

Commission on Teacher Credentialing

Biennial Report

Academic Years 2009-10 and 2010-11

Institution University of San Francisco

Date report is submitted 9/15/2011 **Date of last Site Visit** 4/22-24/2002

Name of Program	Credential Awarded	Program Site(s)	Page Numbers
Multiple Subject Bilingual Authorization (Spanish) Option	Preliminary	Main Campus, Cupertino, San Ramon, Santa Rosa, Sacramento	2-35
Single Subject Bilingual Authorization (Spanish) Option	Preliminary	Main Campus, Cupertino, San Ramon, Santa Rosa, Sacramento	2-35
Reading	Certificate	Main Campus	35-39
Special Education: Mild Moderate Bilingual Authorization (Spanish) Option	Preliminary (2010-11) Clear (2009-11)	Main Campus	40-50
Administrative Services	Preliminary & Professional Clear	Main Campus	(Prelim) 51-58 (Clear) 59-64 (Docs) 65-87
School Counseling (PPS)	Clear	Main Campus, Santa Rosa	88-126
Institutional Plan of Action			126-128

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Multiple Subject and Single Subject Credential Program Optional Bilingual (Spanish) 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 (Hilltop Campus) with additional regional campuses in North Bay (Santa Rosa), Sacramento, San Ramon, and South Bay (Cupertino). USF strives to provide its undergraduate and graduate 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 candidates who wish to pursue either the Multiple Subjects or the Single Subject credential. The Bilingual Authorization (Spanish) option is available for either credential. Once candidates have completed their credential requirements they 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 Bilingual Authorization 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 bilingual setting. Currently the number of students in our Bilingual Authorization emphasis is very small and we do not separated their data from the general credential population in terms of program completion.

Multiple Subjects Candidates	2009 - 2010 Enrolled	2009 - 2010 Completed	2010 – 2011 Enrolled	2010 – 2011 Completed
SF Campus	101	51	106	46
North Bay	7	7	10	0
Sacramento*	0	0	9	0
San Ramon**	8	6	0	0
South Bay***	8	0	7	0
Total	124	64	132	46

*The Sacramento Program began in spring 2010.

**Due to insufficient admits, a cohort was not started in San Ramon in spring 2010

***The South Bay cohort that began in fall 2010 will complete the program in December 2011; thus data will appear in the next Biennial Report.

Single Subjects Candidates	2009 - 2010 Enrolled	2009 - 2010 Completed	2010 – 2011 Enrolled	2010 – 2011 Completed
SF Campus	52	23	92	34
North Bay	4	4	1	0
Sacramento*	0	0	2	0
San Ramon**	9	6	0	0
South Bay***	9	0	9	0
Total	65	33	95	43

*The Sacramento Program began in spring 2010.

**Due to insufficient admits, a cohort was not started in San Ramon in spring 2010

***The South Bay cohort that began in fall 2010 will complete the program in December 2011; thus data will appear in the next Biennial Report.

A table indicating candidates enrolled in the Bilingual Authorization program for 2009-2010 and 2010-2011 appears below

Bilingual Authorization Candidates	2009 - 2010 Enrolled	2010 – 2011 Enrolled
Multiple Subjects	11	12
Single Subjects	6	7
Total	17	19

The San Francisco campus also offers a Dual Degree in Teacher Preparation program in which undergraduates admitted to the Dual Degree program take Teacher Education graduate courses while pursuing their undergraduate degrees in the College of Arts and Sciences. Upon graduating, they apply to the School of Education for admission to Teacher Education program. They finish their credential program and master's degree in the year following completion of their undergraduate degree.

Dual Degree (Undergraduate) Students

Dual Degree Students	2009 - 2010 Enrolled	2010 – 2011 Enrolled
Multiple Subjects	90	108
Single Subjects	26	30
Total	116	138

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:

- San Francisco Teacher Residency: After extensive discussion, to address the challenges of teacher quality and retention in San Francisco Unified School District (SFUSD), a partnership was formed between SFUSD, USF School of Education, the San Francisco Ed Fund, Stanford University, and the United Educators of San Francisco to form the San Francisco Teacher Residency (SFTR) as an alternative route to a P12 teaching credential. The program recruits candidates in critical subject areas such as math, science, and

Spanish bilingual subjects and combines a yearlong apprenticeship with targeted master's level coursework. Upon successful completion of the residency, graduates are given priority placement for open teaching positions with SFUSD. This program began in fall 2010 as a direct result of ongoing discussions with stakeholders that identified specific needs within the SFUSD.

USF SFTR Program Candidates*	2009 - 2010 Enrolled	2009 - 2010 Completed	2010 – 2011 Enrolled	2010 – 2011 Completed
Multiple Subjects	0	0	7	6
Single Subjects	0	0	4	4

*These candidates are included in the data for SF Campus Enrolled/Completed table above. This table simply identifies the number of individuals in the SFTR program by credential.

- Implementation of PACT as the TPA for the San Francisco Teacher Residency (SFTR) Program; the CalTPA remains the TPA used for all other candidates.

I. 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, a Teaching Performance Assessment (either California Teacher Performance Assessment [CalTPA] or Performance Assessment for California Teachers [PACT]), the Reading Instruction Competency Assessment (RICA), development of a teaching portfolio, and exit surveys to evaluate candidate competence and program effectiveness. In spring 2010, The program began to survey graduates who had graduated the previous year (2009). In 2011 surveys were sent out to graduates from both 209 and 2010. In addition, graduates were asked to provide a survey to their principal and Induction Support Provider. For the purposes of the Biennial Report we are focusing on the following five assessments:

1. Teaching Performance Assessment

In Fall 2003, the USF Teacher Education Program adopted the California Teaching Performance Assessment (CalTPA) and required passage of the CalTPA for all candidates entering the program in Fall 2003. Credential candidates at USF complete the first and second tasks during their first semester of student teaching (ST I), which is part-time; they complete the third and fourth tasks during their second semester of student teaching (ST II/III), which is full-time.

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

Trained and calibrated/recalibrated assessors score the tasks on a scale of 1 to 4. Candidates are asked to revise and resubmit tasks on which they receive a score of lower than 3. These

candidates are matched with a coach and supported in the resubmission process. The pass rates of first time attempts for each task are shown below.

CalTPA Pass Rates for First Submissions

2009-2010 Academic Year: First Attempt Pass Rates CalTPA				
	SSP	DI	AL	CTE
Pass Rate	90.3%	86.2%	94.1%	95.0%

	Average of all Individual Tasks	Cumulative Score Tasks 1-4*
Pass Rate	91.4%	93.8%

*only candidates who completed all four tasks during the academic year, N=55

2010-2011 Academic Year: First Attempt Pass Rates CalTPA				
	SSP	DI	AL	CTE
Pass Rate	86.5%	85.9%	89.2%	95.7%

	Average of all Individual Tasks	Cumulative Score Tasks 1-4*
Pass Rate	90.0%	88.1%

*only candidates who completed all four tasks during the 2010-2011 academic year=42

In 2010, USF and Stanford University joined forces in the San Francisco Teacher Residency (SFTR), an accelerated credential program that grooms future teachers to meet the needs of students in San Francisco public schools. Teacher residents in the program complete coursework and credentialing requirements at either USF or at Stanford, and they student teach full-time in high-need school sites in the San Francisco Unified School District. Stanford University requested that USF students in SFTR complete the Performance Assessment for California Teachers (PACT).

PACT Item	Timeline for Submission
1. Content Area Task History (Multiple Subject candidates)	Student Teaching I (full-time)
2. Content Area Task Math (Multiple Subject candidates)	
3. Content Area Task Science (Multiple Subject candidates)	Student Teaching II/III (full-time)
4. Teaching Event (all candidates)	

The passing standard for the Teaching Event is passing all six rubric categories (Planning, Instruction, Assessment, Feedback, Reflection, and Academic Language, each requiring at least half passing scores on the rubrics in the category, e.g. at least two scores of 2 in a category comprised of three rubrics, and no more than two scores of 1 across the entire Event). Trained

and calibrated/recalibrated assessors score the Content Area Tasks and Teaching Event on a scale of 1 to 4. Candidates who do not pass are matched with a coach and supported in the resubmission process. The pass rates of first time attempts on the Teaching Event are shown below.

2010-2011 Academic Year: First Attempt Pass Rates PACT	
Pass Rate	100% (N=10)

TPA Assessor Data: CalTPA

Number of Assessors, Assessor Initial Training and Recalibration, and Data on Reliability Related to Double Scoring

In the years represented in this report, the University of San Francisco has maintained a core group of 17-20 assessors (17 in 2009-2010; 20 in 2010-2011). The assessors who score the CalTPA tasks are career educators, having served diverse roles in the field, including master teachers (12), district administrators (7), school administrators (8), instructional coaches (6), teachers on special assignment (10), teacher educators in higher education (13), higher education administrators (4), student teacher supervisors (12), curriculum designers, and guidance counselors.

All assessors attended the initial training for CalTPA scoring, Orientation and Foundations Day. As shown below, various assessors have successfully completed one or more of the task-specific trainings. Between the first academic year and second academic years shown below, one Assessing Learning assessor and four Culminating Teaching Experience assessors were added to the group through successful completion of training by our Lead Assessor. Recalibration is held annually in November.

2009-2010 Academic Year: CalTPA Assessors who successfully calibrated/recalibrated and subsequently scored each task				
	SSP	DI	AL	CTE
Scored	12	15	12	15

2010-2011 Academic Year: CalTPA Assessors who successfully calibrated/recalibrated and subsequently scored each task				
	SSP	DI	AL	CTE
Scored	12	15	13	19

The inter-rater reliability of assessors is calculated after each scoring session and is used to give assessors feedback on their level of accuracy within the cohort. Assessors are notified of their performance, level of agreement with their colleagues, and instructed to review key tasks,

official benchmarks, exemplary Records of Evidence, or particular rubrics. Assessors' inter-rater reliability is reported below:

2009-2010 Academic Year: CalTPA Assessor Agreement				
	SSP	DI	AL	CTE
M09*				
Group	83.6%	86.9%	N/A	N/A
F09				
Group	85.9%	87.5%	93.1%	91.4%
S10				
Group	97.1%	82.7%	87.7%	93.3%

Total	SSP	DI	AL	CTE	All Tasks
Group	88.9%	85.7%	90.4%	92.4%	89.4%

Group = Percentage of how many times individual assessors matched the score of another individual assessor on a specific task

2010-2011 Academic Year: CalTPA Assessor Agreement				
	SSP	DI	AL	CTE
M10*				
Group	81.3%	96.4%	N/A	N/A
F10				
Group	85.1%	87.8%	87.4%	87.3%
S11				
Group	90.3%	89.1%	86.5%	89.6%

Total	SSP	DI	AL	CTE	All Tasks
Group	85.6%	91.1%	87.5%	88.5%	88.2%

Group = Percentage of how many times individual assessors matched the score of another individual assessor on a specific task

*M = summer semester. Only SSP and DI tasks are submitted in summer.

TPA Assessor Data: PACT

Number of Assessors, Assessor Initial Training and Recalibration, and Data on Reliability Related to Double Scoring

To facilitate the first year of PACT Teaching Event implementation at USF, a group of fourteen trained and calibrated scorers was gathered. To that end, USF held a training by an approved PACT trainer of scorers on the Elementary Literacy Teaching Event. Several additional program

staff from San Francisco Teacher Residency Program also attended to learn about the PACT model of TPA. Only the attendees who successfully completed the entire training and were confirmed as calibrated on the independent scoring Events by the trainer were used as scorers in Spring 2011. USF solicited additional scorers in Secondary Math and Secondary Science who were trained at PACT Central or at an approved institutional training of scorers (e.g. Mills College).

USF's scorers for PACT serve diverse roles in education and bring years of experience and multiple perspectives on effective teaching. All fourteen are or have been classroom teachers. Five are teacher educators in higher education, two are higher education administrators, three are retired school administrators, and one is a teacher residency program coordinator.

Since the PACT program was first implemented in 2010-2011 at USF, the first recalibration will take place in Spring 2012. As such, no numbers of successfully recalibrated PACT scorers are available for the years of this Biennial Report.

2010-2011 Academic Year: PACT Scorer Agreement	
Agreement on pass/no pass	100%
Agreement on holistic score	84.2%

Modifications made to assessor selection, training, and recalibration

While no major modifications have been made to assessor selection, their ongoing training is determined by their performance within scoring sessions. The TPA Coordinator monitors multiple performance items: quantity and quality of evidence both cited and interpreted in the Record of Evidence (CalTPA) and the scoring rubrics (PACT), the rate of agreement with other scorers or assessors, and the clarity and specificity of the feedback provided to candidates.

In the small number of cases in which the score agreement of a particular assessor is low, or in which the quality or quantity of evidence and interpretation language is lacking on the ROE or scoring rubric, assessors are counseled individually to improve the relevant area. They are provided with the task in question, their ROE or scoring rubric, and an excellent and accurate ROE or scoring rubric for that task; they receive comments via an assessor scoring feedback letter to guide their review of these materials. They are then monitored closely during subsequent scoring to ensure that they are making the needed improvements. Typically, these interventions are most necessary in the first year of scoring after initial calibration, and these help the less experienced assessors meet the institution's expectations for the long term.

Another recent change to informal assessor training was based on the need for consistency in the feedback provided to candidates. For CalTPA, a re-teaching was added. For PACT, a initial teaching was added to the first scoring session. Both trainings emphasized the purpose of the USF Feedback Form: to provide candidates with consistent, detailed, and useful formative feedback. The Coordinator reviewed the purpose of USF's Feedback Form and its differences from the ROE or scoring rubric. She provided both excellent and inadequate examples of recently completed Feedback Forms and prompted assessors to identify the strengths and

shortcomings of each in terms of giving meaningful, pointed, applicable feedback to candidates on their submission. The session closed with a review of the program's expectations for the format and quality of the feedback provided by assessors on these forms and followed by individual feedback to assessors; many provided useful and detailed feedback and required simple affirmation, while a smaller number provided esoteric and/or brief feedback and required additional coaching, exemplars, and monitoring during subsequent scoring sessions.

2. Evaluation of Student Teachers by Classroom Teachers

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 by campus (main and regional) and by year (2009-2010; 2010-2011).

2009 – 2010 Cooperating Teacher Final Report/Student Teaching I—Main Campus

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

	Single Subject						Multiple Subject					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	89%	5%				2%	97%	3%				
Demonstrates self confidence	72%	28%	5%				63%	10%	3%			
Demonstrates sound judgment	78%	22%	5%				90%	10%				
Demonstrates initiative in assuming responsibilities	78%	17%					80%	13%	3%			
Demonstrates willing to implement suggestions to improve	83%	17%	5%				63%	17%				
Attendance is regular and punctual *	94%			5%		5%	83%	3%	7%		3%	
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	61%	28%	11%				63%	30%	1%			3%
Teaching reading in the content areas	33%	11%		5%		33%	47%	27%	3%			20%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	61%	28%	11%			5%	70%	23%				3%
TPE 5, 11												

*Building rapport/mutual respect with students	72%	22%				5%	77%	17%	3%			
TPE 5, 8, 11												
Techniques/strategies for motivating students	39%	33%	22%			11%	47%	37%				
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	22%	44%	33%			5%	30%	43%	7%			3%
TPE 4, 7, 8, 9, 11												
Exhibits a positive attitude towards students, their language, and culture	89%	11%				5%	97%					
BLCAD Candidates only												
Use of Spanish as a medium of instruction	17%					83%	2%					90%

2009 – 2010 Cooperating Teacher Final Report/Student Teaching I—Regions

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

	Single Subject						Multiple Subject					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	89%		11%				94%		6%			
Demonstrates self confidence	56%	33%		11%			82%	6%	6%	6%		
Demonstrates sound judgment	89%		11%				94%		6%			
Demonstrates initiative in assuming responsibilities	89%		11%				82%	12%	6%			
Demonstrates willing to implement suggestions to improve	89%		11%				94%			6%		
Attendance is regular and punctual *	78%	22%					88%	6%		6%		
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	67%		11%		11%	11%	77%	18%		6%		

Teaching reading in the content areas	22%			11%		67%	65%	29%		6%		
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	67%	22%			1%		77%	12%		6%		6%
TPE 5, 11												
*Building rapport/mutual respect with students	89%		11%				94%			6%		
TPE 5, 8, 11												
Techniques/strategies for motivating students	67%	22%	11%				88%	6%		6%		
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	56%	33%			11%		77%	18%		6%		
TPE 4, 7, 8, 9, 11												
Exhibits a positive attitude towards students, their language, and culture	89%				11%		88%	6%	6%			
BLCAD Candidates only					100%		6%					94%
Use of Spanish as a medium of instruction												

2010 – 2011 Cooperating Teacher Final Report/Student Teaching I – Main Campus

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

	Single Subject						Multiple Subject					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	91%	3%	3%			3%	94%	5%				
Demonstrates self confidence	53%	42%	5%				67%	25%	8%			
Demonstrates sound judgment	70%	20%	6%			3%	80%	14%	5%			
Demonstrates initiative in assuming responsibilities	73%	18%	6%				80%	14%	6%			
Demonstrates willing to implement suggestions to improve	86%	6%	6%			3%	86%	11%				
Attendance is regular and punctual *	77%	20%		3%			78%	13%	8%			

TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	42%	42%	8%			8%	42%	42%	14%			3%
Teaching reading in the content areas	20%	23%	15%			4%	44%	36%	3%			17%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	43%	43%	5%			8%	55%	33%	11%			
TPE 5, 11												
*Building rapport/mutual respect with students	68%	23%	8%				80%	17%	3%			
TPE 5, 8, 11												
Techniques/strategies for motivating students	38%	38%	16%			8%	44%	44%	8%	3%		
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	11%	54%	26%			8%	39%	33%	25%		3%	
TPE 4, 7, 8, 9, 11												
Exhibits a positive attitude towards students, their language, and culture	94%	3%	3%				91%	8%				
BLCAD Candidates only												
Use of Spanish as a medium of instruction	15%	10%				75%		21%	5%			74%

2010 – 2011 Cooperating Teacher Final Report/Student Teaching I - Regions

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

	Single Subject						Multiple Subject					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	100%						100%					
Demonstrates self confidence	67%	33%					62%	31%				
Demonstrates sound judgment	100%						93%					7%
Demonstrates initiative in assuming responsibilities	100%						85%	15%				
Demonstrates willing to implement suggestions to												

improve	100%						85%	15%				
Attendance is regular and punctual *	100%						77%	7%	15%			
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	100%						62%	23%	15%			
Teaching reading in the content areas	67%					33%	62%	23%				15%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	100%						93%	7%				
TPE 5, 11												
*Building rapport/mutual respect with students	100%						85%	7%	7%			
TPE 5, 8, 11												
Techniques/strategies for motivating students	100%						70%	15%	15%			
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	33%	67%					38%	38%	15%			7%
TPE 4, 7, 8, 9, 11												
Exhibits a positive attitude towards students, their language, and culture	100%						93%	7%				
BLCAD Candidates only												
Use of Spanish as a medium of instruction						100%						100%

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:

2009 - 2010 Student Teaching II/III Final Reports--Main

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

	Single Subject					Multiple Subject				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	46%	4%				73%	19%			4%

Methods to promote thinking skills (TPE 1,4,6)	77%	23%				73%	27%			
Well prepared for each class (TPE 13)	77%	23%				77%	19%	4%		
Demonstrates skill in the use of technology (TPE 1,4,6)	69%	31%				73%	23%			4%
Motivates student interest (TPE 5,8,11)	69%	31%				81%	19%			
Provides for individual differences (TPE 7,8,9)	38%	62%				73%	27%			
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	85%	7%	7%			73%	27%			
Varies teaching method (TPE 1,4,9)	62%	38%				73%	27%			
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	62%	38%				85%	12%	3%		
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	69%	23%	7%			81%	19%			
Building rapport/ mutual respect with students TPE 5, 11	69%	31%				81%	15%	4%		
	Single Subject					Multiple Subject				
Learning Environments	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	62%	31%	7%			65%	27%	8%		
Promotes student self-discipline (TPE 8,11)	54%	31%	15%			65%	27%	8%		
Encourages positive interactions (TPE 7,8,11)	77%	15%	8%			81%	15%	4%		
Personal Qualities										
Speech is clear and appropriate (TPE 13)	92%	8%				85%	2%	3%		
Personal appearance (TPE13)	92%	8%				92%	4%			4%

Exhibits self-confidence (TPE 13)	69%	23%	8%			77%	15%	8%		
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	85%	15%				96%	4%			
Acts as an appropriate role-model for students (TPE 5,13) *	92%	8%				92%	8%			
	Single Subject					Multiple Subject				
Professionalisms	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	85%	8%	8%			92%	8%			
Punctuality and regularity of attendance (TPE 13)	85%	15%				85%	12%	3%		
Maintains accurate records (TPE 2,3,13)	77%	3%				81%	19%			
Demonstrates sound judgment (TPE 13)	77%	23%				88%	8%	4%		
Knowledge of and adherence to school policies (TPE 12,13)	85%	15%				92%	8%			
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	92%	8%				88%	12%			
Willingness to seek assistance (TPE 13)	92%	8%				92%	8%			
Evidence of personal growth and self assessment (TPE 12,13)	85%	55%				85%	19%			

2009 - 2010 Student Teaching II/III Final Reports--Regions

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

	Single Subject					Multiple Subject				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	58%	25%	16			69%	31%			

