC – 670 Research in Reading (3 units)
- TEC – 671 Reading Practicum (3 units)

Number of Candidates in the program

2007 – 2008 - 19 candidates (16 completed / graduated)
2008 - 2009 - 11 candidates (14 completed / graduated including 3 completing practicum from last cohort)
2009 – 2010 – 10 candidates

Changes Since Commission Approval of Current Program Document

The following changes were made to the program and implemented in Summer 2005:

- Total number of required credit units in program increased from 12 units to 16 units.
- Two additional practicum experiences were added as separate courses:
 - TEC-662 Tutoring Practicum: Primary Level (1 unit)
 - TEC-663 Tutoring Practicum: Intermediate and High School (1 unit)
- Assessment and Intervention courses (previously 2 units each) were combined into one course.
 - TEC-661 Assessment and Intervention with Struggling Readers (3 units)
- Three courses were increased from 2 units to 3 units:
 - TEC-668 Teaching Comprehension Strategies (3 units)
 - TEC-670 Research in Reading (3 units)
 - TEC-671 Reading Practicum (3 units)

II. Candidate Assessment and Program Effectiveness Information

The Reading Certificate program at USF monitors candidate performance through course assignments, course grades, and fieldwork evaluations.

Course Assignments - Professor evaluation - measured by grades:

- Presentation based on assisting struggling readers to become fluent
- Presentation based on intervention strategies for struggling readers, second language learners, and special needs and advanced student.
- Literature review and presentation on one element of language arts needed to support students.
- Case studies of one on one work with students.

Tools used to assess candidates and program completers: All candidates are formally observed at least three times during their field practicum. Observation forms were designed from reading standards from the International Reading Association. Students must meet qualifiers stated on observation form. Students write a self evaluation of the lesson observed.

- University Supervisor Observation Report # 1 – one on one tutoring
- University Supervisor Observation Report # 2 – small group instruction
- University Supervisor Observation Report # 3 – whole group instruction

Tools used to assess student performance and effectiveness of the program: Information gathered is reviewed and sorted by faculty and coordinator of program.

- Entrance and exit survey - individual
- Exit interview – whole group discussion

III Analysis of Candidate Assessment Data:

Exit Interview – Strengths

- Evaluations of Reading Certificate candidates are excellent overall. 100% of candidates felt their overall preparation to teach reading was either excellent or very good.
- Candidates express particular strength in their ability to plan and implement lessons and instructional activities to assist students in becoming strategic, independent readers and writers.
- Candidates could communicate the research upon which instructional decisions and practices were based.
- Candidates show extensive knowledge of curriculum and instructional approaches for students who are experiencing difficulties in reading and language arts, including broad knowledge of programs and materials.
- Candidates show particular knowledge of comprehension and fluency strategies, and expressed very high satisfaction with the two courses that focus on these topics.

Exit Interview – Areas of improvement

- Candidates expressed less positive feedback about their “Assessment and Intervention” course. Many felt that this course did not meet their expectations nor did it provide them with the information needed.
- Candidates expressed concern that they were still not fully prepared to teach a diverse group of students.
- Not all candidates demonstrated the (potential) ability to fulfill a school site level leadership role in reading/language arts.

Supervisors’ Observations and Evaluations – Strengths

- Candidates demonstrated the ability to provide quality instruction in varied settings, such as reading resource rooms, tutoring, and regular classrooms working with total class, small group, and individual students.
- Candidates demonstrated the ability to plan and provide quality instruction to beginning readers, struggling intermediate readers, and English learners.
- Candidates demonstrated the ability to make appropriate selections and uses of instructional materials.
- Candidates demonstrated the ability to make connections with student’s language and cultural background.

- Candidates demonstrated the ability to respect, understand, and teach students who are different from the candidates, including ethnic, cultural, gender, linguistics, and socio-economic differences.
- Candidates demonstrated the ability to assess and evaluate students' needs, abilities and achievements using a variety of measures – formal and informal, individual and group.

Supervisor's Observations and Evaluations – Areas for Improvement

- Candidates sometimes lack ability to align reading intervention strategies with ongoing assessment results and actually implement appropriate interventions with all students.
- Students are less sure of themselves with interventions for EL students.

IV Use of Assessment Results to Improve Candidate and Program Performance

As we move forward, the Reading Certificate/Masters in Teaching Reading program will take the assessment data and use it to analyze candidate and program performance to determine ways to:

- Increase candidates' ability to provide quality instruction for English Language Learners.
- Improve the Reading Certificate candidates' preparation by analyzing the Assessment and Intervention course content and aligning it with state and Reading Association standards.
- Develop a rubric for observation reports and the exit interview results.
- Analyze current assessments to determine information they provide of candidates overall preparation to teach reading and determine areas that need to be strengthened.
- Restructure the Assessment and Intervention Course to meet the needs of the program and the students.

Mild/Moderate Education Specialist Credential

Section A—Credential Program Specific Information

I – Contextual Information

The University of San Francisco Mild/Moderate Education Specialist Internship Credential Program was developed to prepare candidates who work full time in inner-city, multi-cultural and multi-linguistic schools teaching students with mild-to-moderate disabilities in a range of settings. The possible settings include full-time special education classes and resource specialist programs in elementary, middle schools and high schools.

The USF Mild/Moderate Program is an integrated Level 1/Level 2 internship. In other words, our students are accepted into the program with the understanding that they will remain in the program until the completion of Level 2, upon which they earn a Clear, Level 2, Education Specialist Mild/Moderate Teaching Credential for California. Our coursework is taught in modules that spiral throughout the Level 1/Level 2 coursework. We design it this way in order to meet our students’ needs. In the summer before intern employment we teach the beginning competencies of many of our courses in order to prepare students for fall employment. Then, in fall, we teach the competencies that they need first on the job, etc. Because our students are employed as full-time special education teachers or specialists after the first summer of the program, their “fieldwork” runs continuously. Everything taught in class is applied on the job, then revisited again in class, and then refined on the job, again and again. This is also part of our teaching spiral.

Our program has admitted 159 students since the previous accreditation in 2002. Of those, 92 students have completed the program and 27 students are currently enrolled (See Table A). The 40 students who are not completers either left the program early, took leaves of absence for health or family issues, or failed to pass State proficiency exams.

The major changes in the program since 2002 are the expansion of English learner competencies for CLAD, an increased focus on the Teaching Performance Expectations (TPEs), and the recent addition of Teacher Performance Assessments (TPAs) on a trial basis.

Table 1 - Candidates entering and completing program since 2002

Mild/Moderate Education Specialist Program Candidate Information		
<u>Year</u>	<u>Number of Candidates</u>	<u>Number of Completers/Graduates</u>
2002-2004	32	18
2003-2005	33	24
2004-2006	31	23
2005-2007	15	12
2006-2008	23	15
2007-2009	13	13 expected
2008-2010	14	14 expected
Total	159	119

II-Candidate Assessment/Performance Information

The assessment system used by the Mild/Moderate Education Specialist Credential Internship Program was designed to meet the California Standards for the Teaching Profession, providing comprehensive and integrated assessment and evaluation measures to monitor candidate performance and to improve programs. As required by California Commission on Teacher Credentialing, candidate performance is based on multiple assessments at admission into programs, during coursework, during teaching experiences, and program completion.

Tables provide an overview of the program divisions the assessment tools used within each division to determine students' knowledge and skills, as well as review their self-reflections.

Table 2 - Program Divisions Matrix for the Mild/Moderate Education Specialist Credential Program*

Program Divisions	Knowledge	Skills	Reflections
Intern Teaching Experience (Division 1)	<ul style="list-style-type: none"> • 40 hours classroom observations and participation • TPE formative assessment goals • Electronic Professional TPE portfolio • Three-way evaluations • Supervisor observations • Evaluations of professional competency 	<ul style="list-style-type: none"> • 40 hours classroom observations • Electronic Professional TPE portfolio • Three-way evaluations • Supervisor observations • Evaluations of professional competency • 25 Hours of Professional Specialization • Current CPR 	<ul style="list-style-type: none"> • Statement of Intent • Self-Reflection • Student self-assessment • Belief Papers
Coursework (Division 2)	<ul style="list-style-type: none"> • Completion of 13 units, 162.5 hours, of the pre-service instruction, including 40 hours of ELL training. • Completion of 24 additional units of identified coursework with a grade of C or better in each course and a minimum overall 2.75 GPA . 	<ul style="list-style-type: none"> • Verification of 162.5 hours of the pre-service instruction including 40 hours of ELL training • Completion of all identified coursework with a grade of C or better and a minimum overall 2.75 GPA in professional courses. • Reading Mastery Unit • Technology Portfolio • Content Area Unit • Research Papers • IEP/Assessment Report • ITP 	

Completion (Division 3)	<ul style="list-style-type: none"> • Completion of two school years teaching • RICA passed • All coursework completed • Cumulative GPA of 2.75 with no grade lower than “C” in all coursework 	<ul style="list-style-type: none"> • Completion of two school years teaching • Cumulative GPA of 2.75 with no grade lower than “C” in all coursework and fieldwork • Exit Survey • Current CPR 	<ul style="list-style-type: none"> • Exit Survey
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*This chart displays the overall assessment measures used to evaluate student performance.

