University of San Francisco
School of Education
Biennial Report 2013
Academic Years 2011-12 and 2012-13

Institution University of San Francisco_____

Date report is submitted 9/15/2013   **Date of last Site Visit** 4/22-24/2002

Name of Program	Credential Awarded	Program Site(s)	Page Numbers
Multiple Subject swith or without Bilingual Authorization (Spanish) Option and with or without Intern Option (after completion of 1 semester of coursework including ELL preparation)	Preliminary	San Francisco, Pleasanton, San Jose, Santa Rosa, Sacramento	3
Single Subject with or without Bilingual Authorization (Spanish) Option and with or without Intern Option (after completion of 1 semester of coursework including ELL preparation)	Preliminary	San Francisco, Pleasanton, San Jose, Santa Rosa, Sacramento	3
Reading	Certificate	San Francisco	80
Special Education: Mild Moderate with or without Bilingual Authorization (Spanish) Option. This is an Intern Only program	Preliminary	San Francisco	89
Administrative Services	Preliminary & Professional Clear	San Francisco	(Prelim) 105 (Clear) 121
School Counseling (PPS)	Clear	San Francisco	123
Institutional Plan of Action			167

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Preliminary Multiple Subjects and Single Subject Credential Program
Optional Bilingual (Spanish) Authorization
Optional Intern (after completion of 1 semester of course work w/ ELL Preparation)

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 branch campuses in Santa Rosa, Sacramento, Pleasanton, and San Jose. 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 10,000 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 Subject 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 have not completed 120 prerequisite hours composed of first semester coursework, including preparation to teach English Language Learners, they teach under a provisional permit provided by the school district. Once prerequisite hours are completed, USF recommends them for an intern credential. Currently we have less than 10 candidates with intern credentials across our 5 campus sites. Candidates in the Bilingual Authorization emphasis complete two additional courses (Language & Culture of Emphasis- 2 units; Methods & Materials in Language of Emphasis- 2 units) taught in the language of emphasis, as well as a full-time student teaching placement in a bilingual setting. Currently the number of candidates in our Bilingual Authorization emphasis is very small, and we have just begun separating their data from the general credential population in terms of program completion.

Section A—Credential Program Specific Information
    I.   Contextual Information

Multiple Subjects Candidates	2011 - 2012 Enrolled	2011 - 2012 Completed	2012 – 2013 Enrolled	2012 – 2013 Completed
Pleasanton	13	4	18	7
Sacramento	6	5	10	2
San Francisco	103	66	86	63
San Jose	19	6	14	8
Santa Rosa	21	10	21	10

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Total	162	91	149	90

Single Subjects Candidates	2011 - 2012 Enrolled	2011 - 2012 Completed	2012 – 2013 Enrolled	2012 – 2013 Completed
Pleasanton	15	10	13	6
Sacramento	3	2	8	1
San Francisco	53	50	56	32
San Jose	12	5	15	5
Santa Rosa	9	2	14	5
Total	92	69	106	49

A table indicating candidates enrolled in the Bilingual Authorization program for 2011-2012 and 2012-2013 appears below

Bilingual Authorization Candidates	2011 – 2012 Enrolled	2012 – 2013 Enrolled
Multiple Subjects	18	12
Single Subjects	8	9
Total	26	21

Note: Some candidates considered in multiple categories (ex: Bilingual Authorization and Dual Degree) as students may pursue multiple credential
and program options simultaneously.

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) Candidates

Dual Degree Students	2011 - 2012 Enrolled	2012 – 2013 Enrolled
Multiple Subjects	30	19
Single Subjects	5	4
Total	35	23

Note: Some candidates considered in multiple categories (ex: Bilingual Authorization and Dual Degree) as candidates may pursue multiple credential
and program options simultaneously.

The Teacher Education program at USF has made several changes to its required courses and student teaching placements since the approval of its SB2042/1059 credential in 2002. Departmental changes that have taken place are as follows:

Teacher Education Department
Changes to Curriculum, 2011-present

Based on data from student surveys, assessment from field placement practicums (classroom teachers mentoring candidates, University Supervisors), analysis of seminar key assignments by faculty, and Teaching Performance Assessment data, the Teacher Education faculty have made the following changes to the curriculum.

Effective Fall 2012:
- Candidates no longer take TEC 600 (Teacher Portfolio Development, 1 unit). Technology requirements satisfied by this course have now been infused across the program.
- The Education of Exceptional Children course (TEC 643) changed from 2 units to 3-units.
- Dual Degree Teaching Program (DDTP)* candidates who had already taken the 2-unit Education of Exceptional Children course in their undergraduate program will be granted a waiver for 1 unit difference required for graduation.