			%							
Methods to promote thinking skills (TPE 1,4,6)	75%	25%				75%	25%			
Well prepared for each class (TPE 13)	75%	16%	8%			81%	13%	6%		
Demonstrates skill in the use of technology (TPE 1,4,6)	75%	8%			16%	81%	13%			6%
Motivates student interest (TPE 5,8,11) *	58%	33%			8%	81%	13%			6%
Provides for individual differences (TPE 7,8,9)	67%	25%	8%			94%	6%			
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	58%	33%	8%			81%	13%	6%		
Varies teaching method (TPE 1,4,9)	67%	33%				75%	25%			
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	58%	42%				75%	19%			6%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	67%	25%			8%	81%	13%	6%		
Building rapport/ mutual respect with students TPE 5, 11	75%	16%	8%			88%	13%			
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	42%	42%	8%		8%	69%	25%	6%		
Promotes student self-discipline (TPE 8,11)	50%	33%	16%			81%	6%	13%		
Encourages positive interactions (TPE 7,8,11)	83%	16%				88%	13%			
Personal Qualities										

Speech is clear and appropriate (TPE 13)	83%	16%				81%	19%			
Personal appearance (TPE13)	92%	8%				88%	13%			
Exhibits self-confidence (TPE 13)	67%	33%				81%	19%			
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	92%		8%			100%				
Acts as an appropriate role-model for students (TPE 5,13) *	83%	16%				100%				
Professionalisms	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	83%	16%				100%				
Punctuality and regularity of attendance (TPE 13)	83%	16%				94%	6%			
Maintains accurate records (TPE 2,3,13)	58%	25%	8%		8%	88%		6%		6%
Demonstrates sound judgment (TPE 13)	58%	33%			8%	88%	13%			
Knowledge of and adherence to school policies (TPE 12,13)	58%	42%				94%	6%			
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	83%	16%				100%				
Willingness to seek assistance (TPE 13)	83%	16%				100%				
Evidence of personal growth and self assessment (TPE 12,13)	92%	8%				94%	6%			

2010 - 2011 Student Teaching II/III Final Reports—Main Campus

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

	Single Subject					Multiple Subject				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	52%	33%	5%	5%	5%	74%	21%	5%		
Methods to promote thinking skills (TPE 1,4,6)	43%	43%	14%			79%	16%	5%		
Well prepared for each class (TPE 13)	71%	19%	5%	5%		4%	0%	%		
Demonstrates skill in the use of technology (TPE 1,4,6)	71%	24%		5%		58%	31%	5%		5%
Motivates student interest (TPE 5,8,11) *	45%	40%	15%			84%	10%	5%		
Provides for individual differences (TPE 7,8,9)	28%	48%	19%	5%		79%	16%	5%		
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	52%	33%	10%	5%		89%	5%	5%		
Varies teaching method (TPE 1,4,9)	33%	57%	5%	5%		79%	16%	5%		
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	52%	33%	14%			89%	5%	5%		
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	40%	50%		5%	5%	84%	10%	5%		
Building rapport/ mutual respect with students TPE 5, 11	62%	28%	10%			90%	10%			
	Single Subject					Multiple Subject				
Learning	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O

Environment s										
Management of learning activities (TPE 4,5,9,10)	43%	43%	10%	5%		83%	17%		5%	
Promotes student self-discipline (TPE 8,11)	30%	60%	5%	5%		68%	26%		5%	
Encourages positive interactions (TPE 7,8,11)	57%	33%	10%			84%	10%	5%		
Personal Qualities										
Speech is clear and appropriate (TPE 13)	71%	24%	5%			95%	5%			
Personal appearance (TPE13)	67%	33%				95%	5%			
Exhibits self-confidence (TPE 13)	67%	24%	5%	5%		84%	16%			
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	81%	12%	6%			95%	5%			
Acts as an appropriate role-model for students (TPE 5,13) *	81%	14%	5%			95%	5%			
	Single Subject					Multiple Subject				
Professionalisms	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	67%	19%	5%	5%	5%	94%		6%		
Punctuality and regularity of attendance (TPE 13)	81%	19%				94%	5%			
Maintains accurate records (TPE 2,3,13)	76%	19%	5%			82%	6%	6%		6%
Demonstrates sound judgment (TPE 13)	76%	14%	10%			94%	6%			

Knowledge of and adherence to school policies (TPE 12,13)	48%	43%		5%	5%	94%		6%		
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	67%	24%	5%	5%		94%	6%			
Willingness to seek assistance (TPE 13)	76%	14%	0%			94%	6%			
Evidence of personal growth and self assessment (TPE 12,13)	76%	10%	5%	5%	5%	88%	6%	6%		

2010 - 2011 Student Teaching II/III Final Reports--regions

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

General Observations	Single Subject					Multiple Subject				
	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	50%	50%				65%	29%	6%		
Methods to promote thinking skills (TPE 1,4,6)	100%					76%	18%	6%		
Well prepared for each class (TPE 13)	100%					88%	12%			
Demonstrates skill in the use of technology (TPE 1,4,6)	75%	25%				76%	18%			6%
Motivates student interest (TPE 5,8,11) *	100%					71%	23%			6%
Provides for individual differences (TPE 7,8,9)	75%	25%				76%	23%			
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	50%	50%				76%	23%			
Varies teaching method (TPE 1,4,9)	50%	50%				71%	23%	6%		
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)										

	50%	50%				76%	18%			6%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	50%	50%				65%	23%			12%
Building rapport/ mutual respect with students TPE 5, 11	100%					82%	18%			
Learning Environments	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	50%	50%				82%	12%	6%		
Promotes student self-discipline (TPE 8,11)	75%	25%				71%	18%	6%		6%
Encourages positive interactions (TPE 7,8,11)	100%					82%	18%			
Personal Qualities										
Speech is clear and appropriate (TPE 13)	75%	25%				76%	23%			
Personal appearance (TPE13)	100%					94%	6%			
Exhibits self-confidence (TPE 13)	75%	25%				82%	18%			
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	100%					94%	6%			
Acts as an appropriate role-model for students (TPE 5,13)	100%					88%	12%			
Professionalisms	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	100%					94%	6%			
Punctuality and regularity of attendance (TPE 13)	75%	25%				82%	18%			

Maintains accurate records (TPE 2,3,13)	75%	25%				82%	6%			12%
Demonstrates sound judgment (TPE 13)	100%					88%	12%			
Knowledge of and adherence to school policies (TPE 12,13)	75%	25%				82%	12%			6%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	75%	25%				88%	12%			
Willingness to seek assistance (TPE 13)	100%					88%	6%	6%		
Evidence of personal growth and self assessment (TPE 12,13)	75%	25%				94%				6%

3. RICA Scores

Multiple Subjects candidates are offered in-class and on-line preparation for the RICA. 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 2009 – 2010			RICA Pass Rate 2010 – 2011		
Test Date	Pass Rate	# of Candidates	Test Date	Pass Rate	# of Candidates
8/8/09	71%	5	8/7/10	100%	4*
10/3/09	75%	3	8/2/10	100%	10
12/5/09	50%	2	12/4/10	100%	6
2/6/10	81%	21**	2/5/11	94%	16
4/6/10	83%	10	4/9/11	100%	5
6/12/10	94%	16*	6/11/11	100%	21
Total	76%	57	Total	99%	62

* Second attempt by 1 candidate

** Second attempt by 2 candidates

4. Candidate and Graduate Surveys

Candidate Exit Survey

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 surveys we are using are based on a series of surveys developed by Boston

College and revised, with permission, by USF. The exit survey items collect information on the teacher candidates' own perceptions of their teaching abilities and their perceptions of the program and its effectiveness.

Exit Survey 2009-2010 Main Campus

	Multiple Subjects				Single Subjects			
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	40%	55%	5%		12%	47%	41%	
from different socio-economic backgrounds *	30%	55%	15%		12%	53%	24%	12%
from diverse racial/ethnic/cultural backgrounds	50%	35%	15%		41%	53%	18%	5%
in an urban school system	35%	50%	15%		29%	47%	18%	5%
with different linguistic backgrounds	25%	50%	20%		17%	53%	18%	12%
with different sexual orientations	25%	35%	10%	30%	0%	24%	35%	35%
with special needs	30%	55%	15%		5%	65%	18%	12%
Your knowledge and understanding of:								
multi-cultural issues and perspectives *	55%	40%	5%		35%	59%	5%	
social and political roles of schools in American society	40%	50%	10%		24%	47%	24%	5%
legal and ethical responsibilities of teachers	55%	35%	5%		29%	47%	24%	
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%	30%	20%		5%	59%	24%	12%
understand the concepts, principles, and reasoning	35%	45%	20%		18%	65%	5%	12%

methods of the subject areas I will teach (e.g. math, science, history, English, etc.).								
develop an understanding of reading and language development to advance literacy and writing in all students.	55%	30%	10%	5%	24%	59%	17%	
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	60%	15%	20%	5%	6%	59%	29%	6%
	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	55%	45%			29%	59%	12%	
	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?	70%	30%			12%	59%	12%	6%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	50%	45%	5%		18%	47%	35%	

Note: No exits were found for Fall 09 MS group.

Exit Survey 2009-2010-Regions

	Multiple Subjects				Single Subjects			
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	67%	33%			50%	50%		

from different socio-economic backgrounds *	67%	33%			50%	50%		
from diverse racial/ethnic/cultural backgrounds	67%	33%			50%	50%		
in an urban school system	67%	33%			100%			
with different linguistic backgrounds	100%				50%	50%		
with different sexual orientations	33%	67%			100%			
with special needs	67%	33%			100%			
Your knowledge and understanding of:								
multi-cultural issues and perspectives *	100%				100%			
social and political roles of schools in American society	67%	33%			100%			
legal and ethical responsibilities of teachers	67%	33%			100%			
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.	67%	33%			100%			
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	67%	33%			100%			
develop an understanding of reading and language development to advance literacy and writing in all students.	67%	33%			50%		50%	

use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	67%	33%			100%			
	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	67%	33%			100%			
	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?	100%				100%			
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	100%				100%			

Exit Survey 2010 –2011 Main Campus

	Multiple Subjects				Single Subjects			
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	39%	43%	13%	9%	22%	50%	17%	5%
from different socio-economic backgrounds *	9%	74%	22%		33%	44%	22%	
from diverse racial/ethnic/cultural backgrounds	22%	61%	22%		44%	22%	22%	
in an urban school system	17%	69%	13%		50%	33%	11%	
with different linguistic backgrounds	26%	69%	9%		28%	44%	17%	5%
with different sexual orientations	4%	30%	35%	26%	11%	44%	28%	11%
	30%	35%	30%	4%	5%	39%	44%	5%

with special needs								
Your knowledge and understanding of:	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
multi-cultural issues and perspectives	26%	48%	4%		39%	44%	11%	
social and political roles of schools in American society	30%	56%	22%		39%	50%	5%	
legal and ethical responsibilities of teachers	26%	65%	13%		39%	8%	11%	
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.	30%	56%			11%	55%	17%	11%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	43%	43%	9%		17%	50%	17%	11%
develop an understanding of reading and language development to advance literacy and writing in all students.	52%	39%			39%	44%	11%	
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	35%	48%	13%		39%	44%	11%	
	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	56%	35%	9%		8%	61%	5%	
	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?	56%	48%			55%	28%	11%	
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	52%	39%	4%		28%	33%	28%	

Note: Totals do not always reach 100% due to non-response to an item

Exit Survey 2010-2011--Regions

With the scheduling change of the Master of Arts in Teaching, the cohort completion and exit interviews fall outside this reporting window.

Survey of Program Graduates

Beginning spring 2010, we sent surveys to all graduates who would be completing their first year of teaching that spring. In spring 2011, we sent surveys to all graduates who would be completing their first year of teaching and their second year of teaching that spring. In addition, we ask them to provide a survey (with cover letter explaining the survey) to the support provider and principal. Responses from first year teachers have been 12-15%, 7% from second year teachers, and 5% or less from support providers and principals.

Selected Graduate Survey Results

Graduates were asked to reflect on their first year of teaching and the USF teacher preparation program and respond to a range of prompts based on a 4 point scale: 4=very well prepared; 3=well prepared; 2=prepared; 1=not prepared.

	First Year Teacher (graduated 2008-2009)				First Year Teacher (graduated 2009-2010)			
The USF teacher education program prepared me to:	4	3	2	1	4	3	2	1
make decisions based on evidence and results of pupil assessment.	21%	71%	7%		50%	28%	7%	
use state's content standards and frameworks to plan instruction; teach content knowledge and skills.	7%	43%			56%	39%	5%	
accommodate individual difference by adapting curriculum and instruction.	33%	66%			22%	33%	22%	

plan stimulating lessons.	43%	43%	14%		66%	33%		
motivate students to participate in academic tasks.	43%	14%	29%	14%	66%	33%		
read, understand, and plan appropriate instruction based on IEP or 504 plans.	14%	43%	14%	21%	22%	28%	33%	11%
teach students with special needs.		72%	28%		33%	22%	44%	
read, understand, and plan appropriate instruction based on CELDT/EL proficiency tests	29%	14%	43%	14%	11%	33%	33%	11%
teach students from diverse linguistic backgrounds.	14%	57%	29%		22%	22%	33%	11%
teach students with different ability levels in the same class.	14%	42%	29%	14%	33%	44%	22%	
teach students from diverse racial, ethnic, cultural backgrounds.		57%	28%	14%	22%	44%	33%	
reflect on and improve your teaching performance.	57%	43%			66%	33%		

Note: Totals do not always reach 100% due to non-response to an item

Graduates were asked to reflect on their first two years of teaching and the USF teacher preparation program and respond to a range of prompts about their current teaching position, participation in induction programs, and satisfaction with the USF credential program.

	Second Year Teacher (graduated 2008-2009)			
The USF teacher education program prepared me to:	Excellent	Good	Fair	Poor
make decisions based on evidence and results of pupil assessment.	20%	80%		
use state's content standards and frameworks to plan instruction; teach content knowledge and skills.	40%	60%		
accommodate individual difference by adapting curriculum and instruction.	20%	80%		
teach students with special needs.	40%	60%		
teach students from diverse linguistic backgrounds.	40%	60%		

make a significant different in the learning of your students	40%	60%		
reflect on and improve your teaching performance.	40%	60%		

In response to the question “How many years do you plan to teach during your career?” 20% responded 6-10 years and 80% responded 10+ years.

Selected Induction Support Provider and Principal Survey Results

The return rate for surveys provided to induction support providers and principals was extremely low: 5% for the 2008-2009 first year teachers and none for the 2009-2010 first year teachers and 2008-2009 second year teachers. As a result, the information below is limited but does provide a snapshot to be considered. Induction Support Providers and Principals were asked to respond to prompts that indicated the application of professional knowledge and pedagogical skills in the classroom on a 4 point scale:

- 4=uses this skill consistently with a high degree of competence and confidence
- 3=uses this skill appropriately and competently
- 2=beginning to incorporate this skill in his/her practice
- 1=not observed

	Induction Support Providers				Principals			
The USF teacher education program prepared me to:	4	3	2	1	4	3	2	1
make decisions based on evidence and results of pupil assessment.	50%	50%			3%		66%	
use state's content standards and frameworks to plan instruction; teach content knowledge and skills.	50%	50%			50%	50%		
Understand educational plans and provide appropriate accommodations for special needs students in the classroom	75%	25%			33%	33%	33%	
plan stimulating lessons.	50%	25%			33%	66%		
motivate students to participate in academic tasks.	50%	25%	25%		33%	66%		
teach students from diverse linguistic backgrounds.	50%			25%	33%	66%		
teach students with different ability levels in the same class.	50%	25%	25%		33%	66%		
teach students from diverse racial, ethnic, cultural backgrounds.	50%	50%			100%			
Use classroom management techniques-procedures.	50%	25%	25%		66%	33%		
communicate with parents.	50%	25%	25%		33%	66%		

reflect on and improve his/her teaching performance.	50%	50%			33%	66%		
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Note: Totals do not always reach 100% due to non-response to an item

As we go forward the department is planning to follow these candidates 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 Support Providers and principals during their first two years in the classroom. The results of these surveys will inform our program review and help us to better prepare beginning teachers.

A. Analysis of Candidate Assessment Data

Analysis of All Candidate Assessment Data Candidate Competence

1. Teaching Performance Assessment

All candidates

- TPA “first attempt” pass rates are generally high, ranging from 86% to 100%.
- USF developed Feedback Form has received positive comments from both candidates and assessors.
- Continue to review and improve process for embedding and administering the TPA.

Assessor Data

- Assessor agreement remains consistent at 85% or higher.
- Assessors are recalibrated annually with assessors who have low agreement coached and recalibrated during the year.

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

All candidates

- The evaluation scores candidates received from their cooperative teacher and master teachers were consistently high overall (excellent/good) and showed higher evaluations for multiple subject students.
- Candidates were rated high from their cooperating teacher (STI) and master teachers (ST II/III) in personal qualities (TPE 13 and 11), including flexibility and evidence of personal growth and self-assessment.
- During Student Teaching I cooperating teachers consistently rate candidates high in their demonstration of openness to suggestions for improvement.
- Areas for growth identified in full-time student teaching include management of learning activities and promoting student self-discipline.
- Candidates showed improvement in evaluations from cooperating teachers (ST I) to master teachers (ST II/III).

Single Subject Candidates

- Single Subject candidates were generally rated high overall (excellent/good) by cooperating and master teachers; however in 2010-2011 more ratings in the Fair to Poor categories were recorded which need to be examined in more depth.
- Review and strengthening of the Academic Literacy and Single Subject Curriculum and Instructions courses continues to be needed to improve teaching reading in content areas.
- Continued emphasis and practice is needed to development of skills in the areas of long term planning, asking higher-level questions in the classroom to promote higher level thinking, providing for individual differences in planning and teaching.

Multiple Subject Candidates

- Candidates scores were consistent from 2009-2010 to 2010-2011 across both Student Teaching I and Student Teaching II/III.
- Areas for growth identified by cooperating teachers (ST I) were classroom management lesson planning, and asking questions to develop higher order thinking skills. While these areas showed improvement in evaluations by master teachers (ST II/III) they are still areas for growth.
- 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 improved in 2010-2011 over 2009-2010.
- Cooperating teachers evaluations of Multiple Subjects candidates ability to teach reading in the content areas consistently high, though there continues to be areas for improvement.

4. Candidate and Graduate Surveys

Candidate Exit Interviews

- In their exit surveys Multiple Subjects candidates rated the program higher than the Single Subject candidates.
- Multiple Subjects candidates felt well prepared by the program to teach with 100% indicating they felt good-excellent about their ability to make a significant difference in the learning of their students.
- Multiple and Single Subject candidates in the regional programs consistently rated the program good-excellent.
- While a majority of Single Subject candidates on main campus rated their preparation to teach in their subject area good to excellent, there was a significant number (17% 2009-2010; 28% 2010-2011 indicating it was only “fair” or “poor”.
- Only 65% (2009-2010)/61% 2010-2011 of Single Subject candidates on main campus rated their overall preparation to teach as either “excellent” or “good” compared with 95% (2009-2010)/91% (2010-2011) for Multiple Subject candidates.

- Single Subject candidates felt less prepared than Multiple Subjects candidates to teach a diverse range of students.
- All candidates felt least prepared to teach students with different sexual orientations.

Graduate Surveys

- First Year Teachers consistently indicated that they were prepared by the USF credential program to teach in their classroom.
- First Year Teachers identified student motivation as an area in which more training was needed.
- First Year Teachers also identified working with special needs and ELL students as an area of challenge particularly in planning instruction using evidence – IEP, 504, CELDT, and assessment data – to plan instruction.
- Additional areas of need identified by First Year Teachers were teaching in classrooms with different abilities level and with students from diverse racial, ethnic, cultural, and linguistic backgrounds.
- Responses from Induction Support Providers and principals in 2009-2010 (First Year Teachers) indicate similar areas of strength and challenges as those of the First Year Teachers.
- Additional areas for growth identified by Support Providers and principals included making decisions for instruction based on evidence and communicating with parents.
- Both Support Providers and principals indicated that First Year Teachers used reflection as a tool to improve on their practice.
- Second Year Teachers consistently rated their preparation program good to excellent. Comments from these teachers indicated they planned to remain in the profession with the majority indicated 10+ years as their goal.

Program Effectiveness

- Data from the TPA and student teaching evaluations indicate the majority of our students are meeting the TPEs.
- 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 which has been consistent since the previous Biennial report.
- Both single and multiple subject candidates showed areas for improvement in their abilities to manage classrooms and work with diverse students, particularly students with special needs, English Language Learners, and those of various sexual orientations.
- Continue to review material assessed on RICA and encourage all candidates to participate in review provided. Provide test-taking strategies.
- Graduate surveys indicate that graduates continue to build on their teaching skills during the first year of teaching. While issues related to classroom management and teaching diverse students remain at the end of the first year of teaching, these concerns appear to decrease during the second year of teaching as graduates “grow” into the profession.

B. 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 time and adjunct faculty, as well as more involvement by adjunct faculty in the review and development of course content. In fall 2010, the program brought together all full time and adjunct faculty to participate in a program review. Faculty teaching similar courses met together to review course content in light of the CTC Program Standards. They then worked to develop a common syllabus to use across all courses that would provide consistency in terms of course readings, assignments, and assessment. These course groups have continued to work throughout the year to continue to review and further refine their course content.

We have noted that Single Subject candidates have consistently been less satisfied with their teacher training and have been rated slightly lower than the Multiple Subject candidates by their Cooperating and Master Teachers. The faculty members are continuing 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.

The department continues to increase the diversity of the adjunct faculty pool. 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. A better system for orienting new adjunct faculty is constantly being refined. The School of Education provides a yearly Adjunct Academy which all adjuncts are encouraged to attend. In addition, the Associate Directors work closely with newly hired adjuncts to provide an overview of the program, an orientation to their responsibilities, and a list of on-campus resources that can provide training (e.g. Blackboard, Smart Classrooms) to support their teaching.