Program Division One: Intern-Teaching

Table 3 shows assessment measures used to determine entry into Intern teaching. Specific requirements for each specialization are shown in Appendix A.

Table 3 - Intern Teaching

Program Divisions	Knowledge	Skills	Reflections
Intern Teaching Experience (Division 1)	<ul style="list-style-type: none"> • 40 hours classroom observations and participation • TPE formative assessment goals • TPE Electronic Professional portfolios • Three-way evaluations • TPE Supervisor observations • TPE Evaluations of professional competency 	<ul style="list-style-type: none"> • 40 hours classroom observations • Electronic Professional TPE portfolios • Three-way evaluations • TPE Supervisor observations • TPE Evaluations of professional competency • 25 Hours of Professional Specialization • Current CPR 	<ul style="list-style-type: none"> • Self-Reflections • TPE Student self-assessments • Belief Papers

Knowledge. Prior to being recommended to the CTC for a Clear Level 2 Credential, candidates must have completed all fieldwork courses that are required with a minimum overall GPA of 2.75 and a grade of C or better in each course. Fieldwork is designed to meet the Council for Exceptional Children (CEC) professional standards and aligned with the requirements of the California Commission on Teacher Credentialing (CTC) and the Teaching Performance Expectations (TPEs). The 40 hours of classroom observations and participation include: (a) 20 hours of general education observations of elementary age students in public school settings and (b) 20 hours of mild/moderate special education observations and participation experiences in K-12 public school settings (RSP and SDC).

For TPE assessment, credential candidates develop a set of goals for mastering each of the 13 TPEs as they progress through the program. They also develop an Electronic, Web-based, portfolio, demonstrating achievement of the thirteen TPEs

through artifacts they create or provide. The portfolio is constructed in TaskStream, a web-based development site to which candidates are required to subscribe at the beginning of the program. They complete the goals and portfolio over the first year of the program, with assessment of their progress performed by the Fieldwork Coordinator and/or Instructor during and at the end of each semester. Finally, at the end of each semester, the candidates complete a self-assessment of their own achievement of the 13 TPEs using a Likert scaled questionnaire. During the program, the fieldwork supervisor observes the candidate, who is teaching and/or performing other responsibilities of the position. This process occurs a minimum of five times during the first semester and three times each during the subsequent three semesters. Each observation lasts at least one class period, an average of 50 minutes, followed by an additional 30 to 60 minutes of discussion. The fieldwork supervisor also completes a report that provides a rating of the candidate on each of the 13 TPEs that were observed. The supervisor also makes comments on the document and orally discusses these with the candidate after each observation. The fieldwork coordinator reviews these documents and discusses the ratings with the fieldwork supervisors when the candidates' performance appears to need improvement or extra support. If the candidate continues to perform below expectations in the classroom based on either the supervisor observations or the school administrator's evaluation for two consecutive semesters, the candidate will be counseled out of the program.

This semester Tier 2 candidates will participate in Part 3 of the TPA, "Assessing Student's Learning". This is a pilot program, but will be helpful in determining whether we will adopt the TPA as an assessment of candidates' achievement of the CSTPs.

In the future, the candidates' ratings for each of the 13 TPEs will be taken from an average of the final three supervisor observations forms. The supervisor also completes, at the end of each semester, a Likert scaled evaluation of the candidate's professional competency regarding each of the 13 TPEs. In the future, five TPE assessments (the student TPE Goals, TPE Portfolios, TPE self assessments, fieldwork supervisor ratings from the observations, and Candidate's TPE Portfolio) will be averaged to provide an overall picture of each candidate's achievement of the TPEs at the end of the program beginning with the 2009 class.

Skills. One goal of the program is to provide experiences to assist new special education teachers in transforming research-based knowledge into practical professional best practices. It is based on the belief that on-the-job training provides credential candidates with realistic classroom preparation and is more learner-responsive than traditional approaches. As such, candidates become skilled practitioners who are highly experienced with diverse special education populations and who provide effective instruction and supervision of students, while working in urban, multicultural classrooms.

Each semester the candidate, fieldwork supervisor, and an administrator from the candidate's employment site meet and complete a three-way evaluation of the candidate's performance, knowledge, and skills on the job. Each participant completes a Likert scaled survey and makes written and oral comments. This allows the candidate to discuss his or her strengths, weaknesses, and needs with those who can provide additional supports at the job site. These data are used by the fieldwork coordinator and the program instructors to determine candidates' strengths and weaknesses throughout the

program, tailor instruction and supports to improve candidates' performances, and make determinations about how to improve areas of the program to strengthen every candidate's achievement of all TPEs.

During the program, candidates must complete 25 hours, or two semester units, of professional specialization training in an area related to mild/moderate special education. Candidates choose an area of interest and locate trainings or courses designed to give them expertise in a particular area of specialization outside of their program training. This provides candidates with the opportunity to offer their expertise in their jobs or in sharing this expertise with others in the field and the credential program. For example, one popular training is a year long program provided by TEAMS Americorps in which Interns learn to develop and implement service learning projects with their students. Another program is a series of courses provided by the Center for Assistive Technology in which Interns become experts in various assistive devices and technologies designed to help improve learning for students with disabilities.

Also, teacher candidates need to maintain, throughout the program, a current status from a recognized Cardio-Pulmonary Resuscitation trainer certified by ASHI or EMSA in Adult, Child, and Infant CPR.

Reflections. Within the intern teaching experience, teacher candidates complete self-reflections, self-assessment, and belief papers. At the end of the first year in the program, teacher candidates write a two to three page paper describing their experiences teaching in diverse, urban school environments. In this paper, candidates describe their feelings and philosophies about teaching, special education, as well as working with students, parents, peers, and administrators.

Each semester teacher candidates complete self – assessment checklists, in which they rate themselves on each of the TPEs. They rate themselves as Emerging, Satisfactory, or Advanced in their achievement of the TPEs based on a number of statements provided for each TPE. During this process the candidates reflect on their growth by comparing changes from earlier self-assessments. They determine areas in which they need extra help and use this information to seek support from the school, fieldwork supervisor, fieldwork coordinator, and their university instructors.

During their second year, candidates write three belief papers, four to five pages each. Topics include their personal philosophies of teaching, working with students with disabilities from multicultural backgrounds, school and community opportunities and inequities that exist for diverse learners, and locating and using resources to overcome inequities for their students. These papers also include references from candidates' assigned readings and descriptions of how they incorporate what they have learned into their practices.

Program Division 2: Coursework

As shown in Table 4, the following measures are used to assess completion of student coursework.

Table 4 - Coursework

Program Divisions	Knowledge	Skills	Reflections
Coursework (Division 2)	<ul style="list-style-type: none"> • Completion of 13 units, 162.5 hours, of the pre-service instruction, including 40 hours of ELL training. • Completion of 24 additional units of identified coursework with a grade of C or better in each course and a minimum overall 2.75 GPA . 	<ul style="list-style-type: none"> • Completion of 13 units, 162.5 hours of the pre-service instruction, including 40 hours of ELL training • Completion of 24 additional units of identified coursework with a grade of C or better in each course and a minimum overall 2.75 GPA . • Reading Mastery Unit • Technology Portfolio • Content Area Unit • Research Papers • IEP/Assessment Report • ITP 	

Knowledge. Candidates complete 162.5 hours, 13 semester units, of preservice coursework during the summer preceding their first teaching position. This is required to obtain the enhanced Internship credential needed to work as a teacher of record with students with mild/moderate learning disabilities. It also means that they obtain over 40 hours of instruction on working with English language learners. Then, during the next two school years, candidates must complete an additional 24 semester units of coursework related to teaching students with mild/moderate learning disabilities. During the completion of coursework, candidates must maintain a GPA of 2.75 or better, with no course below a C. If a candidates' GPA falls below 2.75, the candidate is either counseled out of the program or allowed to continue an additional semester on a probationary basis, in which he or she must raise the GPA above 2.75. Grades are based on classroom participation and course assignments (e.g. portfolios, presentations, papers, and reports). To complete coursework successfully, candidates must also correctly complete all assignments from one semester before being allowed to move on to the next semester.

Skills. As shown in Table 5, various skills requirements are used to evaluate student learning outcomes through assignments and portfolio. The assignments include the Reading Mastery and Content Area units, which include a series of lesson plans and activities that are implemented in the classroom. They also include the technology portfolio, which demonstrates the use of classroom technology by the creation of artifacts using these technologies. In addition assignments include the IEP, assessment report, and ITP, which demonstrate the candidate's skills at developing and implementing these programs for students. Furthermore, they include research papers that demonstrate the candidate's proficiency at researching the literature and applying research based practices in the classroom. Candidates may also develop portfolio artifacts in class or as

homework and are used in determining TPE achievement as well. Grading on all written assignments relies on rubrics for completion and appropriate content.