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 teach in diverse classrooms and to differentiate instruction for English Language Learners and students with special needs. The need for this is indicated in TPA submissions, exit and graduate survey results.
- improve classroom management skills for teacher candidates as indicated in student teaching evaluations, exit interviews, and graduate surveys.
- 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
- Provide continued communication about the TPA with full-time and part-time faculty.

- 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
- improve procedures for obtaining surveys from graduates, their support providers and principals.

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

	# candidates	# completed/graduated
2009 – 2010	10	9
2010 – 2011	12	13, including 1 completing practicum from last cohort

Changes Since Commission Approval of Current Program Document

The following changes were made to the program and implemented since fall 2009:

- 1) The Director of Masters of Art in Teaching Reading who developed the reading certificate program retired spring 2009. The program was maintained by our National Board Certified Master Teacher in Residence during the following year as the Teacher Education Department conducted a search for a new director. A new director was hired and joined the faculty in fall 2010.
- 2) “Assessment & Intervention” course restructured as per candidate feedback
 - engaged new instructor with more extensive background in assessment
 - updated battery of assessment tools that candidates received training on
 - coordinated “Assessment & Intervention” course with “Tutoring Practicum”
- 3) Practicum experience with diverse learners increased as per candidate feedback
 - partnership with community agencies that send students from challenging urban environments to work with our candidates in Reading Practicum placement
 - youth program workers assist at Reading Practicum placement
 - planning for Reading Practicum in coordination with community agencies
 - launched year-round partnership with community agencies to increase opportunities for candidates to work with diverse learners
- 4) Opportunities for candidates to align and implement assessment results and interventions strengthened as per candidate feedback
 - candidates required to design plan for intervention based on assessment results of individual student in Tutoring Practicum
 - candidates required to design unit plan for intervention based on assessment results of class of 15-25 diverse learners in Reading Practicum

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.
- Two case studies of one on one work with students (primary & intermediate grade levels).

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. Candidates must meet qualifiers stated on observation form. Candidates 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
- Reading Practicum – letter grade based on assessment, planning and implementation of 5-week summer reading program

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 Survey 2009-10: sufficient data not available

Exit Survey 2010-11 will be collected in Oct 2011 to allow candidate reflection time after completing the program. We are currently revising our exit survey.

Supervisors' Observations are based on the International Reading Association Standards for Reading Specialists. Candidates receive narrative comments and are rated on a 4 point scale (1= unacceptable, 2= below standard, 3= at standard, 4= exceeds standard). Candidates scoring "4" generally exceeded expectations in engaging students as readers by using students' interests and experiences (IRA 4.1), modeling reading and writing enthusiastically (IRA 4.3) and motivating students to be life-long readers (IRA 4.4). Candidates scoring "3" fulfilled expectations in using a wide range of instructional practices and materials to meet the needs of learners at different stages of development and from different cultural and linguistic backgrounds (IRA 2.2), as well as used a wide range of assessment tools (IRA 3.1) and used assessment to plan, evaluate and revise instruction (IRA 3.3)

Reading Practicum letter grade is based on plan for 5-week unit, plan for assessment, implementation of assessment, planning using assessment results and delivery of instruction that engages students and improves reading confidence and interest during 5-week summer reading program. Grade of "A-" represents performance at standard, "A" represents performance above standard, "A+" represents performance that far exceeds standard. Candidates receiving grade below "A-" must repeat practicum.

2009-2010	# of candidates	Score				Reading Practicum Grade		
		1	2	3	4	A-	A	A+
Supervisor Observation #1	11	0	0	50%	50%			
Supervisor Observation #2	9	0	0	40%	60%			
Supervisor Observation #3	9	0	0	40%	60%			
Reading Practicum	9					0	100%	0

2010-2011	# of candidates	Score				Reading Practicum Grade		
		1	2	3	4	A-	A	A+
Supervisor Observation #1	12	0	0					
Supervisor Observation #2	12	0	0	16%	84%			
Supervisor Observation #3	12	0	0	25%	75%			
Reading Practicum	12					0	78%	12%

More than 50% of candidates in both 2009-10 and 2011-12 cohorts scored at the “4” level on supervisor observations, and received a grade of “A” or better in Reading Practicum. We attribute this to the strength of the training they receive in foundational courses in “Developing Fluent Readers,” “Teaching Comprehension Strategies” and “Assessment and Intervention” that prepares them for the practicum evaluations.

IV Use of Assessment Results to Improve Candidate and Program Performance

As we move forward, the Reading Certificate/Masters in Teaching Reading program will continue to improve on areas identified in the current and previous biennial report with the following actions:

- Infuse strategies that increase candidates’ ability to provide quality instruction for English Language Learners throughout all coursework.
- Revise entrance and exit surveys to better identify areas for improvement
- Utilize partnerships with community agencies to further develop candidates’ ability to work with diverse learners.

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 a two-year long program that began in 2002 and is delivered through a cohort model. For the 2009-2010 and 2010-2011 academic years, the program was an integrated Level 1/Level 2 internship program. In other words, our students were accepted into the program with the understanding that they would remain in the program until the completion of Level 2, upon which they earned a Clear Level 2 Education Specialist Mild/Moderate Teaching Credential. In response to changes in CTC standards and beginning with the cohort graduating in 2012, the program has changed to an Education Specialist Mild/Moderate Preliminary credential program that continues to be delivered through an internship and cohort model.

Our coursework is taught in modules that spiral throughout the Mild/Moderate program coursework. We design it this way in order to meet our students' needs. In the summer before intern employment we teach the beginning competencies in order to prepare students for fall employment. Then, in fall, we teach the competencies that they need first on the job. 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.

Table 1 - Candidates entering and completing program 2009-2011

Mild/Moderate Education Specialist Program Candidate Information		
<u>Year</u>	<u>Number of Candidates</u>	<u>Number of Completers/Graduates</u>
2009-2010	14	14
2010-2011	21	19

Changes since last Biennial Report: *In June 2011, the Mild/Moderate Education Specialist Program underwent several major changes, including the appointment of a new Program Coordinator and a new Fieldwork Coordinator. In addition, the Level 1/Level 2 program changed to a Preliminary credential program. The two new coordinators are in the process of revising the assessments that are utilized in the program and also revising how data is collected and analyzed. These changes are expected to be implemented with the cohort that started in June 2011.*

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/Assessment
Intern Teaching Experience (Division 1)	<ul style="list-style-type: none"> Classroom management Lesson planning Curriculum design IEP and ITP Legal and ethical issues in special education Early literacy instruction (theory and practice) Theory and practice of teaching diverse learners Consultation and collaboration strategies 	<ul style="list-style-type: none"> Progress monitoring Formative and summative assessment Implementing behavior support strategies Differentiated instruction Multisensory instruction Creating IEPs and ITPs Facilitating IEP meetings Collaborating and consulting with staff and parents Data collection and analysis of student progress 	<ul style="list-style-type: none"> Self-Reflection Student self-assessment Implement and reflection on progress of student achievement Reflections that change teaching practice Teaching style reflection relating to diverse learner in their classrooms TPE Student self-assessments Electronic Professional TPE portfolios TPE Supervisor observations TPE Evaluations of professional competency

Coursework (Division 2)	<ul style="list-style-type: none"> • Lesson planning • Reading Mastery Unit • Curriculum Design • Early intervention • Classroom management • Technology Portfolio • Content Area Unit • Consultation and collaboration/co-teaching • Research Papers • IEP/Assessment Report • ITP 	<ul style="list-style-type: none"> • Using SDAIE and differentiated instruction to teach ELL students • Using culturally responsive pedagogy in the urban classroom setting • Culturally responsive pedagogy • Progress monitoring • Using data to create and implement lessons • Use of assessment data to inform instruction • Use of technology as an instructional tool 	<ul style="list-style-type: none"> • Evaluation of the results of the benchmark assessment • Importance of progress monitoring • Sharing results with other teachers • Implement and reflect on progress of student achievement • Reflections that change teaching practice • Teaching style reflection relating to diverse learners in their classrooms
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

*This chart displays the overall assessment measures used to evaluate student performance.

Program Division One: Intern-Teaching

Table 3 - Intern Teaching

Program Divisions	Knowledge	Skills	Reflections/Assessment
Intern Teaching Experience (Division 1)	<ul style="list-style-type: none"> • Classroom management • Lesson planning • Curriculum design • IEP and ITP • Legal and ethical issues in special education • Early literacy instruction (theory and practice) • Theory and practice of teaching diverse learners • Consultation and collaboration strategies 	<ul style="list-style-type: none"> • Progress monitoring • Formative and summative assessment • Implementing behavior support strategies • Differentiated instruction • Multisensory instruction • Creating IEPs and ITPs • Facilitating IEP meetings • Collaborating and consulting with staff and parents • Data collection and analysis of student progress 	<ul style="list-style-type: none"> • Self-Reflections • TPE Student self-assessments • Electronic Professional TPE portfolios • TPE Supervisor observations • TPE Evaluations of professional competency • Student self- assessment • Implement and reflection on progress of student achievement • Reflections that change teaching practice • Teaching style reflection relating to diverse learner in their classrooms

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).

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.

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 2012 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.

Reflections. Within the intern teaching experience, teacher candidates complete self-reflections, self-assessment. 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 on a Likert scale 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.

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"> • Lesson planning • Reading Mastery Unit • Curriculum Design • Early intervention • Classroom management • Technology Portfolio • Content Area Unit • Consultation and collaboration/co-teaching • Research Papers • IEP/Assessment Report • ITP 	<ul style="list-style-type: none"> • Using SDAIE and differentiated instruction to teach ELL students • Using culturally responsive pedagogy in the urban classroom setting • Culturally responsive pedagogy • Progress monitoring • Using data to create and implement lessons • Use of assessment data to inform instruction • Use of technology as an instructional tool 	<ul style="list-style-type: none"> • Evaluation of the results of the benchmark assessment • Importance of progress monitoring • Sharing results with other teachers • Implement and reflect on progress of student achievement • Reflections that change teaching practice • Teaching style reflection relating to diverse learners in their classrooms

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 understand the importance of culturally responsive pedagogy, early intervention, classroom management and curriculum design. Grades are based on classroom participation and course assignments (e.g. portfolios, presentations, papers, and reports), which are linked to the measurement outcome of this program. To complete coursework successfully, candidates must also correctly complete all assignments from one semester before being allowed to move on to the next semester and demonstrate understanding of these concepts that build teachers who are accountable.

Skills. As shown in Table 4, 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 Division 3: Completion

Division 3: Completion Measures

As shown in Table 5, the following measures are used to assess program completion.

Table 5 - 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 • Follow-up Survey 	<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 graduation, which provides candidates perceptions of their knowledge and skills as beginning special educators, beginning with the class of 2011. 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 2011.

Division 3: Assessment Findings

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. Program strengths and areas for improvement regarding candidate competence and program efficiency/effectiveness are discussed.

Intern Field Teaching Experiences

Strengths

- Multiple measures are used to assess the knowledge (e.g. tests/quizzes, presentations, reflection papers on concepts and pedagogies), 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 on projects that involved progress monitoring and data-based intervention demonstrate their reflections on their teaching experiences, development of teaching philosophies, use of resources and knowledge, and examination of their strengths and needs.

- 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. We also use mid-semester qualitative evaluation to improve our program's teaching team. 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

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, Curriculum and Instruction for Math and Science, Teaching Diverse Learners, 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. The fieldwork coordinator has reviewed findings and continues to develop/revise assessment measures and to improve the process for gathering data.

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

Specific proposed changes include the following:

Table 6 – 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 • Increase objectivity of the rating of candidates' activities and skills on the evaluation form
TPE	<ul style="list-style-type: none"> • Develop rubric for objective evaluation of TPE goals

Formative Assessment Goals	<ul style="list-style-type: none"> 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 2011 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 2011 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 7 – 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 Papers	<ul style="list-style-type: none"> • Monitor completion of data and follow up with instructors and students on 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 8 – 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 2011	15	4 (Summer 2011)
USF Main Campus Total Spring 2011	20	5
USF Main Campus Total Fall 2010	20	2
USF Main Campus Total Spring 2010	17	4

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
Entrance/Exit Surveys	Entrance and exit surveys are used to assess candidates' perceived initial level of understanding and progression toward competency in relation to the <i>California Professional Standards for Educational Leaders</i> (CPSELs).
Embedded Course Assessments	Assessments within each course are designed to assess student competency in relation to the key CPSELs emphasized in each course. (See sample syllabi.)
Leadership Action Plan Portfolio (see Field Experience Handbook attachment)	The portfolio is collection of work samples that demonstrate candidates' fieldwork experiences and reflections (learning around those experiences). During the portfolio process, students work to demonstrate the development of a professional practice that addresses the six CPSELs .

Candidate Competency Evaluation* (This has been replaced by the Standards-Based Competency Assessment as of 8/20/11)	<p>This evaluation tool was used as a final assessment of candidate competency in relation to twelve aspects of the CTC leadership standards.</p> <p>*The redesigned assessment tool explicitly assesses candidate progress toward achieving competency in relation to the California Professional Standards for Educational Leaders.</p>
Field experience coaching sessions* (Document attached -- as of 8/20/11 this has been changed to the Candidate Collaboration Log.)	<p>In the field experience coaching sessions, the university field mentor observes and works with the candidate at his or her own school site. (3 sessions per semester)</p> <p>*The redesigned format more explicitly focuses on goal setting and candidate progress toward developing competency in relation to the CPSELs.</p>
Teacher created surveys	<p>These do not occur in all credential courses, but 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.</p>
Feedback from school site* (document attached)	<p>This assessment comes as part of the field experience in which the school site supervisor provides oral feedback to the university instructor as well as to the candidate about how well the candidate is performing in relation to the CPSELs.</p> <p>*As of 8/20/11, this gathering of this feedback is completed during final review of the candidate's performance using the Standards-Based Competency Assessment.</p>
Job placement	<p>The Preliminary Administrative Services Credential Checklist as well as email surveys are used to gather information about current job positions of students who have completed the credential program.</p>

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

ASSESSMENT	DESCRIPTION
Entrance/Exit Surveys	Entrance and exit surveys are used to assess candidates' perceived initial level of understanding and progression toward competency in relation to the CPSELs. These results are used to determine where modifications may need to be applied to the program.
SUMMA	SUMMA assessments are used to gather candidate feedback on individual credential courses. This data helps inform instructors and the program director and about candidates' perception of their learning within each course.

Adjunct Feedback	Individual and group meetings with adjunct faculty provide the opportunity address gaps and/or overlaps within the curriculum and to better align the curriculum to the CPSELs.
Leadership Action Plan Portfolio (see Field Experience Handbook attachment)	Portfolio data informs the program director of potential areas of need within the current program model.
Field experience coaching sessions* (Document attached -- as of 8/20/11 this has been changed to the Candidate Collaboration Log.)	Coaching sessions in the field provide the program director insight into how well the program model supports candidate learning and job readiness.
Feedback from school site (document attached)	Conversations between the school site supervisor and university field mentor provide information on both program model effectiveness and the alignment between on-site performance and academic expectations.
Job placement	Job placement survey data provides information regarding effectiveness of the program model in assisting candidates to secure administrative positions.
Curriculum mapping	Curriculum mapping data enables instructors and the program director to ensure alignment and address any gaps and/or overlaps in relation to the CPSELs.
Retention rate data	Retention rate data gives the program director information about the number of candidates who complete the program after entrance.

III. Analysis of Candidate Assessment Data

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
Entrance/Exit Surveys	Strength(s): The results of the surveys demonstrate some growth in terms of perceived proficiency on all six of the CPSELs. Upon entering the program, student scores were between the low-average and high average range. The majority of the students surveyed at the end of the program scored within the average to high average range on all six CPSELs. In addition, analysis of the range of scores within each of the six standards indicate distinct differences in the way students interpret the standards upon entering and exiting the program ; this is best demonstrated by the close range of all student scores on the exit survey.	Strength(s): These surveys provide insight into the perceived competency level of students when entering and exiting the program. In addition, they offer evidence to support the development of a standards-based program that meets the needs of all students.

	Improvement(s): Upon reviewing the entrance/exit surveys further, minimal changes in the range of student scores within specific CPSELs may indicate the need for additional instruction and learning opportunities in these areas.	Improvement(s): Upon reviewing the data from the entrance/exit surveys further, minimal changes in the range of student scores within specific CPSELs may indicate that the program needs to provide additional instruction and learning opportunities in these areas.
Embedded Course Assessments	Strength(s): Students demonstrate knowledge of the CPSELs by completing course assignments and projects.	Strength(s): Theoretical foundations and practical applications are being distributed within courses.
	Improvement(s): These standards based assessments continue to be modified and fine-tuned to allow students to work towards developing proficiency on all six of the CPSELs.	Improvement(s): Though we do not have aggregate data in this area, seminal projects for each course are used to assess student proficiency on the CPSELs.
Leadership Action Plan Portfolio (see Field Experience Handbook attachment)	Strength(s): Provides students hands-on/practical application of CTC standards. Student-created projects have been adopted at their school sites.	Strength(s): Growth is seen from Field Experience I to Field Experience II in the development of the student portfolio.
	Improvement(s): To allow for observation and assessment of candidate performance in the school setting a new Leadership Action Plan Portfolio has been designed. (see below)	Improvement(s): To create clear alignment between the CPSELs and the requirements of Field Experience I and Field Experience II, a new Leadership Action Plan Portfolio had been designed. (see below)
Candidate Competency Evaluation* (This has been replaced by the Standards-Based Competency Assessment as of 8/20/11)	Strength(s): Evaluation data shows that upon completion of the field experience, over 94% of candidates demonstrate satisfactory or outstanding professional skills and knowledge for each of twelve key areas of competence related to the CPSELs.	Strength(s): From the data, we infer that the program structure is designed to support significant growth in candidate competence.
	Improvement(s): Although related to the CPSELs, the twelve key areas identified above are not specifically aligned with all CPSEL sub-standards. The newly created Standards-Based Competency	Improvement(s): Evaluation data indicates more satisfactory than outstanding scores in two key areas: managing human resources to benefit instruction and demonstrating knowledge of the use of

	Assessment has been designed to more explicitly identify student proficiency as related to all strands within the six broader standards.	fiscal resources. Programmatic changes should include increased emphasis on these areas.
Field experience coaching sessions* (Document attached -- as of 8/20/11 this has been changed to the Candidate Collaboration Log.)	Strength(s): One-to-one support for student in the field provides individualized feedback.	Strength(s): Students are applying acquired classroom knowledge to their school settings.
	Improvement(s): The use of a coaching model and feedback by the university instructor to enhance student reflection/experience and overall performance. A new tool has been designed to assist in this process (see below).	Improvement(s): Feedback forms to document students' performance were determined to be a necessary form of assessment (see below).
Feedback from school site	Strength(s): A collaborative process for student (as well as the school site).	Strength(s): Provides feedback on issues facing school leaders, which enables continuous improvements in the program.
	Improvement(s): A rubric needs to be created for the school site supervisor addressing the students' understanding of the CTC standards.	Improvement(s): Currently there is no follow-up beyond oral communication with site supervisor. Follow-up surveys from site supervisors about the program would be beneficial.
SUMMA	Strength(s): Data from this survey instrument is used to evaluate a student's perceived learning in relationship to the courses. According to the data, students are satisfied with their experience within the program.	Strength(s): According to general results of the SUMMAs, the current program is able to support the growth and development of various learners/students.
	Improvement(s): Though the results of this data are positive, they are based on student perception of success within the course.	Improvement(s): Though the overall results of this data are positive, SUMMAs also indicate areas in which each instructor can improve their practice.
Teacher created surveys	Strength(s): N/A	Strength(s): Provides student input and feedback on course specific assignments and expectations.

	Improvement(s): N/A	Improvement(s): This is currently only done on an individual course basis. No standardized process is in place.
Adjunct feedback	N/A	Strength(s): Provides a forum to gather peer input on the program and to communicate program changes.
	N/A	Improvement(s): In order to provide valuable and timely feedback for Adjunct, a process for collecting student survey data-based individual courses is needed (see below).
Curriculum mapping (document attached)	N/A	Strength(s): Helps instructors and the program director understand where CTC standards are being emphasized across all courses.
	N/A	Improvement(s): We continue to identify ways in which to more closely align each course with the CPSELs, including a revised map of the relationship between course objectives and standards. (see below).
Job Placement	Strength(s): Following completion of the credential program, more half of all students have assumed leadership positions within K-12 schools or organizations that support K-12 schools. All students for whom we have data that have sought positions have acquired them. This indicates that our candidates are attractive to employers, from which we infer program strength in developing candidate competence. <i>Note:</i> Those students who remain in classroom teaching positions have yet to seek leadership positions.	Strength(s): (see left)
	Improvement(s): Maintain current placement levels. See below for detailed explanations of improvement.	Improvement(s): (see left)
Retention Rate	Strength(s): N/A	Strength(s): Data shows that 96% of candidates who have matriculated into the

		program remain currently enrolled or have completed the program. This indicates that once enrolled, students find that the program meets their needs.
	Improvement(s): N/A	Improvement(s): Students who have left the program have done so almost immediately after enrollment. Further analysis of admissions and communication of program expectations is necessary.