Program Divisions 2: Coursework (assessments)

Table 5 - Coursework and Major Assignments Met GPA Requirements

Cohort	37 Units Course work	Course work GPA	Reading Mastery Unit GPA	Tech Portfolio GPA	Content Unit GPA	Research Papers GPA	Assess. Report GPA
2006-2007	100%	100%	100%	100%	100%	100%	100%
2007-2008	100%	100%	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%	100%	100%

Program Division 3: Completion

Division 3: Completion Measures

As shown in Table 6, the following measures are used to assess program completion.

Table 6 - Program Completion

Division 3	Knowledge	Skills	Reflection
Completion (Division 3)	<ul style="list-style-type: none"> • RICA passed • All coursework completed • Cumulative GPA of 2.75 with no grade lower than “C” in all coursework • Completion of two school years teaching 	<ul style="list-style-type: none"> • Completion of two school years teaching • Cumulative GPA of 2.75 with no grade lower than “C” in all coursework and fieldwork • Exit Survey • Follow-up Survey • Current CPR 	<ul style="list-style-type: none"> • Exit Survey

When candidates apply for an Education Specialist Credential, the credential office reviews completion of program requirements, including bachelor’s degree, completion of RICA, and a cumulative GPA of 2.75 with no grade low than a C in all professional courses. Candidates will also be required to complete the exit survey prior to completing student teaching, which provides candidates perceptions of their knowledge and skills as beginning special educators, beginning with the class of 2009. Finally, the Follow-up Survey will be completed by graduates, one year after they have completed the program, and their employers starting with the class of 2009.

Division 3: Assessment Findings

Table 7 – Credential Requirements

Cohort	RICA Pass Rate	GPA	Two Years Teaching	CPR Current
2006-2007	100%	100%	100%	100%
2007-2008	91%	100%	96%	100%
Average	96%	100%	98%	100%

III – Analysis of Candidate Assessment Data

Analysis of candidate assessment data indicates that education specialist candidates are assessed using multiple performance and other assessment measures. The analysis of candidate assessment data is summarized below. Program strengths and areas for improvement regarding candidate competence and program efficiency/effectiveness are discussed.

Intern Field Teaching Experiences

Performance data analyzed for Intern teaching includes fieldwork, portfolio, and evaluations. Fieldwork data is reported for two years.

Strengths

- Multiple measures are used to assess the knowledge (e.g., minimum GPA of 2.75 and a grade of C or better in each course), skills (fieldwork and portfolio evaluation) of credential candidates during the intern practicum, .
- Fieldwork and portfolio assessment measures are organized by TPE standards assessed by candidates' TPE Formative Assessment Goals, Supervisor observations, Supervisor Evaluations of Professional Competency, TPE portfolios, and candidates TPE Self-evaluations, which are compared throughout the program to demonstrate growth. An average of the five types of assessments will be calculated at the end of the program that will provide an aggregate of the candidates' achievement of each TPE from the viewpoints of the fieldwork supervisors, fieldwork coordinator, and the candidates.
- Three-way evaluations produced by the candidates, fieldwork supervisors, and school administrators also demonstrate the candidates' achievement of necessary skills, knowledge, and classroom performance.
- Verification of two full school years teaching under the internship credential offers evidence of candidates' experiences with students with mild/moderate learning disabilities. Candidates are required to obtain teaching jobs in diverse, urban public schools, assuring that their experiences will prepare them for teaching in these types of environments. Candidates who are unable to perform to standards required by the schools in which they work, as exemplified by two consecutive semesters of inadequate performance on administrator's and/or fieldwork supervisor's evaluations, are counseled out of the program.

- Candidates' reflection and belief papers demonstrate their reflections on their teaching experiences, development of teaching philosophies, use of resources and knowledge, and examination of their strengths and needs.
- Candidates must participate in trainings or classes outside of the purview of this program in order to obtain expertise in an area of specialization that relates to teaching students with mild/moderate learning disabilities. They must submit proof of attending 25 hours, or two semester units, of training in their area of choice.
- Candidates evaluate the performance of their instructors, fieldwork supervisors, district support providers, and the fieldwork coordinator four times, at the end of each semester, using Likert scaled ratings. These documents are used by the University to make determinations about instructor quality and to make future decisions about their provision of instruction, supervision, and support to these candidates.

Areas for improvement

- University fieldwork supervisors appear to skim over or forget the TPE portions of their evaluations, while elaborating in narrative comments. These forms need to be revised to limit the types of responses to those that relate to the standards and are more easily measured. These supervisors need to have additional training on the TPEs in order to be able to assess candidates' performance on each TPE at each observation. The program needs to have a procedure to rate and fieldwork supervisors' documentation of the TPEs and a procedure to follow up with fieldwork supervisors whose documentation from each observation does not adequately rate the candidate on each of the TPEs.
- Three way evaluations measure candidates' performance on criteria that do not exactly match the TPEs. This evaluation needs to be revised so that candidate performance is matched to the TPEs.
- Portfolios are examined by the fieldwork coordinator, who offers only subjective interpretations of the students' input. Standards and a rubric need to be developed that provide objective guidelines for grading these portfolios.
- Candidates leaving the program will be asked to participate in an exit survey that examines their beliefs and knowledge about teaching and plans for the future. The program needs to institute additional surveys, one at the beginning of the program to examine changes in candidates' beliefs, knowledge, and expectations over the course of the program, and another to follow candidates multiple years after the program to examine the program's success in training teachers who persevere and continue to enjoy teaching beyond their initial years as teachers.

Course work

Performance data analyzed for candidates' growth in knowledge and skills as a result of the coursework in this program includes course grades developed from a number of assessments including projects, teaching units, and portfolios. Coursework data is reported for two years.

Strengths

- Candidates must take 13 units of pre-service coursework prior to beginning intern teaching positions in the fall of their first year. These include Early Literacy, C & I Math and Science, Fieldwork Support Practicum 1, Development of Legal and Ethical Foundations, and Educational Practices for the Learning Specialist. These courses are infused with over 40 hours of instruction on English Language Learners. These courses are designed to provide needed skills and knowledge for Interns to begin their first year of teaching.
- Candidates must take an additional 24 units of coursework during the remaining two years of the program. Included are modules on pedagogy, formal and informal assessment, first and second language acquisition, reading and writing instruction, core content areas, classroom and behavior management, IEP development and implementation, collaboration and consultation, transition, instructional technology, health, multiculturalism, and additional instruction on English Language Learners. These courses are fully integrated to help candidates acquire knowledge and skills as they become necessary in the interns' teaching positions.
- Candidates' GPAs are reviewed each semester and must be maintained at a 2.75 or greater throughout the program. A lower GPA at the end of any semester may result in the candidate's expulsion from the program or a one semester period of probation, during which the student must increase his or her overall GPA to the 2.75 minimum.
- Candidates must produce a Reading Mastery Unit and Reading Portfolio demonstrating ability to teach reading to diverse students with learning disabilities.
- Candidates must produce a Subject Matter Content Unit, demonstrating ability to teach subject matter content in secondary grades.
- Candidates must produce a technology portfolio, demonstrating knowledge and skills with various classroom and assistive technologies.
- Candidates must produce an Electronic TPE portfolio containing artifacts that demonstrate achievement of the TPEs.
- Candidates must develop three research papers that demonstrate problem solving, knowledge of the literature in special education, and resourcefulness.
- Candidates must produce three belief papers that demonstrate increasingly sophisticated knowledge and skills about teaching, as well as teaching philosophies, as they complete the second year of the program.
- Candidates must produce an IEP/assessment report and a transition plan on special education students, demonstrating proficiency in assessment, data gathering and interpretation, appropriate use of standards, and appropriate legal applications.
- Candidates evaluate the performance of all their course instructors and instructional assistants four times, at the end of each semester, using Likert scaled ratings. These documents are used by the University to make determinations about instructor quality and future decisions about their provision of instruction to these or future candidates.

Areas for improvement.

- Evaluation of many of the required assignments needs to be more standardized and objective, using rubrics that clarify expectations of candidates prior to their completion of these assignments.
- Expectations for candidates’ attendance, participation, and assignment completion need to be clarified and standardized among the courses.
- Expectations for candidates’ behavior and professionalism in their program classes and in their teaching positions needs to be clarified and standardized among the instructors and fieldwork supervisors.

Completion of Program

Data analyzed for completion of the program will include exit surveys for 2008-2009

Strengths.

- Candidates complete 37 units of graduate coursework with a 2.75 or better GPA and no course grade below a C to graduate.
- Candidates must pass RICA to graduate
- Candidates must complete two school years teaching in mild/moderate special education teaching positions under an Internship credential with at least 14 positive fieldwork supervisor observations to graduate

Areas for improvement.

- Entry surveys need to be developed and implemented in order to make comparisons with exit surveys to determine whether students’ knowledge, beliefs, interests, and values have changed over the course of the two year program.
- Follow-up surveys need to be developed and implemented that help determine whether the graduates persevere and enjoy remaining in the profession beyond the end of the program.

IV – Use of Assessment Results to Improve Candidate and Program Performance

Assessment results and their implications for program improvement have been discussed at department meetings, the program instructor meetings, orientation meeting in fall/spring for part-time/full time faculty. The fieldwork coordinator has reviewed findings and continues to develop/revise assessment measures and to improve the process for gathering data. Specific proposed changes include the following.

Table 8 – Proposed Changes in Intern Teaching Experiences based on Assessment Results

Data Source	Proposed Changes
Fieldwork/ candidate teaching data	<ul style="list-style-type: none"> • Monitor completion of data and follow up with supervisors and instructors on missing or subjective data • Meet with supervisors and instructors to create more objective ratings • Reduce number of subjective items and comments on evaluation forms

	<ul style="list-style-type: none"> • Increase objectivity of the rating of candidates' activities and skills on the evaluation form
TPE Formative Assessment Goals	<ul style="list-style-type: none"> • Develop rubric for objective evaluation of TPE goals • Require all goals to be set during first year of program
Portfolio data	<ul style="list-style-type: none"> • Monitor completion of data and follow up with supervisors on missing data • Develop rubric for objective evaluation of electronic TPE portfolios • Review and apply survey data to revise program structure and implement improvements recommended
Evaluation Of Professional Competency	<ul style="list-style-type: none"> • Monitor completion of data and follow up with supervisors on missing data • Review and apply survey data to revise program structure and implement improvements recommended
Three Way Evaluations	<ul style="list-style-type: none"> • Revise forms to incorporate TPEs • Monitor completion of data and follow up with supervisors on missing data
Professional Specialization	<ul style="list-style-type: none"> • Communicate requirements to supervisors and new cohort upon entering program • Develop list of approved courses, trainings, and areas of specialization • Monitor completion of data and follow up with candidates on missing data
Exit survey	<ul style="list-style-type: none"> • Develop Entry Survey from which to make comparisons with Exit Survey • Implement with 2007-2008 cohort and beyond • Monitor completion of data and follow up with graduates to submit missing data • Review and apply survey data to revise program structure and implement improvements recommended
Recent graduate survey	<ul style="list-style-type: none"> • Implement with 2008-2009 cohort and beyond • Monitor completion of data and follow up with graduates to submit missing data • Review and apply survey data to revise program structure and implement improvements recommended

Table 9 – Proposed Changes in Coursework based on Assessment Results

Data Source	Proposed Changes
Coursework Completion	<ul style="list-style-type: none"> • Monitor completion of data and follow up with instructors and students on missing data
Coursework	<ul style="list-style-type: none"> • Develop additional assessment measures to determine student coursework performance
Reading Mastery Unit	<ul style="list-style-type: none"> • Monitor completion of data and follow up with instructors and students on missing data
Technology Portfolio	<ul style="list-style-type: none"> • Monitor completion of data and follow up with instructors and students on missing data
Content Teaching Unit	<ul style="list-style-type: none"> • Monitor completion of data and follow up with instructors and students on missing data
Research	<ul style="list-style-type: none"> • Monitor completion of data and follow up with instructors and students on

Papers	missing data
Assessment Report, IEP, ITP	<ul style="list-style-type: none"> • Monitor completion of data and follow up with instructors and students on missing data
Student Created Artifacts	<ul style="list-style-type: none"> • Create Objective Rubric for evaluation

Table 10 – Proposed Changes in Completion based on Assessment Results

Data Source	Proposed Changes
Coursework Completion	<ul style="list-style-type: none"> • Monitor completion of data and follow up with instructors and students on missing data
RICA	<ul style="list-style-type: none"> • Monitor students passing rates • Provide access to training resources
Two Years Teaching	<ul style="list-style-type: none"> • Monitor completion of data and follow up with students on missing data
CPR Current	<ul style="list-style-type: none"> • Monitor completion of data and follow up with students on missing data
Exit Survey	<ul style="list-style-type: none"> • Monitor completion of data and follow up with students on missing data
Follow-up Survey	<ul style="list-style-type: none"> • Monitor completion of data and follow up with instructors and students on missing data

Preliminary Administrative Services Credential

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I – Contextual Information

Currently, the University of San Francisco (USF) operates the preliminary administrative credential program. The preliminary credential is a 27-unit program with 21 of these units coming from classroom courses and six units coming from two field experience courses. While each program has established coursework, students are able to take courses at their own pace. All classroom courses are offered on teaching weekends and during summer session.

Program Specific Candidate Information		
<u>Site</u>	<u>Number of Candidates</u>	<u>Number of Completers/Graduates</u>
USF Main Campus Total for Fall 2009	6/5	1
USF Main Campus Total Spring 2009	2/9	6
USF Main Campus Total Fall 2008	2/10	3
USF Main Campus 2007 - 2008 Total for Fall/Spring	15 <i>(more substantial data was not being kept at this time)</i>	5 <i>(more substantial data was not being kept at this time)</i>

- *Students are not in cohorts, so students listed above include both first and second year students in the program. The number before the slash represents new students entering that semester. The second number represents those students who are on-going students.*

II. **Candidate Assessment/Performance and Program Effectiveness Information**

In the charts below we have outlined the current assessments that are being used in our preliminary program. The first chart represents the key assessments used to make critical decisions about candidate competence prior to being recommended for a credential.

ASSESSMENT	DESCRIPTION
Classroom assessments	Classroom assessments are designed to assess students understanding of the CTC standard competencies per classroom course.
Portfolio (document attached)	The portfolio is collection of work samples that demonstrate the students' field-work experiences and reflections (learning around those experiences). During the

ASSESSMENT	DESCRIPTION
	portfolio process, students are working to address the CTC standards. It also captures the students' on-site learning in the context of the CTC standards.
Field experience observation (document attached)	In the field experience observation, the university instructor is observing the student at his or her own school site as well as leading them in their own reflection at the current time, per visit (at least 3 times per semester).
Teacher created surveys	These do not occur in all credential courses but these surveys are used both mid semester and at the end of the semester to assess student learning. In these surveys, students are asked to give feedback about their learning experience and what they still need support on.
Feedback from school site (document attached)	This assessment comes as part of the field experience in which the school site supervisor provides oral feedback to the university instructor well as to the student about how well the student is performing on the CTC standards.
Job placement	This is currently a more informal assessment, but we have begun tracking students' job placement upon completion of the credential. At this time, this assessment is only telling us how many candidates are being hired, but we would like to further this assessment by gathering information about the recent graduate from their supervisor about the students' preparedness.

The second table represents additional assessments that are used to ascertain program effectiveness as it relates to candidate competence.

ASSESSMENT	DESCRIPTION
SUMMA	The SUMMA is used to look at students' feedback on the individual credential course. This data helps inform us about the students' view of the program.
Adjunct feedback	Group meetings with adjunct provide us qualitative data on their impression of the program. This is also a time where we

	discuss syllabus and text being taught to determine gaps and overlap in the curriculum. This information is also used during curriculum mapping.
Portfolio	The portfolio data in terms of program effectiveness helps instructors see where gaps exist in student learning based off of students documentation of work.
Field experience observation (document attached)	Observing candidates in the field provides the program insight about how well we are preparing our students around the CTC standards.
Feedback from school site (document attached)	The school site supervisor informs the university instructor through conversation of where the candidate may need support/growth. This feedback is rather informal and provides a venue for a frank and open instruction about candidate performance and program effectiveness.
Job placement	This data lets us know if our candidates are hire-able. Do we produce high quality candidates?
Curriculum mapping	This is process of continually looking at courses and coursework to see where gaps and overlap exist in the program in regards to the CTC standard.
Retention data	This data lets us know if they are sticking with the program, thus represents the importance of the program.
Student entrance/exit survey	Understanding students knowledge entering the program and their feedback on the program upon completion

III. Analysis of Candidate Assessment Data

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
Classroom assessment	Strength(s): Students demonstrate knowledge of the CTC standards with completion of classroom project.	Strength(s): Theoretical foundations are being distributed amongst these classes.
	Improvement(s): Rubric's have not been created around these assessments.	Improvement(s): There are not common assessments for the program. Assessments vary based