III. 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	<p>Current: The program currently uses four sources of aggregate data (retention rate, entrance/exit survey data, job placement, and Candidate Competency Assessment) as well as course embedded assessments and the portfolio process which includes the field experience as the means for assessing student competencies. New assessments have been created to explicitly demonstrate candidate competencies in relationship to the CPSELs. However, as these tools are new, this continues to be an area of focus.</p> <p>New assessments that will allow us to gather aggregate data include: 1) Standards-Based Competency Assessment Rubric 2) Standards-Based Competency Assessment</p> <p>Action Plan: We will continue to collect and analyze assessment results from the different sources. This will guide further program improvement.</p>
Student entrance/exit survey	<p>Current: Data is being collected on CPSELs</p> <p>Action Plan: We need to expand on both the entrance/exit survey to gain more specific data on overall program effectiveness. We have developed program questions, but need to include them into the survey. The entrance survey needs to be conducted more consistently at the beginning of the program.</p>
Adjunct/Full Time Faculty Survey	<p>Current: All current classroom instructor data is collected via the SUMMA.</p>

	<p>Action Plan: Create a qualitative assessment survey to assess classroom instruction and student learning in relation to the CPSELs for each course.</p>
Job Placement	<p>Current: Currently successful.</p> <p>Action Plan: Continue to provide mock interview/resume building events for candidates.</p>
Embedded Course Assessments	<p>Current: Each course has assessments that address students' knowledge and understanding of the CPSELs.</p> <p>Action Plan: Creating rubrics for specific assignments and projects in all courses will enable both students and faculty to better understand which student competencies are addressed by the objectives of each course. In addition, these rubrics can serve as an additional source of aggregate data. It is necessary to make sure our course assessment program gives students the necessary experience with each CTC standard.</p>
Curriculum Mapping (document attached)	<p>Current: The curriculum has recently been remapped to assess for gaps and overlaps between courses as well as for explicit alignment of the CPSELs to each course. (see below)</p> <p>Action Plan: Successful use of the comprehensive curriculum map will require further discussions with instructors and an analysis of the syllabus of each course to ensure that standards are clearly stated and aligned with course objectives.</p>

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 2011	0	0
USF Main Campus Total Spring 2011	1	1
USF Main Campus Total Fall 2010	2	1
USF Main Campus Total Spring 2010	2	1

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
Entrance/Exit Surveys	Entrance and exit surveys are used to assess candidates' perceived initial level of understanding and progression toward competency in relation to the <i>California Professional Standards for Educational Leaders</i> (CPSELs).
Embedded Course Assessments	Assessments within each course are designed to assess student competency in relation to the key CPSELs emphasized in each course. (See sample syllabi.)
Leadership Action Plan Portfolio (see Field Experience Handbook attachment)	The portfolio is collection of work samples that demonstrate candidates' fieldwork experiences and reflections (learning around those experiences). During the portfolio process, students work to demonstrate the development of a professional practice that addresses the six CPSELs .
Candidate Competency Evaluation* (This has been replaced by the Standards-Based Competency	This evaluation tool was used as a final assessment of candidate competency in relation to twelve aspects of the CTC leadership standards.

Assessment as of 8/20/11)	*The redesigned assessment tool explicitly assesses candidate progress toward achieving competency in relation to the California Professional Standards for Educational Leaders.
Field experience coaching sessions* (Document attached -- as of 8/20/11 this has been changed to the Candidate Collaboration Log.)	In the field experience coaching sessions, the university field mentor observes and works with the candidate at his or her own school site. (3 sessions per semester) *The redesigned format more explicitly focuses on goal setting and candidate progress toward developing competency in relation to the CPSELs.
Teacher created surveys	These do not occur in all credential courses, but 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.
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 as well as to the candidate about how well the candidate is performing in relation to the CPSELs. *As of 8/20/11, this gathering of this feedback is completed during final review of the candidate's performance using the Standards-Based Competency Assessment.
Job placement	The Preliminary Administrative Services Credential Checklist as well as email surveys are used to gather information about current job positions of students who have completed the credential program.

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

ASSESSMENT	DESCRIPTION
Entrance/Exit Surveys	Entrance and exit surveys are used to assess candidates' perceived initial level of understanding and progression toward competency in relation to the CPSELs. These results are used to determine where modifications may need to be applied to the program.
SUMMA	SUMMA assessments are used to gather candidate feedback on individual credential courses. This data helps inform instructors and the program director and about candidates' perception of their learning within each course.
Adjunct Feedback	Individual and group meetings with adjunct faculty provide the opportunity address gaps and/or overlaps within the curriculum and to better align the curriculum to the CPSELs.
Leadership Action Plan Portfolio (see Field Experience Handbook attachment)	Portfolio data informs the program director of potential areas of need within the current program model.

Field experience coaching sessions* (Document attached -- as of 8/20/11 this has been changed to the Candidate Collaboration Log.)	Coaching sessions in the field provide the program director insight into how well the program model supports candidate learning and job readiness.
Feedback from school site (document attached)	Conversations between the school site supervisor and university field mentor provide information on both program model effectiveness and the alignment between on-site performance and academic expectations.
Job placement	Job placement survey data provides information regarding effectiveness of the program model in assisting candidates to secure administrative positions.
Curriculum mapping	Curriculum mapping data enables instructors and the program director to ensure alignment and address any gaps and/or overlaps in relation to the CPSELs.
Retention rate data	Retention rate data gives the program director information about the number of candidates who complete the program after entrance.

III. Analysis of Candidate Assessment Data

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
Entrance/Exit Surveys	Strength(s): Currently, we only have exit data the clear credential students. All students are scoring within the average- to high average range (3-5). There is no noticeable trend between student scores.	Strength(s): These surveys provide insight into where students believe they are entering/exiting the program. In addition, they offer evidence to support the development of a standards-based program that meets the needs of all students.
	Improvement(s): This is difficult to assess at this time, as we have no new candidates.	Improvement(s): This is difficult to assess at this time, as we have no new candidates.
Embedded Course Assessments	Strength(s): Students demonstrate knowledge of the CPSELs by completing course assignments and projects.	Strength(s): Theoretical foundations and practical applications are being distributed within courses.
	Improvement(s): These standards based assessments continue to be modified and fine tuned to allow students to work towards developing proficiency on all six of the CPSELs.	Improvement(s): Though we do not have aggregate data in this area, seminal projects for each course are used to assess student proficiency on the CPSELs.
Leadership Action Plan Portfolio (see Field Experience Handbook attachment)	Strength(s): Provides students hands on/practical application of CTC standards. Student created projects have been adopted at their school sites.	Strength(s): Growth is seen from the development of a student portfolio.

	Improvement(s): In order to allow for observation and assessment of candidate performance in the school setting and new Leadership Action Plan Portfolio has been designed. (see below)	Improvement(s): In order to create a clear alignment between the CPSELs and their requirements.
Candidate Competency Evaluation* (This has been replaced by the Standards-Based Competency Assessment as of 8/20/11)	Strength(s): Qualitative evaluation data showed that candidates' knowledge/skill grew in CPSELs that they focused on for the field experience.	Strength(s): From the qualitative data, we have inferred that the program structure is designed to support significant growth in candidate competency in relation to CPSELs focused upon.
	Improvement(s): The newly created Standards-Based Competency Assessment has been designed to more explicitly identify student proficiency as related to all strands within the six broader standards.	Improvement(s): The newly created Standards-Based Competency Assessment has been designed to more explicitly identify student proficiency as related to all strands within the six broader standards.
Field experience coaching sessions* (Document attached - - as of 8/20/11 this has been changed to the Candidate Collaboration Log.)	Strength(s): One to one support for student in the field provides individualized feedback.	Strength(s): Students are applying acquired classroom knowledge to their school settings.
	Improvement(s): The use of a coaching model and feedback by the university instructor to enhance student reflection/experience and overall performance. A new tool has been designed to assist in this process (see below).	Improvement(s): Feedback forms to document students' performance were determined to be a necessary form of assessment (see below).
Feedback from school site	Strength(s): A collaborative process for student (as well as the school site).	Strength(s): Provides feedback on issues facing school leaders, which enables continuous improvements in the Program.
	Improvement(s): A rubric needs to be created for the school site supervisor addressing the students' understanding of the CTC	Improvement(s): Currently there is no follow up beyond oral communication with site supervisor. Follow up surveys to site

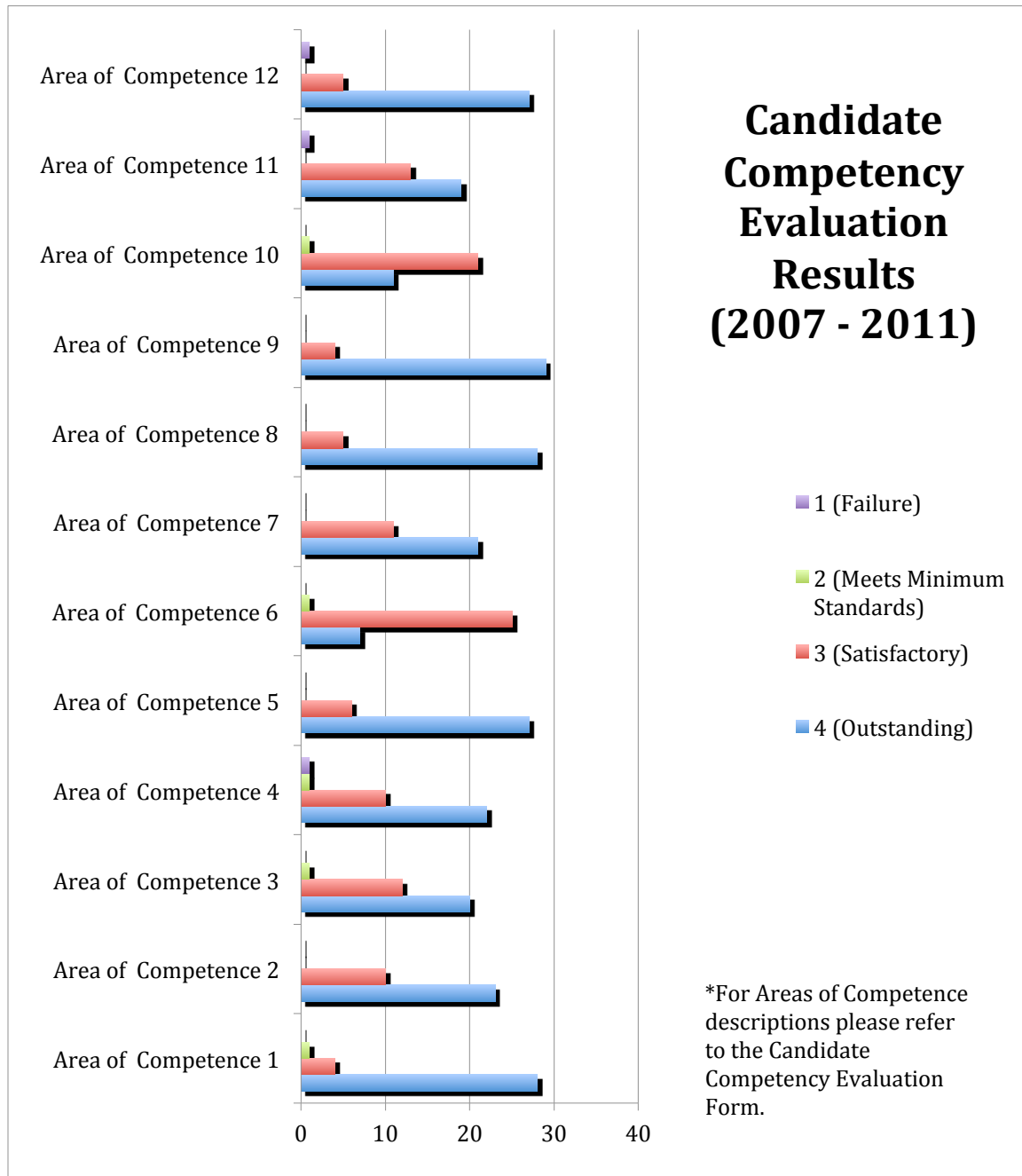
	standards.	supervisors on program would be beneficial.
SUMMA	Strength(s): Data from this survey instrument is used to evaluate a student's perceived learning in relationship to the courses. According to the data, students are satisfied with their experience within the program.	Strength(s): According to the general results of the SUMMAs, the current program is able to support the growth and development of various learners/students.
	Improvement(s): Though the results of this data are positive, they are based on student perception of success within the course.	Improvement(s): Though the over all results of this data are positive, SUMMAs also indicate areas in which each instructor can improve their practice.
Teacher created surveys	Strength(s): N/A	Strength(s): Provides student input and feedback on course specific assignments and expectations.
	Improvement(s): N/A	Improvement(s): This is currently only done at an individual course basis. No standardized process is in place.
Adjunct feedback	N/A	Strength(s): Provides a forum to gather peer input on the program and to communicate program changes.
	N/A	Improvement(s): In order to provide valuable and timely feedback for Adjunct, a process for collecting student survey data based individual courses is needed (see below).
Curriculum mapping (document attached)	N/A	Strength(s): Helps instructors and the program director understand where CTC standards are being emphasized across all courses.
	N/A	Improvement(s): We continue to identify ways in which to more closely align each course with the CPSELs, including a revised map of the relationship between course objectives and standards. (See below).
Job Placement	Strength(s): Following completion of the clear credential program, all students have maintained leadership positions within	Strength(s): Following completion of the clear credential program, all students have maintained leadership positions within

	K-12 schools or organizations that support K-12 schools. This indicates that employers value the skill level/competency of the candidates.	K-12 schools or organizations that support K-12 schools. This indicates the program model/structure is successful in developing candidates who are attractive to employers.
	Improvement(s): N/A	Improvement(s): N/A
Retention Rate	Strength(s): N/A	Strength(s): Data shows that 100% of candidates who have matriculated into the program have completed the program. This indicates that once enrolled, students find that the program meets their needs.
	Improvement(s): N/A	Improvement(s): N/A

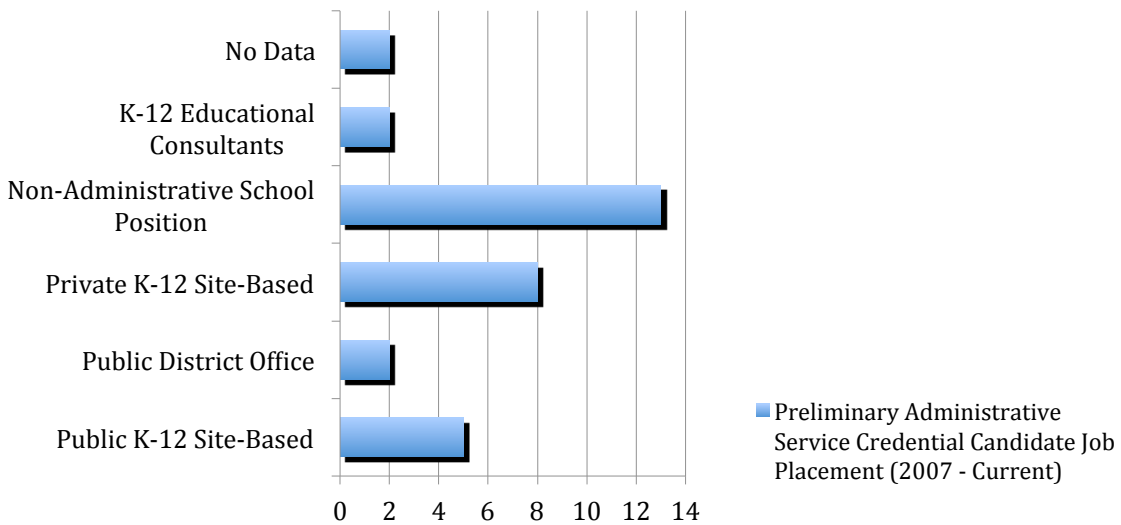
III. Use of Assessment Results to Improve Candidate and Program Performance

Area of Improvement	Current status/Action Plan
Overall program design	<p>Current: 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. We have had no student enrollment since completing our program changes.</p> <p>Action: Continue to evaluate program.</p>

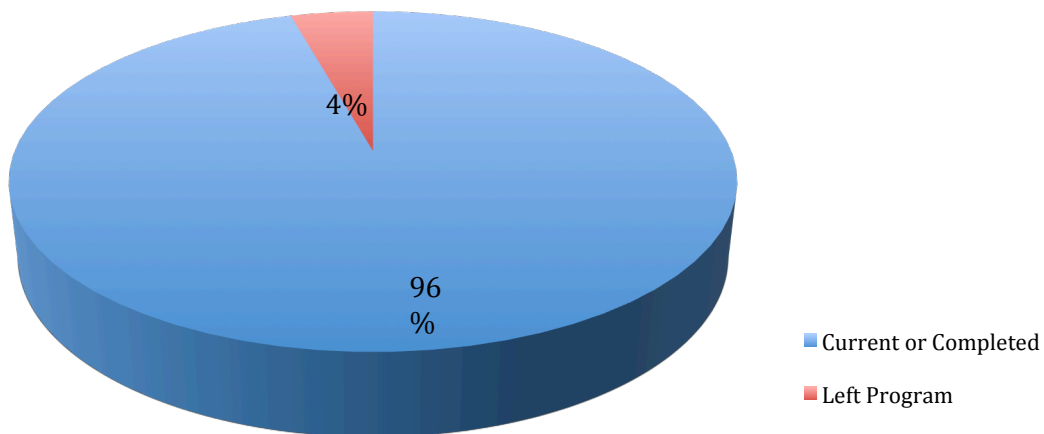
Appendix:



Preliminary Administrative Service Credential Candidate Job Placement (2007 - Current)



Preliminary/Clear Administrative Services Program Retention Rate (2007 - Current)



Standards-Based Competency Assessment

The Standards-Based Competency Assessment is designed to evaluate the candidate's progress in achieving leadership competency in relation to the *California Professional Standards for Educational Leaders* (CPSELs). Candidates, field mentors, and site supervisors should refer the *Standards-Based Competency Assessment Rubric* for guidance on scoring in the following manner:

- 1 Practice that is directed toward the standard**
- 2 Practice that approaches the standard**
- 3 Practice that meets the standard**
- 4 Practices that exemplifies the standard**

It is important to note that the descriptions for each CPSEL in the accompanying *Standards-Based Competency Assessment Rubric* are designed to serve as a guide for leadership preparation and as reflective tool for candidates. As many of the fieldwork activities will consist of entry-level experiences, most of the focus will be on understanding, researching, and beginning to implement a practice that is directed toward or approaching the standards.

Each candidate will be evaluated using this assessment three times over the course of the two-semester field experience.

1. **Initial:** Prior to the initial meeting with the field mentor, the candidate is expected to have read the *Standards-Based Competency Assessment Rubric* and indicated (on the rubric) his or her perception of competency related to the CPSELs. At the first meeting, the candidate and field mentor will discuss these perceptions and complete the assessment below.
2. **Mid-Program:** During the final meeting of Field Experience I, the candidate and field mentor will revisit and complete the assessment, emphasizing areas of growth as well as areas of needed focus.
3. **End of Program:** During the final meeting of Field Experience II, the candidate, field mentor, and site supervisor will complete a final version of the assessment indicating culminating competencies.

CANDIDATE: _____ Date of Initial Assessment: _____

FIELD MENTOR: _____ Date of Mid-Program Assessment: _____

SITE SUPERVISOR: _____ Date of End-of-Program Assessment: _____

Standard 1: Vision of Learning

Each candidate promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 1 Elements	Initial	Mid-Program	End of Program
1.1 Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.			
1.2 Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.			
1.3 Use the influence of diversity to improve teaching and learning.			
1.4 Identify and address any barriers to accomplishing the vision.			
1.5 Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.			
1.6 Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.			

Standard 2: Student Learning and Professional Growth

Each candidate promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 2 Elements	Initial	Mid-Program	End of Program
2.1 Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.			
2.2 Promote equity, fairness, and respect among all members of the school community.			
2.3 Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.			
2.4 Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.			
2.5 Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.			
2.6 Create an accountability system grounded in standards-based teaching and learning.			
2.7 Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.			

Standard 3: Organizational Management for Student Learning

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 3 Elements	Initial	Mid-Program	End of Program
3.1 Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.			
3.2 Utilize effective and nurturing practices in establishing student behavior management systems.			
3.3 Establish school structures and processes that support student learning.			
3.4 Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.			
3.5 Align fiscal, human, and material resources to support the learning of all subgroups of students.			
3.6 Monitor and evaluate the program and staff.			
3.6 Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.			

Standard 4: Working with Diverse Families and Communities

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 4 Elements	Initial	Mid-Program	End of Program
4.1 Recognize and respect the goals and aspirations of diverse family and community groups.			
4.2 Treat diverse community stakeholder groups with fairness and respect.			
4.3 Incorporate information about family and community expectations into school decision-making and activities.			
4.4 Strengthen the school through the establishment of community, business, institutional, and civic partnerships.			
4.5 Communicate information about the school on a regular and predictable basis through a variety of media.			
4.6 Support the equitable success of all students and all subgroups of students by mobilizing and			

leveraging community support services.			
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Standard 5: Personal Ethics and Leadership Capacity

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Standard 5 Elements	Initial	Mid-Program	End of Program
5.1 Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.			
5.2 Protect the rights and confidentiality of students and staff.			
5.3 Use the influence of office to enhance the educational program, not personal gain.			
5.4 Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.			
5.5 Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.			
5.6 Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.			
5.7 Reflect on personal leadership practices and recognize their impact and influence on the performance of others.			
5.8 Engage in professional and personal development.			
5.9 Encourage and inspire others to higher levels of performance, commitment, and motivation.			
5.10 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities			

Standard 6: Political, Social, Economic, Legal, and Cultural Understanding

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 6 Elements	Initial	Mid-Program	End of Program
6.1 Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.			
6.2 Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.			
6.3 Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.			
6.4 Generate support for the school by two-way communication with key decision-makers in the school community.			
6.5 Collect and report accurate records of school performance.			
6.6 View oneself as a leader of a team and also as a member of a larger team.			
6.7 Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.			

Field Experience Requirements

Checklist	Initial	Mid-Program	End-of-Program
Note: An objectives/activities from the <i>Leadership Action Plan</i> may address more than one of the items below. The candidate is required to complete each of the items below only once during the course of the two field experience semesters.			

1. Work in a setting with a diverse population	N/A		
2. Work at more than one school level	N/A		
3. At minimum, one objective/activity related to Special Education	N/A		
4. At minimum, one objective/activity related to English Language Learners	N/A		
5. For students in a non-public school setting ONLY, at least one objective/activity in a public school setting for each CPSEL			
CPSEL 1: Shared Vision of Learning	N/A		
CPSEL 2: Student Learning and Professional Growth	N/A		
CPSEL 3: Organizational Management for Student Learning	N/A		
CPSEL 4: Working With Diverse Families and Communities	N/A		
CPSEL 5: Professional Ethics and Leadership Capacity	N/A		
CPSEL 6: Political, Social, Economic, Legal, and Cultural Understanding	N/A		

University of San Francisco **CANDIDATE COLLABORATIVE LOG**

Department of Leadership Studies

CANDIDATE: _____

Preliminary Administrative Services Credential

FIELD MENTOR: _____

DATE: _____

<ul style="list-style-type: none">• What's working?	<ul style="list-style-type: none">• Current Focus, Challenges, Concerns
<ul style="list-style-type: none">• Leadership Action Plan Progress (LAP)	<ul style="list-style-type: none">• Next Steps for LAP
<ul style="list-style-type: none">• Candidate's Next Steps	<ul style="list-style-type: none">• Field Mentor's Next Steps
	<ul style="list-style-type: none">• Next Meeting Agenda
	<ul style="list-style-type: none">• Next Meeting Date and Time

Previous 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:

1. Educational leadership
2. Program improvement
3. Educational management
4. Governance and community
5. Educational finance
6. Public school law
7. 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:

8. Plans of work (which may be modified as site and/or candidate needs change)
9. Logs of activities
10. Reflections on the relationships among the activities
11. The conceptual domains
12. The competencies to be achieved through field services
13. 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.

Previous Coaching Form

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

Previous Candidate Competency Form

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

Form 4
UNIVERSITY OF SAN FRANCISCO

School of Education
Department of Organization and Leadership

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Checklist

This form summarizes evidence indicating that the candidate has met the requisite goals in relation to each theme prior to recommendation for the Preliminary Administrative Services Credential.

At this time each candidate must submit to the Credential Analyst an official letter on district/county letterhead verifying completion of a minimum of three years of successful experience in a full-time teaching or pupil personnel services position in a public or private school of equivalent status while holding the appropriate California credential.

Name of Candidate _____ Student ID # _____

Passage of CBEST _____ (Credential Analyst's Initials)

Copy of California Teaching or PPS Credential _____ (Credential Analyst's Initials)

Verification of Three Years of Teaching or PPS Experience _____ (Credential Analyst's Initials)

Verification of Employment as an Administrator (Form CL-777) _____ (Credential Analyst's Initials)

Course Number and Title	Completed	Equivalent	Waived
O&L-615 Information Systems/Ed. Management			
O&L-620 Budget and Finance			
O&L-622 Education Law			
O&L-630 Educational Leadership			
O&L-652 Data Based Decision Making for School Lead			
O&L-624 HR in Educational Management			
0706-654 Schools, Community, & Society			
0706-648 Field Experience I			
0706-649 Field Experience II			

This candidate has completed all requirements for a Preliminary Administrative Services Credential, and is eligible, after submission of the required credential application and fee, to receive an official letter of program completion.

Dr. Christopher N. Thomas, Program Coordinator
Administrative Services Credential Programs

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

Form 3: Assessment (0706-732) (continued)

GOALS

Rating

Candidate's Signature

USF Instructor's Signature

Candidate's Site Supervisor's or Mentor's Signature

Form 3: Assessment (0706-732) (continued)

ACTIVITIES

Rating

(Include academic coursework, mentored field experiences, district support services, non-university experiences and directed studies.)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Candidate's Signature

USF Instructor's Signature

Candidate's Site Supervisor's or Mentor's Signature

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)

Field Experience Leadership Action Plan

Based upon the needs outlined in the *School and Personal Needs Assessment* and the *Standards-Based Competency Assessment*, each candidate will create a *Leadership Action Plan* of 6-12 activities designed to help him or her progress toward competency in relation to the *California Professional Standards for Educational Leaders* (CPSELs) while simultaneously serving as administrative support at the school site.

As per California Commission on Teacher Credentialing (CCTC) requirements, field experience activities must include work with diverse populations at various school levels. It is the candidate's responsibility to determine which activities and responsibilities can be fulfilled at the primary school site and which ones may need to be fulfilled at another school site.

NOTE: All candidates must complete at least one objective/activity related to Special Education and one objective/activity related to English Language Learners over the course of the two field experiences. For those candidates whose primary school site is in a non-public setting, at least one objective/activity per CPSEL over the course of the two field experiences must be completed in a public school setting. These activities may include observations, interviews, shadowing, etc. The field mentor can provide assistance, if needed, in securing opportunities at public school sites.

The following guiding questions are intended to be of use in developing the *Leadership Action Plan*:

Goals:

Based on your *School and Personal Needs Assessment*, what goals have you identified? Remember, some goals may be broad and afford opportunities for multiple objectives/activities to be completed across the CPSELs. Other goals may be narrow and relate to only one activity in a CPSEL.

Objectives:

What activities will help you achieve these goals?

Evidence and Documentation:

What will success of the goals and accomplishment of objectives look like? How will you know you have achieved your goals and objectives? What documentation or other materials will serve as evidence of this achievement?

Timeline:

What timeline will be appropriate for the accomplishing goals and objectives? Should specific dates be set?

Field Experience Leadership Action Plan

Standard 1: Vision of Learning

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
- Use the influence of diversity to improve teaching and learning.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Goal	Objective(s)	Evidence/Documentation	Date or Timeline of Completion
<i>SAMPLE</i> 1. To facilitate the implementation of the WASC school self-improvement process	<i>SAMPLE:</i> 1. I will lead the faculty meeting review of the school's current vision and mission statements and update the statements as decided by the faculty and approved by the principal.	<i>SAMPLE:</i> Meeting agenda Meeting notes Original statements and updated statements	<i>SAMPLE:</i> Meeting on Oct. 15
<i>SAMPLE:</i> 1. To align the vision and mission of the school with all school structures and activities	<i>SAMPLE:</i> 1. I will analyze the school's vision and mission in relation to the master schedule and present recommendations for alignment to the principal.	<i>SAMPLE:</i> Analysis notes Narrative of recommendations for alignment	<i>SAMPLE:</i> Analysis notes by Oct. 20 Meeting with principal Oct. 25

Field Experience Leadership Action Plan

Standard 2: Student Learning and Professional Growth

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- Promote equity, fairness, and respect among all members of the school community.
- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Goal	Objective(s)	Evidence/Documentation	Date or Timeline of Completion
SAMPLE: 1. <i>To facilitate the implementation of the WASC school self-improvement process</i>	SAMPLE: 1. I will create a template for the faculty to analyze class, grade level, and whole school standardized test results. 2. I will lead a faculty training using the template in conjunction with results management technology.	SAMPLE: Created template Meeting agenda Example of completed template Feedback notes	SAMPLE: Creation of template by Oct. 24 Lead meeting on Nov. 15

Field Experience Leadership Action Plan

Standard 3: Organizational Management for Student Learning

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Establish school structures and processes that support student learning.
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques. ' Align fiscal, human, and material resources to support the learning of all subgroups of students.
- Monitor and evaluate the program and staff.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Goal	Objective(s)	Evidence/Documentation	Date or Timeline of Completion
SAMPLE: <i>1. To develop strategies for sustaining the expectations, policies, and procedures of a school organization</i>	SAMPLE: I will review and offer suggestions for updating the staff handbook for Potter School.	SAMPLE: Draft of suggested handbook changes Staff survey on handbook effectiveness with summary of findings Completed handbook	SAMPLE: Draft by October 20 Survey by November 15 Completed handbook by December 1

Field Experience Leadership Action Plan

Standard 4: Working with Diverse Families and Communities

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Incorporate information about family and community expectations into school decision-making and activities.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Goal	Objective(s)	Evidence/Documentation	Date or Timeline of Completion

Field Experience Leadership Action Plan

Standard 5: Personal Ethics and Leadership Capacity

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- Protect the rights and confidentiality of students and staff.
- Use the influence of office to enhance the educational program, not personal gain.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities

Goal	Objective(s)	Evidence/Development	Date or Timeline of Completion

Field Experience Leadership Action Plan

Standard 6: Political, Social, Economic, Legal, and Cultural Understanding

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision-makers in the school community.
- Collect and report accurate records of school performance.
- View oneself as a leader of a team and also as a member of a larger team.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Goal	Objective(s)	Evidence/Documentation	Date or Timeline of Completion

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. Students also complete 600 hours of supervised fieldwork experience including 400 hours in a public school. All courses are offered on Teaching Weekends and during the Summer Sessions. 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	2009-2010	Year 1 = 24 Year 2 = 25	25
	2010-2011	Year 1 = 28 Year 2 = 24	24
	2011-2012	Year 1 = 26 Year 2 = 24	24 Expected
Santa Rosa Campus*	2010-2011	Year 1 = 0 Year 2 = 11	11

*The Santa Rosa program has been discontinued due to low enrollment

II. Candidate Assessment and Program Effectiveness Information

In the section below we have outlined the current assessments that are being used in the School Counseling program to evaluate student competencies and program effectiveness.

A) The following measures were used to assess candidates:

1. Embedded Course Assessments
2. School Counseling Final Fieldwork Evaluation Form (competency performance)
3. Evaluation of the candidate's performance in school counseling practicum by on site mentor counselor
4. Evaluation of candidate's performance by university fieldwork supervisors
5. Self-reported evaluation on performance by USF school counseling candidates

The chart below describes the main assessments used to make important decisions about candidate competence prior to being recommended for a credential.

ASSESSMENT	DESCRIPTION
Embedded Course Assessments	Assessments within each course are developed to assess student competencies as they relate to standards emphasized in each course.
School Counseling Final Fieldwork Evaluation Form	This form provides an assessment of the candidate's competency performance for each of the 12 domains.
On-Site Mentor Counselor Evaluation	On-site Mentor Counselors provide written feedback on the candidate's performance at his or her own school site.
University of San Francisco Fieldwork Instructor Evaluation	On this form, fieldwork supervisors provide written, detailed feedback about the candidate's development towards the 12 competencies. Supervisors also discuss performance in fieldwork supervision meetings, case conceptualization, ethical issues, and professional development.
Candidate self-evaluation	School Counseling candidates provide a detailed and descriptive evaluation of their own development and competencies as school counselors at their school site.

B) To assess program effectiveness, the following instruments were used:

1. School Counseling candidate's exit survey on program effectiveness
2. SUMMA course evaluations
3. Narrative course evaluations
4. Feedback from Adjunct faculty
5. Course review of assignments and activities
6. Job placement data
7. Retention data
8. Feedback from District administration and staff
9. School Counseling Curriculum Map

The second table describes assessments that are used to determine program effectiveness as it relates to candidate competency.

ASSESSMENT	DESCRIPTION
Exit Surveys	Exit surveys are used to evaluate candidates' perceptions of the program, feedback about curriculum and faculty, fieldwork experiences, and other programmatic experiences. Findings are used to inform program improvements.
SUMMA	SUMMA assessments are used to gather candidate feedback on individual credential courses. This data helps inform instructors and the program director and about candidates' perception of their learning within each course.
Adjunct Feedback	Individual and group meetings with adjunct faculty in the School Counseling Program highlight overlap and gaps in the curriculum and help to identify areas of improvement.
Course Review of Assignments and Activities	Course syllabi, assignments, and curricular activities are reviewed for overlap, assessment of program goals, and an evaluation of the standards in the Program.
Job placement	Job placement survey data provides information regarding effectiveness of the program model in assisting candidates to secure administrative positions.
Retention rate data	We track the progress and completion rates of all students who enter the Program and make it past our initial census date.
Feedback from District administration and staff	The Program Coordinator meets regularly with the Head Counselor, Support Services staff, counselors, Principals, and other District staff about our training program and goals.
School Counseling Curriculum Map (see document)	Provides data of how specific courses align with different CTC standards and competencies

III. Analysis of Candidate Assessment Data

In this section, we describe our analysis of the Candidate Assessment Data. We provide summaries, themes, and highlights of the data.

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
Embedded Course Assessments	Strength(s): Students demonstrate knowledge and skills associated with the 12 competencies through completion of course assignments and projects.	Strength(s): Courses include strong theoretical foundations, skills-based practical training, research and evaluation techniques, and applications.
Competency	Example Assignment	Example Activity
Counseling Theory and Skills	Students write weekly Critical analysis case study papers applying at least two counseling theories to a multicultural case in a school	Students conduct weekly, observed counseling sessions with a "mock" student and are observed and evaluated during each session and provided with extensive written and oral feedback

Child and Adolescent Development	Students conduct an extensive literature review and formal roundtable presentation of a developmental issues from ecological and multicultural perspectives	Students read, review, discuss, and apply developmental theories from early childhood through adolescence in class.
Research and Program Evaluation	Students complete an extensive literature review, collect data, analyze data, and write up findings of a program evaluation at their fieldwork site. They give two formal presentations about their theoretical framework, method, procedures, analysis, discussion, and dissemination	Students learn about qualitative, quantitative methods, action research, program evaluation, and ethical issues in the conduct of research in schools. Students are given sample evaluation studies and must identify flaws, strengths, and ethics (such as confidentiality of student issues).
Group Counseling	Students develop, implement, and assess a group counseling intervention and write a paper about their group. They demonstrate their skills in front of their peers and instructors.	Students learn various theories in group counseling, are evaluated based on their skills, and observe several group counseling interventions.
Law & Ethics for School Counselors	Students complete three papers based readings in law and ethics. Students complete a literature review on ethical issues, discuss ethical procedures, and create a plan to enhance ethical standards	Students actively learn about legal and ethical issues through intensive discussion of theory, cases, and role plays. Students complete weekly self-inventories addressing various legal and ethical topics.

1. USF School Counseling Final Fieldwork Evaluation Form (competency and performance)

At the end of each academic year, mentor counselors supervising the work of USF school counseling candidates (200 hours of fieldwork per semester), rate the candidate's performance with respect to 18 school counseling competencies determined by the program. The mentor counselor also provides a general rating of the candidate's performance at their school counseling practice over the year. The ratings are provided in a 0-5 scale, where:

- 0 = not applicable or no opportunity to observe
- 1 = below level of performance, needs much improvement
- 2 = needs some improvement in the level of performance
- 3 = at expectation level
- 4 = above expectation level
- 5 = outstanding or exceptional level of performance

In the following pages, we present aggregated data by percentages of obtained candidates' ratings by academic year.

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In the following pages, we present aggregated data by percentages of obtained candidates' ratings by academic year.

Final Fieldwork Evaluation Form Competency Performance Summary (2009-2010 Academic year; N = 46)

5= Outstanding performance; 4 = above expectation; 3 = at expectation; 2 = needs some improvement; 1 = below level of performance; 0 = not applicable or no observed

Competency	5	4	3	2	1	0 (N/A)
Applying law and ethics	60.9%	23.9%	6.5%			6.5%
Individual counseling skills	65.2%	26.1%	4.3%			4.3%
Group counseling skills	63%	19.6%	6.5%			10.9%
Cross cultural counseling skills	73.9%	23.9%				2.2%
Consulting with teachers	58.7%	26.1%	15.2%			
Consulting with parents	58.7%	26.1%	13%			2.2%
Applying developmental theories	50%	28.3%	13%			8.7%
Career and college counseling skills	54.3%	26.1%	8.7%			10.9%
Implementing classroom interventions	45.7%	21.7%	21.7%			10.9%
Assessment/testing skills	41.3%	28.3%	10.9%			19.6%
Applying research/evaluation skills	45.7%	19.6%	8.7%			26.1%
Consulting with school system	73.9%	10.9%	4.3%			10.9%
Engaging in collaboration/coordination	76.1%	15.2%	8.7%			
Linking with community resources	60.9%	19.6%	8.7%			10.9%
Engaging in prevention activities	58.7%	17.4%	15.2%			8.7%
Leadership or advocacy activities	63.1%	21.7%	8.7%	2.2%		4.3%
Coordination of student services	60.9%	21.7%	10.9%			6.5%
Handling logistics & record keeping	67.4%	17.4%	13%			2.2%
Responsiveness to feedback/supervision	80.4%	13%	4.3%			2.2%
Overall evaluation of performance	93.5%	10.9%	4.3%			

Final Fieldwork Evaluation Form Competency Performance Summary (2010-2011 Academic year; N = 46)

5= Outstanding performance; 4 = above expectation; 3 = at expectation; 2 = needs some improvement; 1 = below level of performance; 0 = not applicable or no observed.

Competency	5	4	3	2	1	0 (N/A)
Applying law and ethics	30.4%	41.3%	19.6%	2.2%		6.5%
Individual counseling skills	41.3%	43.5%	13%	2.2%		
Group counseling skills	28.3%	39.1%	13%	4.3%		15.2%
Cross cultural counseling skills	43.4%	39.1%	13%	2.2%		2.2%
Consulting with teachers	41.3%	39.1%	17.4%			2.2%
Consulting with parents	28.3%	43.5%	13%			15.2%
Applying developmental theories	23.9%	47.9%	15.2%			13%
Career and college counseling skills	36.9%	34.8%	15.2%			13%
Implementing classroom interventions	26.1%	34.8%	19.6%			19.6%
Assessment/testing skills	17.4	30.5%	10.9%			41.3%
Applying research/evaluation skills	34.8%	32.6%	10.9%			21.7%
Consulting with school system	47.8%	37%	13%			2.2%
Engaging in collaboration/coordination	52.2%	39.2%	6.5%			2.2%
Linking with community resources	37%	30.4%	13%	2.2%		17.4%
Engaging in prevention activities	30.5%	45.7%	17.4%	2.2%		4.3%
Leadership or advocacy activities	43.5%	37%	13%	6.5%		
Coordination of student services	32.6%	43.5%	13%	2.2%		8.7%
Handling logistics & record keeping	52.2%	30.4%	17.4%			
Responsiveness to feedback/supervision	65.2%	28.3%	4.3%	2.2%		
Overall evaluation of performance	56.5%	32.6%	8.7%	2.2%		

2. Evaluation of the candidate's performance in school counseling practicum by on site mentor counselor

In addition to rating the performance of school counseling candidates in practicum competencies, the supervisor/mentor counselors provide a narrative to comment on the candidate's performance and development as a counselor. Specifically, they are asked to provide comments about the school counseling candidate's performance during the academic year.

3. Evaluation of candidate's performance by university fieldwork supervisors

In addition, at the end of the academic year, the USF fieldwork instructor also provides feedbacks and comments about the candidate's performance at their placement site and in the fieldwork class.

4. Self-reported evaluation on performance by USF school counseling candidates

At the end of the academic year, the school-counseling candidate also provides general comments and reflection on her/his development and performance as a school counselor.

Summary of comments on school counseling performance per candidate

In the next pages, we provide a table summarizing the main themes observed in each of the program's candidates narrative feedback for the 2009-2010 and 2010-2011 academic years. Subsequent sections will provide an analysis of the candidate assessment data.

**Comments on candidates' performance by candidate, fieldwork instructor and mentor counselor
(Academic year 2009-2010; *N* = 46)**

Year in the program (2009-2010)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 1 (1 st year student)	Blank.	Ability to connect with students and parents. Needs to work on self-care and time management. Always open to feedback	Worked extremely well with our student population. Has developed and grown with counseling skills.
Candidate 2 (1 st year student)	I am more comfortable meeting individually with students. I feel more comfortable to approach teachers and staff. I am more than ready to meet the challenges of next year while training as a counselor.	Above and beyond the "typical" 1 st year students. She made an impact at the individual and the school levels. She needs to work in self-confidence of her professional abilities	Excellent addition to our team; she connects effectively with students and has overseen and coordinated successfully many programs/activities
Candidate 3 (1 st year student)	n/a	Improvement through the school year with more confidence in her skills	Grown and developed as a counselor, displaying progress and confidence
Candidate 4 (1 st year student)	Increased awareness, practiced skills, and was given opportunities to further develop counseling skills and strategies.	Great confidence and ability to go "beyond the individual" through the school counseling profession. A successful year	Did a great job counseling students and working with staff. Good use of skills.
Candidate 5 (1 st year student)	I was proactive; opportunities to counsel to students and feel much more developed and confident as a counselor in training	Proactive; empathetic and counseling skills. Energetic, enthusiastic and confident of counseling profession and skills.	Fast learner; reliable; hardworking; excellent candidate for counseling profession
Candidate 6 (1 st year student)	Increasingly comfortable and competent as the year went on. There was a problem with lack of consistency with personal issues that arose.	Bright and insightful intern who managed many duties; will continue to develop his counseling skills in the personal and social student realms.	Candidate has a great potential with excellent personal skills and natural talent engaging students. He missed a number of days which impacted his quantitative ratings
Candidate 7 (1 st year student)	Learned much this year about being a counselor	Great skills; organization and focus on student development	Beyond expectation and willing to take on counseling duties and participate. Relates well to students
Candidate 8 (1 st year student)	I feel really good about my performance and what I have learned. Used different techniques and counseling strategies	Excellent work, experimented different techniques and counseling approaches for the welfare of her students	Intern has grown since the beginning of the year. I am confident she will do great as a counselor in her next placement and beyond. Works well with students.