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
		on the instructor instead of based upon the course.
Portfolio	<p>Strength(s): Provides students hands on/practical application of CTC standards. Student created projects have been adopted at their school sites.</p>	<p>Strength(s): Growth is seen from field experience I to field experience II in the development of the student portfolio.</p>
	<p>Improvement(s): More observation of candidates in action would be beneficial.</p>	<p>Improvement(s): There is need for an overall portfolio Rubric to assess the portfolio's effectiveness.</p>
Field experience observation (document attached)	<p>Strength(s): One to one support for student in the field provides individualized feedback.</p>	<p>Strength(s): Students are applying acquired classroom knowledge to their school settings.</p>
	<p>Improvement(s): Use of a coaching model by the university instructor could enhance student reflection/experience.</p>	<p>Improvement(s): Feedback forms to document students' performance may be helpful.</p>
Feedback from school site (document attached)	<p>Strength(s): A collaborative process for student (as well as the school site).</p>	<p>Strength(s): Provides feedback on issues facing school leaders, which enables continuous improvements in the Program.</p>
	<p>Improvement(s): A Rubric needs to be created for the school site supervisor addressing the students' understanding of the CTC standards.</p>	<p>Improvement(s): Currently there is no follow up beyond oral communication with site supervisor. Follow up surveys to site supervisors on program would be beneficial.</p>
Teacher created surveys		<p>Strength(s): Provides student input on program.</p>
		<p>Improvement(s): This is currently only done at an individual</p>

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
		course basis. This process needs to be standardized.
Adjunct feedback	N/A	Strength(s): Provides a forum to gather peer input on the program.
	N/A	Improvement(s): This is only being done once a year and should be increased to at least twice a school year.
Curriculum mapping (document attached)	N/A	Strength(s): Helps the program understand where CTC standards are being taught in the program.
	N/A	Improvement(s): There are some gaps and overlaps that need to be address in the CTC standards.
Student entrance/exit survey	N/A	Strength(s): Provides insight into where students believe they are entering program
	N/A	Improvement(s): Have begun, but have struggled to get all candidates to complete

IV. Use of Assessment Results to Improve Candidate and Program Performance

The areas of improvement listed below are the same from our previous report, but what is important to understand is that we are working to have a redesigned program approved that will help alleviate many of the areas of improvement listed below. The goal is to have the program approved and established by Fall 2011.

Area of Improvement	Current status/Action Plan
Requirement of 4-6 Assessments of Student Competencies	Current: The program currently uses classroom based assessments and the portfolio process which includes the field experience as the means for assessing student competencies. This was an area of need in our previous report that we are still working

	<p>to improve.</p> <p>Action Plan: This will be an area of focus for us because we will be working to make new assessments and improve on our current practices in what we already have. The new assessment will hopefully center around project based learning for the students as well as the incorporation of student/program surveys.</p> <p>In regards to our current assessments we must be more accountable in our practices. Both the classes and the field experiences are measured by grading. Grades are fine, but we will create rubrics around classroom based assessments and the field work so that is clearer for us and our candidates of how they are performing.</p>
Student entrance/exit survey	<p>Current: This has begun</p> <p>Action Plan: We are working to find ways to better have students complete these surveys. We are sending them via email, but are looking into having a set time to complete in a computer lab.</p>
Advisory Board	<p>Current: We currently have an advisory board, but it is not utilized frequently.</p> <p>Action Plan: We plan to reassess who is on our advisor board and look to find new members who are willing to be actively involved in helping us think about our program. We hope to bring local school leaders in to add their expertise to our efforts. This will help us with our connection not only to the community, but with making sure our program stays current with local needs.</p>
Database	<p>Current: We have student records collected, but not in a centralized system.</p> <p>Action Plan: We are currently implementing a new database that will help us track data on each student in the program. The database will also follow students for five years out so we are able to track them. A part of this will be sending out surveys to see how these recent graduates are doing in their new job</p>

	placements.
Vision/Mission	<p>Current: We have a vision and mission that we follow.</p> <p>Action Plan: On a continual basis we need to revisit our vision/mission to make sure that our classes and our program are meeting it. If not, we need to address through meetings with faculty and students. We will be collecting data on this through student conversations and with our advisory board.</p>
CTC Standards	<p>Current: Each of our classes work to address specific CTC standards</p> <p>Action Plan: We need to work on being more explicit about the CTC Standards. We can do a better job with rubrics and course expectations about these standards.</p>
Classroom Assessments	<p>Current: Each class has classroom assessments that address students learning of the CTC standards.</p> <p>Action Plan: This can grow with the creation of rubrics in each of the classes so that both students and faculty know what student competencies are being addressed in each class. We need to continually make sure our classroom assessments as a program are giving students the necessary experience with each CTC standard.</p>
Curriculum Mapping (document attached)	<p>Current: We currently curriculum map out each class to see where gaps and overlaps occur.</p> <p>Action Plan: This process needs to grow so both students and faculty see how our classes come together to address student competencies.</p>
Innovation of program	<p>Current: We have a good traditional administrative credential program, but it is time to revisit how and we are providing instruction.</p> <p>Action Plan: We need to a better job of addressing leadership in such areas as Special Education and English Language Learners. This means that to be innovative we need to decide how to best provide this instruction. It may mean that our class</p>

	format is not the best way to address such areas. We have begun redesigning our program this past year and feel that we are designing a program that better addresses the needs of our students. We want to make sure that they are receiving the best practices in their courses and that we are creating a clearer system of accountability for ourselves around students meeting each of the CTC standards.
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Appendix:

Portfolio

Candidates in Field Experience I (3 units) and Field Experience II (3 units) carry out a plan of administrative activities that is designed to enhance their ability to apply concepts of the Preliminary Administrative Services Credential Program and its seven conceptual areas to school practice. The seven areas are as follows:

- educational leadership
- program improvement
- educational management
- governance and community
- educational finance
- public school law
- information management

The plans are developed at a school site, or within another appropriate educational setting, jointly by the candidate, an instructor from the University of San Francisco faculty and an appropriate supervisor at that site. The supervisor must be serving in a leadership role such as principal or assistant principal, and have the required California certification for that role. The plans include responsibilities for leadership and management activities that will both lead to the development of candidate competencies identified later in this document and address issues within the field service site and/or meet specific needs of that institution.

Candidates develop and maintain portfolios of their work. The portfolios include:

- plans of work (which may be modified as site and/or candidate needs change)
- logs of activities
- reflections on the relationships among the activities
- the conceptual domains
- the competencies to be achieved through field services
- examples of the work completed. Such examples may include, for instance, a curriculum developed by the candidate alone or in concert with others, agenda of meetings attended or led, school memoranda written by the candidate, notes on assistance provided to new teachers, budgets developed or utilized by the candidate in the exercise of the field service.

**University of San Francisco
Field Observation Form
Preliminary and Clear Administrative Credential**

Candidates Name: _____ USF Instructor: _____

Preliminary Field Experience I Field Experience II

Clear Professional Practice A Professional Practice B

Visit Number: _____ Date: _____

Vision for Learning

Student Learning and Professional Growth

Organizational Management for Student Learning

Working with Families and Diverse Communities

Personal Ethics and Leadership Capacity

Political, Social, Economical, Legal, and Cultural Understanding

Discussion:

Other Information:

Signatures

Candidate: _____ USF Instructor: _____

Form 3
UNIVERSITY OF SAN FRANCISCO
 School of Education
 Department of Organization and Leadership

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Candidate Competency Evaluation Form

Name of Candidate

Semester, Year

Name of Field Supervisor

Name of Instructor

The above named candidate has demonstrated academic and professional skills and knowledge as indicated by the ratings on the competencies listed below. These ratings have been agreed upon jointly by the field supervisor and University instructor. The rating scale is as follows:

Rating Scale

- 4 = Outstanding (Equivalent to a graduate grade of A)
- 3 = Satisfactory (Candidate meets all aspects of the competency; Equivalent to a graduate grade of B)
- 2 = Candidate meets minimum standards (Equivalent to a graduate grade of C)
- 1 = Failure (Candidate does not meet the minimum standard; Equivalent to a graduate grade of F)

Area of Competence	Rating
---------------------------	---------------

- | | |
|---|-------|
| 1. Demonstrates the ability to apply theoretical perspectives to his or her own organizational setting. | _____ |
| 2. Works collaboratively with faculty, staff, parents, community members and learners who are culturally, ethnically and socio-economically diverse and learners drawn from at least two school levels. | _____ |
| 3. Demonstrates an understanding of shared leadership and its concomitant need to develop and/or utilize the leadership skills of others. | _____ |
| 4. Demonstrates the ability to lead groups and individuals in the development and/or implementation of long or short range organizational goals and objectives utilizing appropriate leadership styles. | _____ |

Preliminary ASC/Competency Evaluation (cont'd)

Area of Competence	Rating
--------------------	--------

- | | |
|--|-------|
| 5. Demonstrates understanding of the developmental needs of learners, the socio-demographic make-up of the school community, and school district curricula through the development, modification, implementation, and/or evaluation of appropriate learning methods and activities for diverse groups of students. | _____ |
| 6. Manages human resources to benefit the instructional program and/or the ongoing operation of school. | _____ |
| 7. Manages student services in response to individual and diverse learner needs making use of the services of appropriate support personnel both within the school and in community agencies. | _____ |
| 8. Involves families of all cultural groups and patterns in school programs. | _____ |
| 9. Communicates school information to families, including families whose primary language is not English, and to other groups within and outside the school. | _____ |
| 10. Demonstrates knowledge of the use of fiscal resources, time, and or facilities to benefit the learners and the operation of the school. | _____ |
| 11. Applies appropriate local rules, procedures, and directives, and federal and state constitutional provisions and laws related to the school. | _____ |
| 12. Collects, analyzes, and interprets information about student progress and/or other data for school management and school improvement. | _____ |

Signature of Field Supervisor

Signature of University Instructor

Date

Date

Clear Administrative Services Credential

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I – Contextual Information

Currently, the University of San Francisco (USF) operates the clear administrative credential program. The clear program is currently 24-units in length with 12 units coming from field-based work and the remaining units coming from classroom courses. Students are able to take courses at their own pace. All classroom courses are offered on teaching weekends and during summer session.

Program Specific Candidate Information		
<u>Site</u>	<u>Number of Candidates</u>	<u>Number of Completers/Graduates</u>
USF Main Campus Total for Fall 2009	2/1	0
USF Main Campus Total Spring 2009	1/2	2
USF Main Campus Total Fall 2008	2/0	0
USF Main Campus 2007 - 2008 Total for Fall/Spring	<i>(more substantial data was not being kept at this time)</i>	<i>(more substantial data was not being kept at this time)</i>

- *Students are not in cohorts, so students listed above include both first and second year students in the program. The number before the slash represents new students entering that semester. The second number represents those students who are on-going students.*

II. **Candidate Assessment/Performance and Program Effectiveness Information**

In the charts below we have outlined the current assessments that are being used in our clear program. The first chart represents the key assessments used to make critical decisions about candidate competence prior to being recommended for a credential.

ASSESSMENT	DESCRIPTION
Classroom assessments	Classroom assessments are designed to assess students understanding of the CTC standard competencies per classroom course.
Portfolio (see attached forms)	The portfolio is collection of work samples that demonstrate the students' field-work experiences and reflections (learning around those experiences). The work samples include a reflective essay, an

ASSESSMENT	DESCRIPTION
	individual program plan, on-going journaling, and final assessment in which students provide evidence of how they addressed their program plan. During the portfolio process, students are working to address the CTC standards. It also captures the students' on-site learning in the context of the CTC standards.
Field experience observation (see attached form)	In the field experience observation, the university instructor is observing the student at his or her own school site as well as leading them in their own reflection at the current time, per visit (at least 4 times per semester).
Feedback from school site (see attached form)	This assessment comes as part of the field experience in which the school site supervisor provides oral feedback to the university instructor well as to the student about how well the student is performing on the CTC standards.
Job placement	This is currently a more informal assessment, but we have begun tracking students' job placement upon completion of the credential. At this time, this assessment is only telling us how many candidates are being hired, but we would like to further this assessment by gathering information about the recent graduate from their supervisor about the students' preparedness.

The second table represents additional assessments that are used to ascertain program effectiveness as it relates to candidate competence.

ASSESSMENT	DESCRIPTION
SUMMA	The SUMMA is used to look at students' feedback on the individual credential course. This data helps inform us about the students' view of the program.
Adjunct feedback	Group meetings with adjunct provide us qualitative data on their impression of the program. This is also a time where we discuss syllabus and text being taught to determine gaps and overlap in the curriculum. This information is also used

	during curriculum mapping.
Portfolio	The portfolio data in terms of program effectiveness helps instructors see where gaps exist in student learning based off of students documentation of work.
Field experience observation (document attached)	Observing candidates in the field provides the program insight about how well we are preparing our students around the CTC standards.
Feedback from school site (document attached)	The school site supervisor informs the university instructor through conversation of where the candidate may need support/growth. This feedback is rather informal and provides a venue for a frank and open instruction about candidate performance and program effectiveness.
Job placement	This data lets us know if our candidates are hire-able. Do we produce high quality candidates?
Curriculum mapping	This is process of continually looking at courses and coursework to see where gaps and overlap exist in the program in regards to the CTC standard.
Retention data	This data lets us know if they are sticking with the program, thus represents the importance of the program.
Student entrance/exit survey	Understanding students knowledge entering the program and their feedback on the program upon completion

III. Analysis of Candidate Assessment Data

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
Classroom assessment	Strength(s): Students demonstrate knowledge of the CTC standards with completion of classroom project.	Strength(s): Theoretical foundations are being distributed amongst these classes.
	Improvement(s): Rubric's have not been created around these assessments.	Improvement(s): There are not common assessments for the program. Assessments vary based on the instructor instead of based upon the course.

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
Portfolio	<p>Strength(s): Provides students hands on/practical application of CTC standards. Student created projects have been adopted at their school sites.</p>	<p>Strength(s): Growth is seen from field experience I to field experience II in the development of the student portfolio.</p>
	<p>Improvement(s): More observation of candidates in action would be beneficial.</p>	<p>Improvement(s): There is need for an overall portfolio Rubric to assess the portfolio's effectiveness.</p>
Field experience observation (document attached)	<p>Strength(s): One to one support for student in the field provides individualized feedback.</p>	<p>Strength(s): Students are applying acquired classroom knowledge to their school settings.</p>
	<p>Improvement(s): Use of a coaching model by the university instructor could enhance student reflection/experience.</p>	<p>Improvement(s): Feedback forms to document students' performance may be helpful.</p>
Feedback from school site (document attached)	<p>Strength(s): A collaborative process for student (as well as the school site).</p>	<p>Strength(s): Provides feedback on issues facing school leaders, which enables continuous improvements in the Program.</p>
	<p>Improvement(s): A Rubric needs to be created for the school site supervisor addressing the students' understanding of the CTC standards.</p>	<p>Improvement(s): Currently there is no follow up beyond oral communication with site supervisor. Follow up surveys to site supervisors on program would be beneficial.</p>
Adjunct feedback	N/A	<p>Strength(s): Provides a forum to gather peer input on the program.</p>
	N/A	<p>Improvement(s): This is only being done once a year and should be increased to at least twice</p>

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
		a school year.
Curriculum mapping (document attached)	N/A	Strength(s): Helps the program understand where CTC standards are being taught in the program.
	N/A	Improvement(s): There are some gaps and overlaps that need to be address in the CTC standards.
Student entrance/exit survey	N/A	Strength(s): Provides insight into where students believe they are entering program
	N/A	Improvement(s): Have begun, but have struggled to get all candidates to complete

V. *Use of Assessment Results to Improve Candidate and Program Performance*

Area of Improvement	Current status/Action Plan
Overall program design	<p>Current: In its current format students have been doing 12 units of coursework and 12 units of fieldwork to complete the credential. While there are many strengths in this program we feel that we could better prepare school leaders with a stronger and more focused program.</p> <p>Action Plan: We have redesigned our program into a one-year 12 unit program with a stronger emphasis on addressing the CTC standards as an established administrator. Coursework directly tied to essential content knowledge will be provided over two summers for working administrators with corresponding fieldwork happening during the Fall/Spring semesters. Beginning Summer 2011(see attached document outlining program)</p>

**University of San Francisco
Field Observation Form
Preliminary and Clear Administrative Credential**

Candidates Name: _____ USF Instructor: _____

Preliminary Field Experience I Field Experience II

Clear Professional Practice A Professional Practice B

Visit Number: _____ Date: _____

Vision for Learning

Student Learning and Professional Growth

Organizational Management for Student Learning

Working with Families and Diverse Communities

Personal Ethics and Leadership Capacity

Political, Social, Economical, Legal, and Cultural Understanding

Discussion:

Other Information:

Signatures

Candidate: _____ USF Instructor: _____

UNIVERSITY OF SAN FRANCISCO

School of Education
Department of Organization and Leadership

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

The Reflective Essay is the means for developing a relevant background for constituting your Induction Plan Goals as you begin work for the Professional Administrative Services Credential. There are two parts to the essay. The two parts are intended to encourage you to develop a long-range outlook for your own professional development at the same time as you recognize that the field experiences are carried out to meet both your goals and the needs of the setting in which you work.

First, write about your professional experiences as related to each of the six themes listed below. Include in your discussion both experiences as a practitioner and experiences gained from study. Use headings to indicate that you are writing to each theme.

Second, describe in detail the educational context in which you work currently. Be sure to write about the way in which your particular context is imbedded in related contexts. For example, if you are chairperson of an academic department in a middle school, then describe the department, the middle school, the district, and the community or communities in which the district is located.

Be sure to write an appropriate introduction, as well as a summary of the way in which the themes and your work context connect. The entire essay will be utilized as you develop goals that contribute to your professional development in each thematic area at the same time as you address needs, issues or concerns in your educational setting. You may want to include in your essay any tentative conclusions you have reached about your goals.