Year in the program (2009-2010)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 9 (1 st year student)	A great experience and learned a great deal.	Maturity and vast experience to her work as a counselor. High insight and awareness of systems impacting children. She will be a valuable contributor to the counseling field.	Wonderful work at the school; with development and assistance of students transitioning to high school.
Candidate 10 (1 st year student)			Very strong in interpersonal relationships and rapport build with her students. Very creative used of counseling skills
Candidate 11 (1 st year student)	A great learning experience; growth in counseling social/emotional and academic issues. Implemented individual and group counseling interventions. Excellent counseling skills	100% committed. She will make a great counselor	Very diligent and excellent work. She also attended a training session for ASCA model implementation
Candidate 12 (1 st year student)	I have learned a lot and I feel more confident	Well-developed and balanced with expectations in her role. Recommend to work more with counseling team	Great to work with her. Outstanding performance
Candidate 13 (1 st year student)	I experienced a lot of growth and increased insight	Amazing new counselor, natural learner, self-started, strong, great skills and performance	Excellent development of counseling skills, personal strength and professionalism. She excelled at numerous roles and tasks as a school counselor
Candidate 14 (1 st year student)	A rewarding experience and learning	Worked diligently to expand and develop her counseling skills	Outstanding job. Developed rapport with students, teachers, parents, staff. Great skills and addition to the school community
Candidate 15 (1 st year student)	A great learning experience I feel more comfortable and more competent in the role of the counselor	Great energy and work with children and multiple behavioral issues. Applied her counseling skills and strategies	Exceptional counselor and a true asset to the profession. I would hire her if I could
Candidate 16 (1 st year student)	Multiple opportunities, applications of school counseling; learned a lot	Calm and confident applications; fully tried to gain awareness.	Excellent intern; very professional and ethical. If I could, I would hire him
Candidate 17 (1 st year student)	I have grown dramatically; valuable personal, individual and group counseling skills development	Truly impressed by the candidate's fast development. Great work	Great intern; great performance

Year in the program (2009-2010)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 18 (1 st year student)	Learned and enthusiastic for next practicum year.	Fully engaged and collaborative in school site.	Missing
Candidate 19 (1 st year student)	Many training opportunities and exploring the role of school counselors in high school. Felt comfortable working with students and school community.	The candidate offered great contributions and the integration of school culture and systems that impact student achievement	High professionalism, aptitude to learn and help with student achievement. No question that she will excel in the counseling field.
Candidate 20 (1 st year student)	I took full advantage of my school site working with students, teachers and counselors. I learned a lot	You are making excellent progress in the program. Your emphasis in rapport while also delivering behavioral interventions was on target. Good work	Individual and group counseling skills are well developing. I have not doubt that she will make an excellent counselor
Candidate 21 (1 st year student)	Learned a great deal, had the necessary space, support and guidance. Opportunities for individual and group counseling as well as collecting pre and post test data	Depth in reflections, work and actions this year. Very aware, insightful and effective counselor in training, "exceptional"	Exemplary service and work; she consistently applied age-appropriate individual and group counseling techniques. Excellent team contributor and organizational skills very pertinent to school counseling job and in compliance with law/ethics. Destined and striving to complete credentialing program as a counselor; she will be an asset to the positive growth and development of children
Candidate 22 (1 st year student)	Incredible learning experience. Was able to take a lot of initiative and develop school wide counseling initiatives. Balanced new experiences of individual, group and counseling	Many responsibilities and experiences in key counselor role and activities. Counseling skills and strategies developed	She had a big input and brought many skills. Well organized and brought up creativity to counseling interventions that incorporated technology to promote student access. Initiated support for recently arrived students
Candidate 23 (1 st year student)	I adapted to the school environment to provide college going services from 9 th to 12 th grade successfully	Enormous commitment and support to support and increase student access. She is an exceptional professional school counselor	Knowledgeable, detail-oriented, passionate and compassionate counselor. She has a wealth of knowledge about college websites and resources. She will be a superb school counselor

Year in the program (2009-2010)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 24 (2 nd year student)	Overall had opportunities for individual and group counseling. This year was successful, and happy with my knowledge and learning this year.	Great counseling skills and development. She will be an excellent counselor at any level she chooses	She has done an excellent job. She had confidence and skills and will be an asset to any counseling department
Candidate 25 (2 nd year student)	I have had a wide range of counseling experiences and I feel confident and that I will be a competent counselor as a result of my training	She has shown a great deal of growth as a competent counselor. She will be an effective team member and key individual to counseling team	She has done a great job working with out 10 graders; the school that hires her will be very fortunate to have her.
Candidate 26 (2 nd year student)	I learned more than what I thought was possible. I truly feel like a competent counselor	Bright, enthusiastic and driven counselor. A leader and team player; great counseling skills and strategies. A key team member and player in counseling department	She is exceptional and a quick learner. Team player and self-starter counselor. A terrific counselor
Candidate 27 (2 nd year student)	More connected and confident in the role of counselor. Had opportunities to work independently and experienced growth	Working with youth in many capacities adopting a holistic view of each child. Worked in many capacities of school counseling and offered significant student support. A professional school counselor	She is doing great. Pleasure to work with her
Candidate 28 (2 nd year student)	Missing	Missing	Significant growth as a counselor. She understand general academic guidance, implemented programs and groups.
Candidate 29 (2 nd year student)	I am ready to be a counselor. Numerous experiences and counseling tasks. I am a truly valuable member of the school community	Applied and acquired helping skills with academic and emotional issues students deal with. She will be a delightful addition to ay counseling team	Excellent intern, we appreciate all the support she provided to students and staff
Candidate 30 (2 nd year student)	Made excellent counseling connections and work. A well rounded experience	Considerable growth this semester. She has been more active and confident this year. She is ready and will bring many strengths to the school counseling field	She will be fantastic school counselor; reliable, dependable and personable.

Year in the program (2009-2010)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 31 (2 nd year student)	I felt supported and created a positive presence.	Candidate has grown as a clinician and has much to offer to his colleagues. He will bring much to any setting that he works in	Has been a great addition to the counseling program. He is confident in his role and has made a difference for many students. Thank you for sending such a great student
Candidate 32 (2 nd year student)	I have learned much. Learned to be more assertive and advocate for students. A very rewarding a valuable experience	Solid counselor, diligent, approachable, aware and skilled counselor	Exceptional counseling intern. A self starter, great counseling skills, and will be a great counselor
Candidate 33 (2 nd year student)	Fully prepared to become an effective counselor. I feel competent in having the necessary skills to be effective working with youth	Skilled counselor synthesizing theory and practice. She is effective and knowledgeable and will make an important addition to counseling department	Most professional counseling intern. A wealth of knowledge in theory and development which has been very valuable to students she works with
Candidate 34 (2 nd year student)	Great opportunities and experiences to develop as a school counselor; group, research and program evaluation, counseling skills	Integrates student individual needs and systemic issues. Skilled, insightful, will make a great addition to school counseling community	Has developed excellent school counseling skills. She has demonstrated a high level of competency and commitment as a school counselor
Candidate 35 (2 nd year student)	Challenging last semester and gained more experiences. I feel I have learned a tremendous amount	Gifted, talented, and bright counselor. High level of professionalism and caring; integrating individual student and systemic issues.	She has grown dramatically as a counselor. She will be an excellent counselor at any school.
Candidate 36 (2 nd year student)	An integral part of my training to understand holistically multifaceted issues that youth at risk encounter. My students empowered me to challenge institutionalized oppression and push for systemic changes. Also the impact of meaningful academic planning for youth in transition	An advocate and a leader to promote change in school counseling. Comprehensive and committed work. A excellent counselor	A gifted counselor and educator. She is a deep thinker and committed counselor. Proud to be her colleague
Candidate 37 (2 nd year student)	I gained a great insight into systems assessment, protocol, and follow up.	Great work and respect in her professional role with respect to judgment, wisdom and initiative. A changing agent to address the needs of her students.	I believe she was able to learn a lot as far as counseling responsibilities are concerned. She was a great help to the counseling office

Year in the program (2009-2010)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 38 (2 nd year student)	Gained very valuable experiences and knowing the many roles that school counselors take on.	Proactively applied what learned in classes into her site.	She participated in numerous activities that prepare her well as a counselor. She will be a great asset to any school.
Candidate 39 (2 nd year student)	My skills and confidence have grown. I have become confident in communicating and collaborating with youth, their families, and other school professionals.	A natural thoughtful and talented counselor. She has a broad understanding of the many hats counselors wear and balance. She will be a great addition to any counseling setting	She takes initiative to coordinate college related activities. Students respond well to her; she is always planning and organizing relevant activities. She is a dynamic counselor and no doubt will be instrumental to any counseling team
Candidate 40 (2 nd year student)	I feel I have been trained well and had opportunities to practice all aspects required to be a school counselor	A gifted and talented counselor. She will contribute much to the field.	Outstanding work in many areas. A valuable asset with commitment and integrity in her work as a counselor
Candidate 41 (2 nd year student)	Efficient time and much was accomplished. I feel I really had a vast pull of experience	Well versed in ASCA standards and important experiences. Her counseling talents are ubiquitous. She has many relevant experiences, successes and a skilled counselor, self-starter.	An <u>excellent</u> intern; made a positive impact on students, and a asset to counselors and staff
Candidate 42 (2 nd year student)	A great experience with self-direction and multiple opportunities to make a difference for students and parents and staff in the school community.	Thoughtful and intentional counselor. She has grown significantly professionally and will make an excellent addition to the school and counseling department	An asset, always eager to learn, above the expectations of an inter; she was involved in multiple roles/tasks of school counselor. She will make a wonderful school counselor
Candidate 43 (2 nd year student)	I developed my skills and was given opportunities to take initiative. In general my confidence and ability to be as school counselor increased greatly.	Deep thinker integrating theory and practice of counseling. She is a talented counselor and will make a great addition to counseling department	Focused to make a difference; took initiative. She thrived in this environment and effectively implemented programs. She will be a great counselor!
Candidate 44 (2 nd year student)	I gained more confidence in my skills as a counselor	She has a wide vision of students needs and how to best meet these needs. Excellent skill set as professional school counselor	Tremendous asset, organized, efficient. I am looking forward to working with her here next year

Year in the program (2009-2010)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 45 (2 nd year student)	Numerous opportunities and roles, including career and college counseling, group interventions, LGBTQ student support, meeting with parents, at whole school level, group research assessment. Pleased with all abilities gained.	Excellent in counseling. An independent thinker and a great team player; meeting the socioemotional and academic needs of her students and staff. Great professional qualifications	Great intern. Responsible, efficient and talented counselor
Candidate 46 (2 nd year student)	I learned a lot; learned the importance of school sensitivity; established great relationships with students, parents, administration, staff and teachers.	Bright, thoughtful, insightful. Great counseling listening skills. Experienced with learning strategies. Her skills are strong and she is ready for the job	A great addition to the high school

Comments on candidates' performance by candidate, fieldwork instructor and mentor counselor (Academic year 2010-2011; N = 46)

Year in the program (2010-2011)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 1 (1 st year student)	Have gained and improved counseling skills, consultation skills, individual and group counseling + navigating complex school systems and crisis management	Well versed in the ASCA national standard, confident use of counseling skills and connecting students with resources. Self-aware and high professional standards	Exceptional counseling intern; demonstrated well-developed counseling skills, use of counseling strategies for student support.
Candidate 2 (1 st year student)	A good year of training. Look forward to continue to develop as a counselor.	Good counseling skill development; thoughtful and committed to professional development as a counselor	Insightful, proactive, good relationships with students, teachers, and staff.

Candidate 3 (1 st year student)	Year full of significant growth; experience and work at the school and with students have been invaluable for my development. I feel more comfortable in the role and as part of the school.	Quite modest about the work he does, but he has a significant impact. Excellent writer, thinker and counselor.	Grown in confidence significantly this year. Proactive, and participated in many school and counseling activities
Candidate 4 (1 st year student)	Great year full of opportunities and experiences to help me develop as counselor and integral part of the school.	“the most improved intern.” Enhanced confidence and counseling skills allowed him to take more risks with students and staff. He studied and applied many counseling skills sets	Candidate has been working with case-load, lunch groups, and students have benefitted working with him. Next year, candidate will blossom with more experience as a counselor.
Candidate 5 (1 st year student)	I had a well-rounded experience and worked close with counselors and deans. More confident and prepared working with students, parents, teachers, and administrators. Ready to start my next counseling year experience	Thoughtful, conscientious, and confidence in counseling competencies and skills.	Very competent counseling intern. Takes initiative, works independently, and has leadership skills. Respects the culture and needs of students and school. She will be an excellent counselor and asset
Candidate 6 (1 st year student)	Participated in numerous activities and groups. Felt supported and challenged at the same time.	Eager and natural in his role as a counselor.	Eager intern to learn, to help. Great skills working with teachers, students and staff. He connected well with students and was well known at the school
Year in the program (2010-2011)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 7 (1 st year student)	Very important change in self-confidence. Felt comfortable working with students 1:1, contributing to their academic and personal success. I feel well prepared for next year.	Very wise and committed intern. She was also experimental in her practice evaluating the effects of her interventions and adjusting accordingly	Great work and is as expected per level of training. Will grow in confidence, was great asset to school and students. Skills developed to work with administrators.
Candidate 8 (1 st year student)	I really progressed in skills and autonomy this year. It was a great year and feel well prepared. Will continue to develop group counseling skills and working with students next year.	Well versed in ASCA national standards; great applications of counseling skills, with balance of prevention and response services. He was offered position as soccer head coach in SRHS as well as counseling internship	He was the best of the best; brought many skills, talents and experiences for counseling. Individual, group, and cross-cultural skills are well developed. He established great connections and took on many counseling responsibilities.

Candidate 9 (1 st year student)	I appreciated numerous opportunities and my development as a school counselor in individual, group, and cross-cultural skills. I was able to participate in numerous activities that further trained me while providing consultation services with teachers, parents and staff.	Has grown personally and professionally working with students and at school site	Great connections with students. Proactive, took initiative, great contributions. Great work with diversity club and presentations to 6 th grades, and very successful co-leading her 8h grade girls group.
Candidate 10 (1 st year student)	Learned a great deal. Was able to develop strong and trusting relationship with students. Also lead guidance lessons.	She did great work and successfully faced training opportunities and challenges	She did great and will make a great counselor
Candidate 11 (1 st year student)	Feel more comfortable working within the school. Learned a great deal and accumulated important counseling skills and experiences	Active and strong presence; insightful and self-aware	Maintained successfully consistent case-load, co-facilitated groups, consulted with parents, used technologies to offer college tools, and was a great asset to the school overall
Candidate 12 (1 st year student)	Great support and guidance; opportunities to develop individual, group, counseling skills and participation on numerous school counseling activities/tasks. I believe I acquired a solid foundation	Committed and insightful	Numerous opportunities to apply and practice school counseling skills, through individual counseling, guidance, classroom sections + management of data systems. She was very effective and proactive
Year in the program (2010-2011)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 13 (1 st year student)	Great experiences and opportunities to practice counseling and consultation skills.	Many skills, uses consultation well. Modest and very powerful team player.	Learned a great deal, and is prepared. She has well developed ind. and group counseling skills
Candidate 14 (1 st year student)	Great learning experience. Highlighted numerous learning opportunities and skills acquired, many self-initiated and independent	Proficient ASCA standards and practice to work with large diverse student body. Grown in confidence and skills. Fully prepared for next year	Created his own curriculum for at risk academic group eager to learn and help
Candidate 15 (1 st year student)	Learned to be assertive, communication, and importance of resources and knowledge in urban environment.	Very good first year. Skills, insight. Need to work on self-care/boundaries	Outstanding student counselor; she exceeded as a practicum intern. Excellent work with students, parents, and teachers
Candidate 16	Learned much about my role	Her mentor described	Good use of counseling

(1 st year student)	as a school counselor	her as “indispensable.” She handled full range of responsibilities of a veteran school counselor in a high demand school setting. Great development and work	skills and techniques when working with students, teachers and parents.
Candidate 17 (1 st year student)	I have accomplished much in my first year and learned a great deal. Well developed skills through many diverse counseling opportunities	Natural leader, insightful, honest, while solidifying skills as counselor. growth in self-confidence and skills	Blank
Candidate 18 (1 st year student)	My comfort level has increased in the school setting. Great counseling and consultation skill development. Need to work more on parent consultation and legal procedures (ex CPS reports)	A great semester, took risks at her site, pushed her self and was very successful	Excellent job as an intern counselor. Excellent individual and group counseling skills. She will be more than ready for the counseling career
Candidate 19 (1 st year student)	Ideal environment to grow and develop as counselor. Observed and conducted many activities, including an independent girls group	Handles tough issues in determined and calm manner. Well balanced and keeps abreast of current trends in student life	Overall great job as intern; she conducted great individual and group work; very responsive to supervision and feedback
Candidate 20 (1 st year student)	Great learning year. I feel much more confident with my skills and looking forward to next years.	Great progress. Cared for students and made a big impact through counseling	Tremendous growth this year. Integral member of the school and support services team and the community. Excellent connection with students, teachers and parents
Year in the program (2010-2011)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 21 (1 st year student)	Gained experience working with community organizations, teachers and parents. Also got to facilitate girls group and lunch groups about self-esteem. Increased skills, experiences, and confidence.	She has shown much progress. Encourage her to be confident in share her experiences and trust her instincts	Has shown a lot of growth this year had has gained confidence and skills. I encourage her to trust her instincts and take initiative
Candidate 22 (1 st year student)	Increased learning; advocacy, student support. I learned much and gained a wide range of counseling and professional skills, strategies and duties; including self-awareness as a counselor	Grown professionally, insightful and knowledgeable; applying great skills as counselor	Blank
Candidate 23 (1 st year)	I think my performance second semester was an	Shown progress but need to come out of her	Somewhat improvement for this semester. She was eager

student)	improvement. I communicated my needs and also was proactive and brought new ideas on projects to work on site. I took more initiative, consulted with teachers, parents and led a group while establishing good connections with students	comfort zone. Needs to trust herself more	to discuss ideas and focus on her development as counselor. Needs to work in self-confidence for HS setting. She started and ran a girls group, met with teachers to discuss students, counseled more students and continue her other counseling tasks successfully
Candidate 24 (2 nd year student)	Very confident about my work, and relationship with staff and parents. Conducted numerous counseling activities with parents. Led a boys groups and broadened counseling	Excellent work and prepared as a counselor; well versed in ASCA standards	Excellent intern; a leader and excels connecting with students. Also strong working with teachers, staff. She is an excellent school counselor
Candidate 25 (2 nd year student)		She will make a fantastic counselor. She is ahead of her peers with knowledge and thinking about “systems”	She has done a great job; helped to run and develop a successful counseling program. Great
Candidate 26 (2 nd year student)	Numerous experiences and successful practices, I am confident will be an effective counselor	Thoughtful counselor who has growth professionally and personally	A rising star, there is no doubt that she will be a remarkable counselor in any setting she decides to work.
Candidate 27 (2 nd year student)	I feel well prepared and ready.	She was so impressive that was recommended and hired for a position in the school. Her skills and practice are well-developed	Great progress in skills and knowledge. Eager and proactive counselor, independent and a self-starter
Year in the program (2010-2011)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 28 (2 nd year student)	I am more confident, learned a lot and all has been very useful	Deep appreciation for her work. Reliable committed, she is ready to enter the professional field as her skills continue to grow	Passionate about her work, committed and an excellent counselor who has a lot to offer to her students
Candidate 29 (2 nd year student)	I am confident, developed multiple skills and expertise	Great counselor, skills, self-aware.	Is more than ready to take on her role as a school counselor. She has all the skills, sound theory, and interpersonal skills. I am confident she will make a very positive impact at any school
Candidate 30 (2 nd year student)	Have grown a lot and have been able to run multiple activities within the school	Will make and excellent counselor, self-competent and	A true leader and advocate. She has truly made an impact in students and the

	counseling program	efficacious.	school. Above and beyond expectations and will make a superb counselor
Candidate 31 (2 nd year student)	Learned a lot this year	Proficient in daily school counseling tasks and fully trained in every aspect of the profession	Excellent work
Candidate 43 (2 nd year student)	blank	Will make an excellent counselor	Has made progress this year in terms of counseling and cultural competency
Candidate 32 (2 nd year student)	I have grown much as a professional, collaborating with teachers, parents, and counselors as well as serving students. I have learned a great deal	Well versed in ASCA standards; handled two fieldwork placements and a position as a counselor. Counseling skills and abilities offer a great foundation for her professional work	Balanced fieldwork placement and holding paid position at the same time. She has been a joy to work with and a committed counselor. Skills and presence were a great contributions
Candidate 33 (2 nd year student)	I learned a lot and I am confident that I can serve the needs of my students and case load after this experience	Insightful, self-aware, and thoughtful. She worked independently and was a vital contributor to her school site. She will make an excellent counselor	Taken initiative, an asset to this department with many contributions and skills. She will be an asset to any counseling department
Candidate 34 (2 nd year student)	Had many good experiences and training opportunities. Ran several groups which also prepared me well for my profession as a school counselor	She has many good qualities as a school counselor. She understands theory, systems, and complexities and is more likely to act as an effective veteran rather than a novice.	Very professional and fit well with team. Her individual counseling skills are excellent. She is well prepared to begin her career in counseling
Year in the program (2010-2011)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 35 (2 nd year student)	I was able to accomplish a lot and learn a lot this year.	Excellent skills, thoughtful, efficient professional counselor and advocate. Concrete skills and accomplishments, such as developing a SPARC report from beginning to end.	Incredible potential as a school counselor; she is highly motivated. Outstanding counseling skills and effectiveness. One of the best interns I ever supervised.
Candidate 36 (2 nd year student)	I learned a lot and acquired skills you need as a high school counselor.	She has a broad systemic view of counseling. She is a natural leader and valuable contributor at her school site. She will be an excellent school counselor.	Excellent job; she collaborates well with team and all school community. She is a strong and determined counselor; SFUSD will be lucky to have somebody like her on board