The six themes are:

1. Organizational and Cultural Environment
2. Dynamics of Strategic Issues Management
3. Ethical and Reflective Leadership
4. Analysis and Development of Public Policy
5. Management of Information Systems
6. Management of Human and Fiscal Resources

UNIVERSITY OF SAN FRANCISCO

School of Education
Department of Organization and Leadership

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

Form 2: Individual Program Plan (0706-731)

Name of Candidate _____ Date _____

Name of USF Advisor _____

Name of Candidate's Site Supervisor or Mentor _____

Candidate's Current Work Site _____

Candidate's Current Position _____

Overview

This planning document is a blueprint for your academic coursework, mentored field experience, and, if appropriate, non-University professional development activities. It serves two complimentary purposes. First, satisfactory completion of the plan and the reflective journal supporting it is required for the awarding of the California Professional Administrative Services Credential. Second, completion of the plan leads to the accomplishment of goals that you have set to improve your performance and understanding of the role of the administrator in providing the best possible learning environment for the student.

This plan is developed jointly by you, your USF instructor and your site supervisor or mentor as a result of your work in Induction Program Planning Seminar (706-731—2 units)

Directions

There are six thematic areas. Below each of the themes, identify the goals you will achieve. After the statement of goals, identify the activities you will carry out to meet them and the semester in which you expect to complete the activity. Work collaboratively with your USF advisor or advisors and your school supervisor and mentor to develop the plan.

(continued on next page)

Form 2: Individual Program Plan (0706-731) (Continued)

Activities must include the following:

- Specific mentored field experiences;
- Eight units of coursework related to the field experience—Practice of Educational Leadership A (0706-733—4 units) and Professional Practice of Educational Leadership B (0706-734—4 units); and
- An additional 12 units of academic coursework selected from the offerings of the following departments and units of the School of Education.
 - ❖ Organization and Leadership
 - ❖ General Education
 - ❖ Multicultural Education
 - ❖ Counseling Psychology
 - ❖ Teacher Education
 - ❖ Curriculum and Instruction
 - ❖ Educational Technology

These units are in addition to the Professional Credential Planning Seminar (0706-731—2 units) and the Professional Credential Assessment Seminar (0706-732—2 units).

Please note the matrix of courses included in the *Guidelines for Professional Credential Candidates* shows the relationships among themes and a sample of courses.

One course or activity may satisfy a goal in more than one area. Not all goals need to be addressed by all modes of learning, that is academic coursework **and** field experience **and** district support services.

Activities may also include the following:

- Professional development activities provided by the District
- Non-university activities to be approved by USF and the District. These may or may not be converted to USF credits, in lieu of a portion of the credits for 0706-734. Additional credits may be earned through Directed Study (0706-797).

We have tried to provide more than ample space to allow for differences on individual plans. You do not need to “fill in the blanks.” Just enter the information pertinent to you. You may bring a blank diskette for a copy of this form on Microsoft Word 6.0 for Windows or you may replicate the form on your own computer. In any case, a printed “hard copy” of the signed plan must be submitted and accepted for work to begin.

Theme 1: Vision of Learning

Professional Goals

Mentored Field Experiences (include semester to be completed) For each experience, clearly state how your participation will meet a need or needs of your educational setting.

District Support Services (include semester to be completed)

Academic Coursework (include semester to be completed)

Directed Studies

Approved Non-University Experiences (include semester to be completed)

Theme 2: Student Learning and Professional Growth

Professional Goals

Mentored Field Experiences (include semester to be completed) For each experience, clearly state how your participation will meet a need or needs of your educational setting.

District Support Services (include semester to be completed)

Academic Coursework (include semester to be completed)

Directed Studies

Approved Non-University Experiences (include semester to be completed)

Theme 3: Organizational Management for Student Learning

Professional Goals

Mentored Field Experiences (include semester to be completed) For each experience, clearly state how your participation will meet a need or needs of your educational setting.

—

District Support Services (include semester to be completed)

Academic Coursework (include semester to be completed)

—

Directed Studies

Approved Non-University Experiences (include semester to be completed)

Theme 4: Working With Families and Diverse Communities

Professional Goals

Mentored Field Experiences (include semester to be completed) For each experience, clearly state how your participation will meet a need or needs of your educational setting.

District Support Services (include semester to be completed)

Academic Coursework (include semester to be completed)

Directed Studies

Approved Non-University Experiences (include semester to be completed)

Theme 5: Personal Ethics and Leadership Capacity

Professional Goals

Mentored Field Experiences (include semester to be completed) For each experience, clearly state how your participation will meet a need or needs of your educational setting.

District Support Services (include semester to be completed)

Academic Coursework (include semester to be completed)

Directed Studies

Approved Non-University Experiences (include semester to be completed)

Theme 6: Political, Social, Economic, Legal, and Cultural Understanding
Professional Goals

Mentored Field Experiences (include semester to be completed) For each experience, clearly state how your participation will meet a need or needs of your educational setting.

District Support Services (include semester to be completed)

Academic Coursework (include semester to be completed)

Directed Studies

Approved Non-University Experiences (include semester to be completed)

Approvals:

Signature of Site Supervisor or Mentor **Date**

Signature of USF Instructor **Date**

Dr. Christopher N. Thomas **Date**
Assistant Professor
Coordinator Administrative Services Credential

I approve this plan and understand that I will regularly maintain a reflective journal with regard to the goals and activities set forth for each of the thematic areas.

Signature of Candidate **Date**

UNIVERSITY OF SAN FRANCISCO

School of Education
Department of Organization and Leadership

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

Form 3: Assessment (0706-732)

Name of Candidate _____ Date _____

Name of USF Advisor _____

Name of Candidate's Supervisor or Mentor _____

Candidate's Current Work Site _____

Candidate's Current Position _____

Overview

This assessment of the candidate's achievement of the goals and completion of the activities of the Induction Plan is based upon a review of the candidate's transcript of academic coursework, the observation of the mentor, the observations of the USF advisor, and the material in the candidate's reflective journal.

Directions

Student: Consider the individual themes and the integration of these themes in your academic work and various activities. Enter the goals you have attempted to achieve and the major activities undertaken. These goals and activities should reflect those in the Induction Form and any approved modifications. You may add additional pages as needed or bring in a blank diskette for a copy of this form on Microsoft Word 6.0 for Windows to complete on your computer. Please attach a "hard copy" of the signed plan and modifications to this document.

Raters: For each goal attempted and activity undertaken, enter one of the following:

Rating Scale:

- 3 = completed with excellence
- 2 = completed satisfactorily
- 1 = not completed

Redesigned Clear Program

During Summer and Fall 2009, we undertook a review and redesigned of the Clear Administrative Credential Program. The new program has been approved by the USF School of Education Curriculum Committee and will be implemented in summer 2010. The new program is designed as a 12 unit credential program using a cohort model. The courses, all on the doctoral level, can then be applied to either a MA or Ed.D. program. One course, Pressing Urban Issues (O&L 737) is designed to focus on a different topic to allow the program to address issues as they emerge and are applicable to this credential.

Summer I	Fall	Spring	Summer II
Politics of Education (O&L-731: 2 Units)	Professional Practice of Educational Leadership A (O&L-733: 1 Unit)	Professional Practice of Educational Leadership B (O&L-734: 1 Unit)	Data, Assessment & Curriculum (O&L-732: 2 Units)
Urban Superintendent (O&L-736: 2 Units)			Advocacy, Media & Law (O&L-738: 2 Units)
Pressing Urban Issues (O&L-737: 2 Units)			Pressing Urban Issues (O&L-737: 2 Units)

School Counseling Program

Section A. Credential Program Specific Information

Part 1. Context

The School Counseling Program at the University of San Francisco is a unique, innovative educational program for preparing counselors to address the social, emotional, and academic needs of children, adolescents, and young adults in educational settings. The 48-unit SCP meets requirements recently issued by the California State Commission on Teacher Credentialing (CTC) for those seeking a career in school counseling in K-12 schools. Graduates of the program obtain a Master of Arts (M.A.) degree in Counseling Psychology and are eligible for the Pupil Personnel Services (PPS) Credential. The USF SCP provides all candidates with both didactic and experiential learning. All candidates must fulfill specific school counseling competencies, which are related to the CTC standards and courses taken in the program. These competencies give the SCP realistic and meaningful experiences for candidates to gain skills in school counseling areas.

Competencies:

1. Assessment
2. Career and College Counseling
3. Child and Adolescent Development
4. Consulting with Parents and Teachers
5. Counseling Theory and Skills
6. Cross Cultural Counseling
7. Group Counseling
8. Law and Ethics for School Counselors
9. Leadership, collaboration, and coordination of pupil support systems
10. Learning and instruction
11. Prevention and early intervention strategies
12. Research and Program Evaluation

TABLE A

Program Specific Candidate Information			
Site (if multiple sites)	Academic Year	# of Candidates	Number of Graduates
San Francisco Campus	2008 - 2009	Year 1 = 25 Year 2 = 31	31
	2009 – 2010	Year 1 = 24 Year 2 = 25	0
Santa Rosa Campus	2009 – 2010	11	0 (new program this year)

TABLE B

Changes Since Commission Approval		
Specific Objective	Changes	Date of change
Clarify competencies	SCP competencies are now clearly listed and described on website and all course syllabi	Spring 2009
Improve transition into School Counseling Program for 1 st year students	Provide updated traineeship/internship data on evaluation of placement experience	Fall 2009
	Create a Resource List for students new to the area including locations to get necessary fingerprinting, TB tests and other pertinent data needed	Fall 2009
	Implement a “Buddy System”: 1 st year students are paired up with a 2 nd year student who assists incoming students with questions/concerns throughout the year	September 2008- Summer 2009
Integrate cross cultural counseling competency throughout curriculum	Instructors for each course are now required to integrate more readings, case examples and exercises focused on multi-culture	Spring 2009
Improve research and program evaluation competency	All SCP students must design a mixed methods program evaluation proposal reflecting a need for more evidence based practices in schools.	Summer 2009

II. Candidate Assessment/ Performance and Program Effectiveness Information**TABLE C**

Key assessments used to make critical decisions about candidate competence			
Assessment Tool	Description	Data Collected	Summary of Data
Program Evaluation	Rubric created to determine a candidates ability to design and evaluate a systematic counseling program	Candidates submit this assignment in two parts in CPSY616, the instructor evaluates their ability to design a systematic program evaluation	2008-09 school year N=25, Class average 92%
Placement Evaluation Survey	Qualitative survey, evaluating duties, experience and feedback of site placement of first semester	Type of Placement Duties carried out Overview of experience Placement feedback Overall rating	2008-09 school year N=55, 3 school sites were identified as having inadequate mentor supervision

% Competencies Completed	Students complete specific activities approved and signed by their site mentor.	Completion of fieldwork activities / skills attained	2008-09 school year, N=31
Curriculum Evaluation Survey	This questionnaire is distributed to all students at the end of the year both first and second year students. Distributed in class and returned to the program coordinator. This survey evaluates the program curriculum used.	Qualitative data collected on students perceptions of gap in the curriculum	2008-09 school year N=55. three themes: high school to college transition, working with immigrant youth, counseling low income students
Course Evaluations	This questionnaire is distributed to all students at the end of the year to both first and second year students. Distributed in class and returned to the program coordinator. Evaluations address courses taken throughout the year and feedback on quality of curriculum.	Evaluation of course, instruction, assignments, text, pedagogical skills, etc.	2008-09 school year, N=55, department mean is above the national mean for all 21 criteria. Qualitative data are reported back to instructors for course improvement

TABLE D

What additional assessments are used to ascertain program effectiveness as it relates to candidate competence?			
Tool	Type of Data collected	Data Collection Process	Competency
Rubric	Number of points earned and written comments	Students in CPSY612 create & present a poster session demonstrating competency in child & adolescent	Child & Adolescent
Rubric	Number of points earned and written comments	Students in CPSY607, 608, 620, 621, 603 & 602 must demonstrate ability to develop guidance, prevention or intervention programs	Prevention & Intervention, Counseling Theories & Skills
In class exam	Number of points earned and written comments	Students in CPSY609 must complete exam questions while watching case example video	Learning & Instruction

III. Use of Assessment Results to Improve Candidates and Program Performances

TABLE E

Specific Objective	Proposed Changes	Date of change
Improve communication between Fieldwork Instructors and Mentor Counselors	Require communication between Fieldwork Advisors and Mentor Counselors once a month	Spring 2010 Once a month throughout school year traineeship/internship
Improve Development of student portfolios	Turn in weekly log sheets to Fieldwork Instructors	Spring 2010 Every class session
	Student competency sheets reviewed/revised monthly and turned into fieldwork instructors	Spring 2010 Once a month throughout school year
Improve Practicum/Internship Experience	Increase communication between SCP and the various placement sites and district	Spring 2010
	Update information about each fieldwork site	Spring 2010
Improve Traineeship Course	Provide cohesive instruction among professors for each practicum/internship class to ensure equal information and resources to all students	Spring 2010

Section B: Institutional Summary and Plan of Action

Trends

- With the new CTC Accreditation Process, as well as WASC focusing on the measurement of program goals and learning outcomes to document candidate competencies, all USF credential programs are taking a closer look at the complete process by which we recruit, admit, assess/evaluate candidates, support, retain and/or counsel out, graduate/recommend for credential, and then follow our graduates into their first years in the profession. This process has created a conversation among constituents in each credential program that promises to strengthen all programs.
- Each credential program is reviewing and refining assessments currently in place to ensure that assessments provide both the program and candidates information about candidate competencies and program effectiveness that can then be applied to program improvement.
- The Biennial Report process has started a conversation across credential program in terms of sharing current practices as well as ideas for new practices that promises to strengthen all programs.
- In general, candidates in all credential programs are demonstrating growth as they move through their respective credential programs and are satisfied with the programs in which they are enrolled.
 - Evaluation/feedback collected from supervisors during the field experiences are positive and growth is indicated as candidates move from early to later field placements. Using the current 5-point Likert scale, candidates typically score in the upper ranges (4-5) on most of the measures rated.
 - Candidate performance on standardized assessments required of candidates in the Teacher Education (CalTPA and RICA) and Special Education (RICA) Programs consistently show a high passing rate.
 - Candidate program evaluations are positive and typically rate the program at the higher end of the scale used for the evaluation. Written comments are generally positive. Comments/Suggestions for improvement are taken very seriously and usually result in some type of program change or the implementation of a new support system within the credential program. For example, following the suggestion by a candidate, the School Counseling Program implemented a Buddy Support System in which first year students are paired with second year student who assist with questions and concerns during the year.
 - Candidate evaluations consistently give positive scores to faculty for both teaching and advising.

Areas of Strength

- All programs have in place or have plans to add/improve data provided by multiple assessment measures to identify candidate competencies and program effectiveness.

- Programs are making use of the data collected each semester to review and make program changes/improvements.
- Each program has one or more method(s) for collecting specific qualitative feedback from candidates which is used for program improvement
- The program review process involves both full-time and adjunct faculty which ensures that the program reflects both current research, as well as what is happening “in the field/schools.”
- Field work evaluations for all credential programs involve supervisors, both from the university and the placement site, as well as candidates in discussions/reflections of candidate strengths and areas for improvement to support candidates’ professional growth.

Areas for Improvement

- There is a need to develop a consistent system for providing trainings/professional development for field supervisors across programs. Similarly, there is a need to develop a consistent system for providing program orientation and training/professional development for supervisors/mentors at field placement sites.
- Feedback forms used for observation and feedback to candidates at the field work sites often are vague, in terms of providing specific information about “where” a candidate is in terms of professional growth. Programs need to develop more rubrics or descriptors on the assessment continuum that provide specific feedback to candidates beyond a number or single word/phrase on a Likert-type scale.
- Multiple sections of the same course currently use a syllabus template with standard course descriptions, learning outcomes, and related course assignments. With the new accreditation guidelines, there is a need to develop a more consistent system across multiple sections for identifying core readings, assignments, and assessments, as well as a system for consistent evaluation of these assessment by multiple instructors.

Plan of Action

- In January 2007, the School of Education committed funds to improving the current data collection system (FileMaker Pro) to better track individuals from inquiry through recruitment, admission, and into the alumnae years. Each department has worked with the program designer to ensure that data specific to their program can be collected. This system was fully implemented by Spring 2009. The system is being updated as new data requirements are identified.
- All credential programs are beginning a full review of their courses and course requirements. Typically a program is selecting to review one-half of the current course offerings each year (2009-10; 2010-11) with the goal of concurrently writing the Program Self-Study due in Year 4 (Fall 2011) of our Accreditation Cycle. Several programs are on a “faster” schedule: The Mild/Moderate Specialist Program and BLCAD Program are currently writing to the new program standards. Responses to the new RICA and Reading Standards will be completed based on the deadline for those specific Standards. As part of these reviews, assessment measures, including field placement observation/feedback

forms will be changed to provide more specific professional development information to candidates.

- Programs will establish specific orientations/trainings and professional development opportunities for university supervisors as well as supervisors/support personnel at field placement locations.
- The Teacher Education Department has adapted a series of surveys to follow candidates from entry through at least their first two years as beginning teachers. This survey is designed to look at issues of disposition and professional competencies along the continuum from pre-service to beginning in-service teacher. In addition to surveying candidates, the survey is being modified to include responses from school principals and Beginning Teacher Support Providers. Each credential program will be developing a similar system that will allow them to follow candidates into the professional development years.

Caryl Hodges

Caryl Hodges, Associate Dean

12/15/2009

Date