Candidate 37 (2 nd year student)	This semester has been my strongest; I took more complex cases and felt well-prepared as a counselor. I am ready for professional career as counselor.	Leadership, communication and organizational skills preparation. Students trust her approach as school counselor	Has grown as a professional counselor. Polished her counseling skills and capable of running her caseload. Excellent professional relationships within the school and quick to develop rapport with students. Innovative ideas to school counseling program.
Candidate 38 (2 nd year student)	I have learned a lot this last semester. I feel very confident in all aspects of counseling. I have further developed my group and individual counseling skills. I also developed my consulting skills and linking students with resources. I was also able to collect and analyze data to better assess students' needs	High empathy skills. Uses appropriate repertoire of interventions after assessing counselees' needs.	Connects easy with students and faculty. Uses supervision and consultation well. A great intern but also an excellent professional counselor in our team
Candidate 39 (2 nd year student)	Growth in providing services, counseling, case management and connecting students and families with mental health services. Used effectively strategies to counsel youths at risk, counseling effectively truant populations to increase their educational engagement	Committed in working and supporting youths while embodying social justice. She has developed effectively with counseling and advocacy skills to help disenfranchised populations. She has developed and expanded her counseling skills, and will make an excellent school counselor.	She acquired the knowledge and skills that counselors need to have. She worked well with at risk students delivering appropriate interventions that also led to student empowerment. Applied counseling skills effectively and appropriately
Year in the program (2010-2011)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 40 (2 nd year student)	Grown in confidence and skills to assist students with college counseling/access. Greater level of confidence and comfort in addressing the personal and social aspects of students in counseling.	Was eager to expand her counseling skills. Aware of her strengths and emerged through a challenging year. She wishes to challenge static systems that impact students to improve their outcomes. She will make a great counselor	Great work connecting with students and parents. She also lead important events for students and parents. Great addition to Mission H
Candidate 41 (2 nd year student)	Missing	The candidate thrived as an intern in WH. She took on many important tasks that further developed as a competent school	Displayed great initiative in school counseling tasks. Skills well developed to become an excellent counselor. She worked well with students, parents, and

		counselor.	delivering curriculum/programs. She will be a great asset to school and communities. Needs to work in some organizational skills.
Candidate 42 (2 nd year student)	Great development, experience, and preparation.	Many responsibilities completed successfully which also required skill and time management; also delivering prevention and responsive services. Great counseling skills	A great resource during the school year and has excelled in all counseling areas. Worked well with students, staff, and the community in general. Promoted school/career counseling programming throughout the school and students gravitated towards him
Candidate 43 (2 nd year student)	Comfortable, confident, proactive; practiced a wide range of academic and behavioral counseling skills. Have a strong passion for this job and the confidence that will do it well.		Based on quantitative rating: excellent performance. No comments were submitted
Candidate 44 (2 nd year student)	More comfortable within the school community and managing students' issues	Active contributor in class will make an excellent counselor.	Great counseling intern; needs to work on punctuality and taking more initiative. Connects well with students on personal, social and academics
Candidate 45 (2 nd year student)	Great place for development; I welcomed all tasks and put forth my best effort	Extraordinary. Top of her class. She has trained, practiced, and is ready to do an exceptional job as a professional school counselor.	Wonderful job with students. Very positive and always willing to help out
Year in the program (2010-2011)	SCP candidate comments	Fieldwork instructor comments	Mentor/supervisor comments
Candidate 46 (2 nd year student)	Learned a great deal. Confident and self-aware.	Will make an excellent school counselor; prepared and diligent, has grown confident in her skills.	Very strong organizational and interpersonal skills. Great counseling skills, creative and takes initiative in counseling interventions. Great consulting and collaborating within the school community. Wonderful asset to the profession

III. Analysis of candidate assessment data

1. USF School Counseling Final Fieldwork Evaluation

For the 2009-2010 and 2010-2011 academic years, SCP candidates were rated by their mentor counselors as performing at expectation, above expectation, or outstanding levels with respect to diverse school counseling competencies.

During the 2009-2010 year, the percentage of candidates rated as performing at “outstanding” level ranged from 41.3% (assessment and testing skills) to 80.4% (responsiveness to feedback/supervision) in different competencies. This same academic year, 93.5% of the candidates were rated as having an outstanding overall performance at their school sites; 10.9% were performing above expectation; and 4.3% were performing as expected at their level of training. Among the specific competencies with high ratings provided by mentor supervisors as a whole were “Cross-cultural counseling” and “Consulting with the school system” (where 73.9% of the candidates obtained a rating of outstanding performance). These two competencies are integral part of our program focus of training to serve multicultural populations while incorporating an ecological/contextual framework.

As for the 2010-2011 academic year, the percentage of candidates rated at outstanding performance levels ranged from 17.4% (assessment and testing skills competency) to 65.2% (responsiveness to feedback/supervision). During this academic year, the majority of the candidates were rated by their supervisors as performing “as expected;” “above expectation;” or with “outstanding performance.” One of the candidates was rated with respect to her competencies’ performance in the “needs improvement” level. This candidate was pursuing her practicum, but had also been hired in the same school as a part-time counselor. Follow up was made, as candidate’s school counseling skills were well developed and she was able to manage her employment and practicum requirements successfully by the end of the academic year.

2. Comments on candidate’s performance in school counseling practicum by on site supervisor/mentor counselor.

1st year students during the 2009-2010 academic year

- All candidates received favorable qualitative feedback that commented in their adequate development of counseling skills and strategies.
- Many candidates were recognized as a great member of counseling team and school community
- One of mentor counselors commented that the student at the site missed days at the school. The fieldwork instructor and USF faculty followed up with student and practicum site. Student acquired minimum hours of practicum work required by the program.

2nd year students during the 2009-2010 academic year

- All candidates received positive feedback with respect to their performance and contributions to the school
- Many mentor counselors commented on candidates’ skills being developed and making a great counselor in their careers

1st year students during the 2010-2011 academic year

- Overall candidates received positive feedback from their mentors. There were comments about growth in skills and confidence, about being great members of the counseling team and the school community in general

- One of the mentor counselors reported that one candidate had made a significant growth but that she needed to work in her confidence. Candidate has also been closely working with her fieldwork instructor and faculty advisor during that year to address concerns raised at her site. She was very proactive and made a lot of progress by the end of the academic year with respect to her confidence and performance

2nd year students during the 2010-2011 academic year

- Supervisors provided positive feedback for all candidates while also commenting on their readiness and competency for professional work and being a great addition to the profession
- One mentor supervisor raised issues of punctuality with one of the candidates, which was followed up and resolved with USF fieldwork instructor

4. Self-report on performance by USF school counseling candidate

1st year students during the 2009-2010 academic year

- Many candidates commented on feeling increasingly comfortable and aware of their skills
- Candidates also commented on their growth and development as counselors and feeling ready for the next practicum fieldwork experience
- One candidate (same as highlighted above) commented on his lack of consistency at his practicum, however, he stated that he was feeling increasingly competent. As previously explained, this was addressed and resolved.

2nd year students during the 2009-2010 academic year

- Candidates commented on different learning/practice opportunities and satisfaction with their performance
- Candidates also commented feeling ready and competent to do their work as school counselors upon graduating from the program

1st year students during the 2010-2011 academic year

- All candidates commented positively on their training opportunities and growth experienced as counselors. Specific comments about development of skills and counseling strategies were also offered

2nd year students during the 2010-2011 academic year

- All candidates provided positive comments and satisfaction with the counseling experiences acquired
- Many candidates commented on feeling ready and competent to do their work as school counselors

5. Comments on candidate's performance by university fieldwork supervisor

1st year students during the 2009-2010 academic year

- Fieldwork instructors provided positive feedback with respect to all the candidates' training, increased confidence, development of skills, and performance as counselors

2nd year students during the 2009-2010 academic year

- All the fieldwork instructors provided positive feedback with respect to the development, readiness, competencies of graduating candidates and their entering to the profession of school counseling.

1st year students during the 2010-2011 academic year

- Overall the feedback provided by fieldwork instructors highlighted adequate development of counseling skills/strategies as well as growth and development through the candidates first year
- Specific feedback was provided to candidate with respect to confidence level in their performance; knowledge of the ASCA standards; and thoughtful contributions

2nd year students during the 2010-2011 academic year

- All fieldwork instructors commented on the candidates' readiness and competency to become professional school counselors
- Specific comments and highlights were provided to candidates with respect to various accomplishments and diverse skills as counselors, as well as being assets to the profession

Program effectiveness data

School counseling candidate's exit survey 2010 and 2011 years

Graduating candidates of the program participated in an exit survey (21 interviews in 2010 and 23 interviews in 2011). When conducting this survey candidates were asked to provide feedback about the school counseling program, curriculum, structure, courses, fieldwork instruction, and practicum. The following questions were asked:

Main Strengths of the Program

- What are the strengths of the program in terms of its curriculum?
- What are the main strengths of the program in terms of its quality of instruction?
- What are the main strengths of the program in terms of its fieldwork experience?
- What are the main strengths of the program in terms of its overall structure?

Areas of Improvement

- What are the main areas of improvement for the program in terms of its curriculum?
- What are the main areas of improvement for the program in terms of its quality of instruction?
Suggestions for improvement?
- What are the main areas of improvement for the program in terms of its fieldwork experience?
- What are the main areas of improvement for the program in terms of its overall structure?

USF Services and facilities

- How were the facilities during your time in the program? Did you have access to various services and facilities at USF and the SOE?

General Suggestions/comments

- Please add any suggestion(s) for improvement or coment(s) that have not been covered in any of the questions above

Summary of themes found in the 2010 and 2011 School Counseling Exit Interviews/Surveys

a) Main strengths of the program

A main strength of the Program is its training of students to be school counselors in the field. The students felt that the Program prepared them well to enter the field as school counselors—especially in urban and diverse schools. The students also felt they were prepared to work with students on a range of issues. With respect to the curriculum of the program, students reported that the multicultural, agents of change, and social

justice focus are a significant strength of the program. Students felt strongly that there was a deep commitment to social justice among the faculty and students. They also reported a strong multicultural focus in many of the courses and a diverse faculty that also underscored these critical perspectives. In addition, the incorporation of the ASCA model into the program was also highlighted as a strength. The cohort model, weekend schedule, small group sizes, as well as availability, expertise, and professionalism of instructors were also identified as strengths of the program. In particular, students appreciated being able to progress through the program with the same group of people and build strong relationships with students and faculty due to these small class sizes.

Courses with a practical focus were also recognized as highly valuable, especially the group counseling and consultation courses. Students appreciated the strong connections to the local schools that faculty had and the opportunities to meet with local principals, counselors, teachers, and support staff through guest lectures and discussions (especially in the Consultation classes). With respect to fieldwork, most students stated that this class provided them with important support as they pursued their practicum. Students appreciated the opportunity to begin their fieldwork once they begin the program and felt that this allowed them to more fluidly integrate the theories they were learning with their practical work. One student stated that there should be more dialogue with respect to the program's competencies and expectations in the fieldwork course (more details about this issue are provided in the areas of improvement section).

b) Areas of Improvement

Students provided detailed feedback and suggestions for areas of improvement. Feedback is organized by categories below.

Instruction:

- Increase communication among professors so there is more coordination about content covered in the program. There may be overlap among different courses and/or also content may be missed. Professors should be aware of what students have taken and/or covered in other courses. Instructors should exchange syllabi so there is no repetition.
- More advocacy and policy work may also be helpful.
- Focus on getting instructors who have counseling experience in schools as well as teaching experience at the graduate level.

Fieldwork:

- It was suggested that fieldwork instructors should have a clear idea about the required competencies to better advise students. In addition, it was recommended that mentor counselors (site supervisors) should be in constant communication with the fieldwork instructors or USF faculty to ensure quality-training experiences of all school counseling students at their practica.
- It was suggested that the last semester of fieldwork instruction should have focused on job search procedures/skills and credential competencies. The final semester in fieldwork should be about career development, interviewing skills, and networking to help students make more of a transition into the job market.
- More clarity on where to turn fieldwork and practicum requirements (e.g., practicum site agreement forms; log-sheets, etc.) should be present.
- One student stated that would have like to learn how to write 504s and how to run SSTs.

Courses/curriculum:

- Students requested more foundational courses in psychology during the first year (e.g., psychopathology or abnormal psychology) as well as school systems courses.
- One student commented that academic and career counseling should be offered from the beginning and not at the end of the program. The same student also stated that more emphasis on career development

programs (such as Naviance), as well as A-G, and transcript audits, etc. One student stated that she would have liked to obtain more information about colleges admissions, SAT and ACT scores as well as how to write recommendation letters for college applications.

- One student suggested that courses like educational psychology and developmental counseling were repetitive.

Structure/general:

- Students also suggested that it would have been helpful to participate in an ongoing social justice project while being in the program.
- It was suggested also that increasing a practical focus, instead of theory focus, would have been helpful.
- Students also suggested that more hands on mentoring from their advisors would have been helpful. More focus on their career development, job-hunting, resume building during their tenure in the program would have been helpful.
- It was suggested that diversifying practicum experiences (not only public schools) may be helpful given the changing job opportunities for school counselors.
- It was also suggested that the summer session (specially the last summer session) could be delivered during the winter break.
- Students should be informed from day 1 about requirements for credential and what is expected. There should be clear guidelines about the required information and how to proceed.

c) USF Services and facilities

- Facilities were great and accessible during the week, specially the library, computer laboratories, and the gym.
- Food was expensive and there needed to be more options
- Students would like for the cafeteria or other services during the summer to be open later so they could grab some food after class.
- It would have been great to see more benefits and services for graduate students (i.e. student lounge, discounted bus passes, access to microwave, more community-building events).

Additional Assessments for Candidate Competence and Program Effectiveness

SUMMA	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
SUMMA	Strength(s): This is a formal course evaluation implemented to all students in every class in the Program. Data from this assessment is used to evaluate a student's perceived learning, evaluation of instructor, readings, learning activities, and overall learning. Our SUMMA evaluations are among the highest at the University above the National Mean on all 21 items. This reveals great satisfaction and perceived learning in our curriculum	Strength(s): Based on the results of our SUMMAs, our program successful in promoting learning opportunities for students. Moreover, our Program faculty are successful in achieving primary learning goals and motivating students for academic success.

	Improvement(s): These are self-report forms that are subject to social desirability and students perceptions at one point in time (end of semester)	Improvement(s): SUMMA provide specific information and items that identify areas of improvement for each instructor. Each semester, the Coordinator reviews each SUMMA for all instructors with the Associate Dean and identifies areas of improvement for specific faculty, then discusses these issues with faculty.
Narrative Course Evaluations	Strength(s): Student's provide anonymous, detailed written feedback about strengths and challenges of each course. Our data generally reveal students appreciation of faculty commitment, discussions in class, dedication to social justice and learning.	Strength(s): Provides detailed and specific student input and feedback on course specific assignments, expectations, pedagogical styles, and learning goals. Our evaluations reveal (for the most part) that students feel they are achieving their learning goals.
	Improvement(s): It would be helpful to ask more questions about students work towards the competencies and objectives of each class.	Improvement(s): There are a few of faculty who do not administer these forms and it would be preferable to standardize this process.
Adjunct feedback	Strengths: Adjunct faculty and fieldwork instructors meet and talk regularly to discuss, review, and evaluate student performance.	Strength(s): Creates a space to discuss programmatic issues, redundancy and student competencies.
	Improvements: More regular meetings established in advance to accommodate differing schedules. Meetings take a long time due to depth discussions about each candidate.	Improvement(s): Increased communication with Adjunct faculty about Program effectiveness and goals.
Job Placement	Strength(s): Following completion of the credential program, the majority of graduate obtain school counselor positions in K-12 public and private schools. A small percent obtain counselor positions at non-profits and community agencies. A small percent obtain higher level positions as Deans and Administrators at K-12 schools. Our students are successful in obtaining school counselor positions and demonstrate their competence in job performance.	Strength(s): Student success in obtaining jobs demonstrates Program effectiveness in school counselor training, achieving competencies, and a strong Program reputation.
	Improvement(s): We need to maintain our success and continue to structurally find ways to support our students.	Improvement(s): Implement more alumni networking opportunities. We have created an alumni database.

Retention Rate	Strength(s): Student demonstrate a strong commitment to completing their competencies and coursework.	Strength(s): Our data indicate that for the past three years, 97% of candidates who have matriculated into the program remain currently enrolled or have completed the program. This data suggest that once students are enrolled, they are engaged in the program.
	Improvement(s): More consistently perform exit interviews with students who leave the program to understand underlying issues.	Improvement(s): Students who leave tend to due to financial and personal reasons or they are unable to meet our fieldwork requirements due to scheduling conflicts.
Curriculum Map	Strengths:N/A	Strengths: Helps instructors and Program Coordinator identify gaps and strengths in course alignment with standards and competencies
	Improvements: N/A	Improvements: Need to continue to improve course content so competencies are being equally and systemically, and adequately covered throughout curriculum.

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

Below we discuss how we are using the Results of our various assessments to improve Candidate performance as well as Program Effectiveness. We describe what we have learned and our plan for improvement. We also discuss specific changes we have already implemented made based on our assessment results.

Since receiving feedback from the CTC and since the submission of our last Biennial report, we have spent considerable time and effort trying to improve our Programmatic structures and systems so there is more open and transparent communication and dissemination of assessment findings. The Program Coordinator has met with the Associate Deans as well as other Department Chairs and Faculty in other Credentialed Programs to better understand current practices and successes in other Credentialed Programs. This has been incredibly helpful in developing our specific action plans.

Embedded Course Assessments: We reviewed all course syllabi for relevant activities and assignments that promote Candidate competency and Program effectiveness. We believe that these assignments are clearly aligned with specific competencies and Programmatic goals. There needs to be clearer and more direct communication between full-time, adjunct, and fieldwork faculty to reduce overlap in assignments and increase the diversity of learning experiences.

USF School Counseling Final Fieldwork Evaluation Form: Each year, mentor counselors evaluate School Counseling candidates using pre-established criteria and competencies. These quantitative ratings were summarized in this report. It appears that in the majority of the competencies, 85-95% of students are receiving

a rating of “above expectations” or “outstanding” while 4-15% receive a rating of “at expectation.” There was only one rating of “needs improvement.” However, 2-41% of students received a rating of N/A in specific competencies. For some of these competencies, the N/A rating may be a function of the nature of the competency and the grade-level or specific school the student was working at. For instance, 41.3% of students in the 2010-2011 academic year were rated as N/A for the testing and assessment competency. This could be related to grade level or time of the year where there is not specific use of testing at the specific school. However, we need to investigate these ratings to better understand why the mentor counselor is not observing and evaluating these areas as they are an important part of our candidates’ training. For example, Research skills received the most N/A ratings for the 2009-2010 academic year. We believe that candidates need to be able to evaluate their own counseling interventions for effectiveness. This is an important competency for school counselors.

To address this issue, we have rewritten and redesigned our Research course and created two separate yet sequential research courses over two semesters. These courses have been discussed at the Program and Department levels (Fall 2010) and approved through all the formal channels at our College (approved in Spring 2011). First, all students will be required to complete a formal evaluation of a counseling intervention at their school site in collaboration with their mentor counselor. In the first semester, they will learn research and evaluation skills and design appropriate data collection methods and surveys/interviews. In the second semester, they will analyze, write-up, present, and disseminate their data. This includes a presentation of their data to their mentor counselor and school Principal or Assistant Principal. In San Francisco Unified School District (where the vast majority of students are placed in schools), we have met with the Head Counselor to arrange a series of meetings with all the Mentor Counselors and Principals to further support students’ development of research/evaluation competencies (as well as other competencies). The first meeting was three hours and held in October, 2010 and we are continuing to meet. It was very well attended by current mentor counselors, the Head Counselor, the USF Program Coordinator and the Director of Support Services at SFUSD. Finally, beginning in August 2010, all students in SFUSD were required to attend a 2 hour orientation regarding the research/evaluation expectations. We need to improve this process by including all supervisors across the different districts and sites. This is a relatively small, but important number. We have discussed finding space and resources to arrange regular meetings with these mentor counselors who may have to commute long distances after work or on weekends to attend such a meeting.

In the meantime, Fieldwork Instructors are now expected to contact Mentor Counselors once a month to insure open expectations about candidate performance on all competencies.

Summary of comments on school counseling performance per candidate (by on site mentor counselor, fieldwork instructor, and candidate self-report): We analyzed detailed qualitative data for each academic year on 46 different candidates from three perspectives (mentor counselor, fieldwork instructor, and the candidate him/herself). The majority of the results indicate that from all three perspectives, the candidates are developing strong skills in counseling. Moreover, the program is effective in preparing counselors to work in the field and at a school site. There were some differences between the types of comments made by the three different people. For example, **candidates** tended to focus on their own confidence, comfort, in counseling as well as their learning at their school site. **Fieldwork Instructors** tended to focus their comments on the individual candidate’s specific counseling skills (empathy, insight, etc) and traits (energetic, motivated, etc). Whereas, many of the **mentor counselor** comments tended to focus on how well the candidate fit in to the school setting, teamwork, cooperation, relationship building, and working with staff, students, and parents at the school site. These different perspectives speak to the multidimensional aspects of being a school counselor but they also allow us to reflect on how our evaluations can be more integrated as well as complex.

Specifically, we need to have more opportunities for fieldwork instructors, candidates, and mentor counselors to interact around shared goals and expectations. We have revised our materials in 2009 and again in 2010 so our specific fieldwork expectations are directly communicated with the mentor counselor and with the fieldwork instructor. We have structurally created a system in which fieldwork instructors must contact each mentor counselor at least 3 times a semester and discuss student's progress. As stated above, we are adding additional in person group meetings with mentor counselors and fieldwork instructors together to discuss the development of student competencies and program training goals. We are doing this structurally through the district so mentor counselors can attend these meetings during the work day and not have to stay late. We have increased the number of meetings with fieldwork instructors to discuss candidate's progress. Beginning in Fall 2010, we have completely reorganized and restructured the fieldwork orientation meeting with all incoming students so they meet for three hours during orientation week to discuss their learning, training goals, and expectations for supervision with the mentor counselor.

Exit Interview Data: Our data from the 2010 and 2011 exit interview reveal many common themes and areas for improvement. Decrease redundancy and add additional coursework in key areas: students reported that there was overlap across many of the courses. Hence, the Program Coordinator has been reviewing syllabi for common readings, themes, assignments and redundancy. When redundancies were identified she communicated with both instructors to insure there was a shared understanding of the overlap. Moreover, the core faculty met during a faculty retreat to discuss program curriculum and needed revisions. We outlined areas of redundancy and improvement. For example, we have two Consultation courses but could combine these into one course to offer more course work in areas students identified such as Psychopathology and Abnormal Psychology. This needs to happen at the group level so this coming Fall 2011 semester, we will be reviewing all courses and syllabi in a meeting with faculty. Specifically, as suggested by one student, the Instructors of Educational Psychology and Developmental Psychology have been asked to exchange syllabi to insure no overlap in material. We hope that this will give us a more coherent understanding of the program and our training themes. Reexamine course sequence: The core faculty have met to discuss course sequencing and are working to see what order of coursework is facilitates the best learning outcomes for students. More information about college admissions and A-G requirements: Students are now receiving formal training in A-G requirements, college admissions, financial aid, community colleges and certificate programs. The Program coordinator has developed an evidence-based curriculum in collaboration with the Head Counselor of SFUSD and the Fieldwork Instructors to insure students are able to implement college admissions counseling interventions in order to meet the related competencies and increase their learning in these areas. In the Academic and Career Counseling course, the Instructor arranged for a guest speaker to provide specific training in college advisement and admissions. The Fisher Fellows Program offered a two hour workshop to all first year students on transcript analysis and college admissions for undocumented students.

More advocacy and policy work: The Program Coordinator has been meeting regularly with students and the student class representatives to identify a social justice goal/project for the whole program to engage in. In 2010 we developed, implemented and participated in a supply drive for an under-resourced school in San Francisco. In 2011, we implemented a Charity Walk, Information website, and information materials (including a poster session and emails) to gain awareness about the issue of unclean water. Students worked together to spread information and awareness and we partnered with a local high school to provide mentorship and further advocacy. We hope our future social justice project will help students understand and gain hands on experience in advocacy and policy issues related to school counseling.

Instructors with counseling experience and teaching experience at the graduate level: We have hired a new full time core faculty member with extensive practical experience in diverse, urban public schools, and a strong teaching background. This hire was the result of a national faculty search with close to 100 candidates.

We have hired additional adjunct faculty with strong practical experience. For example, we recently hired two new instructors (one in Summer 2010, and the other in Summer 2011) who are school counseling mentor counselors in SFUSD. These candidates were nominated by students and the Head Counselor of SFUSD alike and have a strong track record of success in schools. This will help improve the practical training that students have suggested. We also hired a new Assessment instructor with both University teaching experience as well as extensive assessment experience with diverse youth in schools (Summer 2009). We have also released faculty who are not performing well and who do not demonstrate both practical and theoretical knowledge and skills in courses that require such expertise.

Fieldwork Instructors and Mentor Counselors need to communicate and understand competencies: As mentioned, we are reinforcing a system of communication between Fieldwork Instructors and Mentor Counselors and we have increased the number of meetings between Fieldwork Instructors and faculty and the Program Coordinator. The Program Coordinator is also in communication with Fieldwork Instructors several times a week to discuss student issues and competencies. Moreover, we have begun to schedule more meetings with Mentor Counselors to increase communication and shared vision for student training and our program effectiveness.

More career development of candidates: To address this area of improvement, in Spring 2011, we implemented Alumni Panels so recent graduates can offer tips and advice about finding a job. We have given students formal training on creating an electronic job portfolio and a separate training on creating and presenting summaries of their interventions and program evaluations in their job portfolio. We will also make sure that Advisors are meeting with the candidates about their job options and goals. We have implemented a system in Fall 2010 so Advisors are now required to meet with their mentees each semester to discuss the candidate's professional and career development and offer support. We will work with Fieldwork Instructors to add more curriculum about career development. Beginning in Spring 2010 and again in Spring 2011, the Head Counselor of SFUSD met with all graduating students in the Consultation course and disseminated interview tips, sample questions, sample resumes, and timelines for the job search. The Program Coordinator met with the Head Counselor of SFUSD to discuss desirable qualities and skills needed for graduating candidates. Training in 504s and SSTs: Fieldwork Instructors will also now discuss 504s and SSTs in fieldwork and will insure students gain experiences in these areas at their school site. The vast majority of our students do get this experience but we need to insure all students in our program have access to this information.

Offer some of the intensive summer curriculum during winter break: We took action on this suggestion and reconceptualized the summer coursework for first year students so they are now taking two full weekends of coursework during the Intersession period which immediately follows winter break. This causes minimal disruption for students since they are already attending their fieldwork during this time. Moreover, this reduces the number of meeting times during the summer from 6 consecutive weekends to 4 for first year students.

Students need information about credential requirements: We have changed our current practices so students are now given this information during the initial fieldwork orientation three hour session with all of the first year fieldwork instructors. We have now restructured the program so students will also be meeting with our Credential Analyst to discuss procedures for applying for the credential and the process.

Need better access to food, benefits, and more updated bathrooms: We shared students' concerns about their benefits, access to food and the need for bathroom upgrades to the Dean's office at a Chairs meeting and the Program Coordinator discussed these concerns with the Vice Provost for Student Life (Fall, 2010) and addressed this issue in the University Budget committee during a discussion about resources for graduate education. Since this conversation, graduate students now have access to a discounted bus pass, there have been improvements made with our bathrooms (Summer 2011), and the Vice Provost is investigating outside food options for weekend students (such as food trucks).

SUMMA and narrative course evaluations: To address low course evaluations, we are now asking faculty with lower SUMMA and narrative evaluations to administer mid-term course evaluations to gain valuable feedback about their courses *before* it is over. We have also begun mentoring Instructors with lower course evaluations. This was the case with three instructors in spring and summer 2011 who met with the Program Coordinator, discussed syllabi, discussed pedagogical strategies, and created an action plan for improvement. Several revisions of syllabi were made and specific changes implemented.

Adjunct feedback: Based on our feedback from adjunct faculty we need more group meetings so faculty can understand what other instructors are covering in their classes. We also need different types of meetings to address specific issues (such as a meeting just for Fieldwork issues). For the first time we collaborated with other Departments and the Dean's Office to have an Adjunct faculty retreat in June 2011. During this retreat, Adjunct faculty shared common issues, concerns, joys, and received day long training in various pedagogical, technological, and administrative issues. This retreat was well-attended an opportunity to build instructors' teaching skills and sense of community.

Job Placement: As discussed above, we are taking specific steps through advisement, coursework, fieldwork, and structural changes to offer candidates more specific opportunities to develop their careers and be successful in obtaining a job after graduation. We have also created an Alumni database in January 2011 to network more effectively with Alumni who are working as School Counseling in the area. We have a designated person to track and communicate with Alumni to build our professional networks and mentoring capabilities. In Fall 2010, we established a social networking site for Alumni and current candidates to interact and give advice.

Retention Rate: Each year, typically in the first semester, we lose 1-2 students due to finances, personal events, or lack of fit in the program. We have not recently lost any students due to poor performance or inability to succeed. Since Fall 2010, we have tried to conduct formal exit interviews with departing students. We were able to do this with both departing students. We have also changed our Admissions process and information meetings (beginning in Fall 2010) to offer more specific information about the structure of the program, costs, and describe the differences between the School Counseling field in comparison to other degrees (such as MFT, LPC, or School Psychology). The last change was implemented so students have a better opportunity to assess "fit" before entering the program. Beginning in March 2011, we have also added a separate informational fieldwork component to our Admissions process so every candidate meets with the Programs Coordinator about fieldwork expectations, placement, and requirements.

Curriculum Map School Counseling Program

Student competencies in the School Counseling Program may be demonstrated by meeting a basic proficiency in each of the 15 specific CTC Standards for School Counseling. The 15 standards are each aligned with specific learning outcomes. The Curriculum Map below lists the 15 general categories, followed by related learning goals in numerical order 1-15. In addition, the School Counseling Program has two additional competencies in Cross-Cultural Counseling (#16) and Assessment (#17). Under each standards are program outcomes or goals (a, b, etc.). The Key codes describe the various levels of coverage of each School Counseling courses, which are listed across the top of the chart in sequential order.

Key I = Introduced with moderate coverage
 M = Moderate Coverage
 S = Significant Coverage
 C = Comprehensive Coverage

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/62 0	CPSY 613	CPSY 616	CPSY 603/62 1	CPSY 609	CPSY 611	CPSY 604/62 2	CPSY 610	CPSY 614	CPSY 605/62 3	CPSY 615	CPSY 617
1. Foundations of the School Counseling Profession (CTC Standard 17)																		
a. Candidates will demonstrate knowledge and the history of the trends of school counseling.	C			M		M	I		I	M		I	M			M		M
b. Candidates will demonstrate knowledge of how school counseling programs promote student development and learning.		S		M		C	M		I	M		I	M	M		M		M
2. Professionalism, Ethics and Legal Mandates (CTC Standard 18)																		
a. Candidates will identify ethical principles for school counselors and their application for practice.	C	I	I	I		I	I		I	M			M			M		
b. Candidates will identify the relevant education law and legal issues in the school setting.	C					I	I		I	M			M			M		
c. Candidates will apply ethical and legal standards in working with students and parents.	C					I	M		I	M			M			M		
d. Candidates will know and apply the fundamental practices of the school counselor at different grade levels.	C	I	I	I		I	M		I	M			M			M		
3. Academic Development (CTC Standard 19)																		
a. Candidates will demonstrate knowledge of high school graduation requirements.				I		I	I			I			I		C	I		I

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617
b. Candidates will demonstrate knowledge and skill in assisting students to develop academic plans.				I		I	I			I			I		C	I		I
c. Candidates use career and college resources, linking students to post secondary educational opportunities.				I		I	I			I			I		C	I		I
4. Career Development (CTC Standard 20)																		
a. Candidates identify career, occupational, and college counseling approaches with students.		I		I			I						I		C	I		
b. Candidates identify academic and career resources, and the development of effective programs for establishing academic and career plans.		I		I			M			M			M			M		
c. Candidates apply career counseling, interest inventories, and job-seeking skills training.				I			M			M			M			M		
d. Candidates use career and college resources, linking students to opportunities.				I			M			M			M			M		
5. Personal and Social Development (CTC Standard 21)																		
a. Candidates demonstrate skills to assist students in developing personal strengths, values, self-worth, problem solving, decision making, and goal setting.		S		I	I	I	S			M	I	S	S	I	S	S	I	I
b. Candidates demonstrate skill in helping students appreciate cultural diversity and individual differences.		S	M	I	C	I	S	M	M	M	I	S	S	I	S	S	I	I
c. Candidates identify and apply strategies for measuring student social and academic problems.		S		I	I	I	S		I	M	I	S	S	I	S	S	I	I
6. Leadership (CTC Standard 22)																		
a. Candidates demonstrate knowledge of effective leadership strategies in offering programs and individual counseling.		I		I		M		M		I		I	M	I		M		I
b. Candidates demonstrate knowledge of issues relating to educational reform, funding, and school management that promotes student learning.	I			I		M			I	I	M		M	I		M		I
7. Advocacy (CTC Standard 23)																		
a. Candidates demonstrate skills and attitudes essential for advocating for the academic success of students.	I	M		I		M	M			M			M	M		M		I
b. Candidates demonstrate knowledge of barriers		M		I	S		M		M	M			M	M		M		I

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/62 0	CPSY 613	CPSY 616	CPSY 603/62 1	CPSY 609	CPSY 611	CPSY 604/62 2	CPSY 610	CPSY 614	CPSY 605/62 3	CPSY 615	CPSY 617
and discriminatory practices that limit the future educational outcomes for all students.																		
8. Learning Achievement and Instruction (CTC Standard 24)																		
a. Candidates identify theories of learning, learning styles, and barriers to learning.			M								C		I		M	I	M	
b. Candidates identify assessment data and the special education process for learners with special needs.											C		I		M	I	M	
c. Candidates identify teaching and curriculum standards and productive instructional strategies and classroom environments.											C		I		M	I	M	
d. Candidates demonstrate skills in developing lesson plans, implementing effective instructional strategies for student learning styles.											C		I		M	I	M	
e. Candidates demonstrate skills in counseling special needs students and addressing barriers to learning, and working with parents, teachers, and school personnel.											C		I		M	I	M	
9. Individual Counseling (CTC Standard 25)																		
a. Candidates will identify the major theories in counseling.		C	I				C	I		C		M	C	I		C		I
b. Candidates will know the basic counseling skills with emphasis on the school setting.		C		C	M	M	C	I		C		M	C	I		C		I
c. Candidates will identify and apply basic counseling techniques to individual students.		C	I	C	M	M	C	C		C		M	C	I		C		I
d. Candidates demonstrate skill in crisis intervention and community referrals.		M		C		M	C			C		I	C	I		C		I
10. Group Counseling and Facilitation (CTC Standard 26)																		
a. Candidates demonstrate knowledge of group dynamics and skills of group counseling with students.		I		I				C		S			S			S		
b. Candidates demonstrate knowledge of interpersonal communication and group process in facilitating group work.		I		I				C		S			S			S		
c. Candidates practice planning and developing a group that identifies and meets the needs of a specific group of students.		I	I	I				C		S			S			S		
d. Candidates practice conducting and evaluating a group counseling session that develops awareness and skills for students.		I		I				C		S			S			S		

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/620	CPSY 613	CPSY 616	CPSY 603/621	CPSY 609	CPSY 611	CPSY 604/622	CPSY 610	CPSY 614	CPSY 605/623	CPSY 615	CPSY 617
11. Collaboration, Coordination and Team Building (CTC Standard 27)																		
a. Candidates demonstrate skills in consulting and collaborating with school staff, parents, individuals, groups, and community agencies.		I		I		M	S		I	S			S	C	I	S		C
b. Candidates possess skills in building effective teams of school staff, parents and community members to promote student learning.		I		I		M	S			S			S	C	I	S		C
c. Candidates know and apply consultation strategies and principles for working with school systems.				I		M	S		I	S			S	C	I	S		C
12. Organizational Systems and Program Development (CTC Standard 28)																		
a. Candidates understand organizational theory and it applies to the structure, dynamics and cultural contexts of schools.				I	M	M	I					I	I	M		I		M
b. Candidates have skills to develop, implement and evaluate guidance programs as part of an overall school plan.				I		M	I			I		I	I	M	S	I		M
13. Prevention, Intervention and Training (CTC Standard 29)																		
a. Candidates will identify and apply prevention and early intervention strategies for identifying and addressing student problems or issues.		I		I		C				M					I			
b. Candidates will identify and apply approaches for developing family-school collaborations and relationships.		I		I		C				M					I			
c. Candidates recognize the coordination of comprehensive support services for students utilizing school and community partnerships and resources.		I		I		C	C			M			C	M	I	C		M
d. Candidates can identify a prevention or intervention approach or program to meet student needs.		I		I		C				M					I			
e. Candidates create working relationships and coordinate services with school, community, and family to impact student success.		I		I		C	C			M			C	M	I	C		M
14. Research, Program Evaluation and Technology (CTC Standard 30)																		
a. Candidates identify strengths and weaknesses of the basic qualitative and quantitative research designs, statistical methods and are able to evaluate published research.		I			I				C			M						
b. Candidates demonstrate knowledge and skills		I				S	I		C	I		M	I			I		

	CPSY 618	CPSY 607	CPSY 612	CPSY 619	CPSY 606	CPSY 608	CPSY 602/62 0	CPSY 613	CPSY 616	CPSY 603/62 1	CPSY 609	CPSY 611	CPSY 604/62 2	CPSY 610	CPSY 614	CPSY 605/62 3	CPSY 615	CPSY 617
of needs assessment, program evaluation, and the use of technology in disseminating program evaluation data.																		
15. Field Experience (CTC Standard 31)																		
a. Candidates develop effective counseling skills with students, parents, school staff and other working professionals.		I		I		I	C			C			C	C		C		M
b. Candidates demonstrate skill in program development and evaluation.		I		I		C	C			C			C	I		C		I
c. Candidates receive regular and formal feedback and evaluations of their field experience by mentor counselors and program faculty.				C			C			C			C			C		
16. Cross Cultural Counseling																		
a. Candidates will recognize the effects that culture, race, ethnicity, class, gender, and sexual orientation have on the performance of youth in schools.		S		I	C				M				I			I		
b. Candidates will recognize the cultural values and beliefs among dominance ethnic groups in the U.S. and diversity within each group.		S		I	C				M				I			I		
c. Candidates will identify socio-cultural issues that influence cross-cultural interactions in the school environment.		S		I	C				M				I			I		
d. Candidates will promote ethnic and cultural identity development and a healthy climate that respects diversity throughout the school.		S	I	I	C				M				I			I		
e. Candidates will demonstrate increased knowledge and skills in providing culturally appropriate counseling to support the personal and academic success of diverse youth.		S		I	C				M				I			I		
17. Assessment and the Counselor																		
a. Candidates demonstrate knowledge of test construction, testing instruments, and their biases or limitations.									I		I				I		C	
b. Candidates demonstrate skill in administering and interpreting tests to effectively use the information for counseling, planning, and consulting with teachers and parents.									I		I				I		C	
c. Candidates demonstrate skills in using assessment information for developing personal counseling goals.									I		I				I		C	

Section B: Institutional Summary and Plan of Action

Trends

- The credential programs continue to focus on finding the best ways to document candidate competencies in ways that provide both formative feedback to the candidates and summative feedback to the programs in terms of measuring program goals and learning outcomes aligned with program standards.
- Over the past 18 months, as programs begin to write their responses to program standards (due 12/2011), each program has put in place a process to review course content, to align course content across multiple sections of the same course, and to select assessment methods that will provide candidates and the programs with information about candidate progress toward meeting the required competencies as well as provide information about program effectiveness that can be used for program review and improvement.
- A group of faculty and key staff (TPA Coordinator, Program Directors/Coordinators, Associate Dean) have formed a Taskforce to unify the School of Education assessment system to provide both school-wide and program specific data through a linked system of entry, exit, graduate, and employer surveys. This group is also examining field practicum observation forms, self-reflection tools, and rubrics being used within programs in order to improve data collection and provide both formative and summative feedback to candidates and programs related to the field practicum experience.
- As the program moves further into the 7-year accreditation cycle, the collaboration across credential programs to share current practices and generate ideas for new approaches is providing additional ways to strengthen all credential programs.
- In reviewing program submissions, it is clear that candidates in all the USF credential programs are demonstrating growth and meeting program competencies required to be recommended for a credential. In general, candidate feedback indicates candidate satisfaction with the programs in which they are enrolled.
 - Evaluation/feedback collected from supervisors during field practicums is positive and indicates professional growth as candidates move through the field practicum(s) and the program.
 - For those candidates in programs with standardized assessments (TPA, RICA) there are consistently high passing rates.
 - Candidate evaluation during exit interviews is generally high and positive related to their experience in the program. Any items on surveys that “falls” below the mid-line are carefully examined to identify the reason behind the response. These along with written comments that offer suggestions for program improvement are taken very seriously and are used for review and implement program change/improvement.
 - The USF credential programs are fairly small in size, so any feedback received during the program can be used to identify areas of need/challenge for a candidate and to provide additional support.

Areas of Strength

- Each program has at least one method for collecting specific feedback from candidates which is used for program improvement.
- All programs have a system in place to monitor candidate growth and demonstration of required competencies. This system relies heavily on qualitative data/formative assessment that allows for individualization of support for each candidate as he/she moves through the program.
- Programs include both full-time and adjunct (part-time clinical) faculty in the on-going program review process. The process of reviewing program standards and aligning course content with the standards has involved all faculty in meetings, both as programs and faculty who teach sections of the same course, to align courses to provide all candidates with the same content and experiences as they move through the program.
- An Adjunct Academy, offered by the School of Education, provides a consistent system for providing an orientation to teaching at the graduate level and for providing professional development for adjunct faculty.
- The USF School of Education Bilingual Authorization Program and Common Standards have been approved.

Areas for Improvement

- Due to the small nature of most USF credential programs; there is a heavy reliance on qualitative data to measure candidate performance and growth toward meeting program competencies. There is a need to develop assessments and a system to collect data that is more aligned with new accountability reporting systems.
- Evaluation forms used during field practicums need to be clearer and tied to rubrics or descriptors that result in more consistent feedback on the assessment from multiple supervisors. This would provide data that is more useful to both the candidate and the programs.
- There is a need to develop a consistent system for providing program orientation and training/professional development for field practicum supervisors employed by agencies mentoring candidates during these practicums (e.g. classroom teachers, school counseling supervisors). While there are several systems in place, none attracts sufficient attendance.
- There is a need to develop a better system for soliciting and receiving survey feedback from program graduates and their employers with a higher response rate.

Plan of Action

- A group of faculty and staff have formed a task force to review and further develop a range of assessment tools being used by the credential programs. This group will be working over the next 12-18 months to establish an assessment system that can provide data common to all credential candidates as well as program specific data.
 - Develop entry, exit, graduate, and employer surveys; develop a system to improve response rate on graduate and employer surveys.

- Review of evaluation forms used during field practicums will also be reviewed with the goals of developing better descriptors and rubrics.
- Improve the system for providing program orientation and professional development for supervisors employed by agencies mentoring candidates during practicums.

Caryl Hodges
Caryl Hodges, Associate Dean

9/15/2011
Date