Effective Fall 2013:
- All Student Teaching II/III courses (TEC 605, 606, 607; TEC 655, 656, 657) will change from 4 units to 3 units. This will have no impact on the student teaching requirements in terms of time in placement, seat-time in seminar, or compensation for supervision and classroom support.

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- All Multiple Subject credential candidates will be required to take a new Multiple Subjects Curriculum and Instruction: Visual and Performing Arts (TEC 602) for 1 unit. DDTP candidates entering in Fall 2014 will be required to take this course.
- All Multiple Subject candidates will be required to take the redesigned Multiple Subjects Curriculum and Instruction: Math and Science (including Physical Education) course, which has changed from a 3-units to a 4-units. DDTP candidates who have not previously taken this course under the "old" program will take the four-unit version from Fall 2013 onward.
- All Single Subject candidates will be required to take a new Single Subject Curriculum and Instruction II (2 units) in their single subject content area. With the addition of this course, all single subject candidates will be taking 5 units focusing on curriculum and instruction in their content area. Since DDTP candidates take both C&I courses once they have been admitted to the School of Education, this will be required of all candidates entering in Fall 2013.

Plans have been put in place to assist candidates who are moving at a slower pace in completing their program requirements and DDTP candidates to complete their program or move into the new program requirements with minimal disruption to their plan for program completion and zero additional cost.

II.   Candidate Assessment and Program Effectiveness Information

A. The Teacher Education Department uses course assignments and activities, course evaluations, Cooperating Teacher, Master Teacher, and supervisor evaluations during student teaching, 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 paper surveys were sent out to 2009 and 2010 graduates. Since spring of 2012, all surveys are submitted to graduates electronically. 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 four assessments:
1. Evaluation of Student Teachers by Classroom Teachers
2. CalTPA/PACT
3. RICA
4. Candidate and Graduate Surveys

1. 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 (alpha order) and by year (2011-2012; 2012-2013).

2011– 2012 Cooperating Teacher Final Report/Student Teaching I—Pleasanton Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=8						Multiple Subject n=5					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	75%	25%	0%	0%	0%	0%	80%	0%	20%	0%	0%	0%
Demonstrates self confidence	88%	12%	0%	0%	0%	0%	80%	0%	20%	0%	0%	0%
Demonstrates sound judgment	100 %	0%	0%	0%	0%	0%	80%	0%	20%	0%	0%	0%
Demonstrates initiative in assuming responsibilities	100%	0%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	100%	0%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
Attendance is regular and punctual *	75%	25%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	100%	0%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
Teaching reading in the content areas	75%	25%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	88%	12%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
TPE 5, 11												
*Building rapport/mutual respect with students	100%	0%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	10%0	0%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	88%	12%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
TPE 4, 7, 8, 9 ,11												
Exhibits a positive attitude towards students, their language, and culture	100%	0%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%

BLCAD Candidates only												
Use of Spanish as a medium of instruction	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%

2011– 2012 Cooperating Teacher Final Report/Student Teaching I—Sacramento Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=0						Multiple Subject n=4					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Demonstrates self confidence	0%	0%	0%	0%	0%	0%	50%	0%	50%	0%	0%	0%
Demonstrates sound judgment	0%	0%	0%	0%	0%	0%	75%	0%	25%	0%	0%	0%
Demonstrates initiative in assuming responsibilities	0%	0%	0%	0%	0%	0%	75%	0%	25%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	0%	0%	0%	0%	0%	0%	75%	0%	25%	0%	0%	0%
Attendance is regular and punctual *	0%	0%	0%	0%	0%	0%	75%	0%	25%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	0%	0%	0%	0%	0%	0%	25%	50%	25%	0%	0%	0%
Teaching reading in the content areas	0%	0%	0%	0%	0%	0%	50%	25%	25%	0%	0%	0%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
TPE 5, 11												
*Building rapport/mutual respect with students	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	0%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	0%	0%	0%	0%	0%	0%	25%	25%	50%	0%	0%	0%
TPE 4, 7, 8, 9 ,11												

	5	4	3	2	1	N/O						
Exhibits a positive attitude towards students, their language, and culture	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
BLCAD Candidates only												
Use of Spanish as a medium of instruction	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%

2011 – 2012 Cooperating Teacher Final Report/Student Teaching I—San Francisco Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=22						Multiple Subject n=42					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	73%	18%	7%	0%	0%	2%	90%	5%	5%	0%	0%	0%
Demonstrates self confidence	50%	36%	14%	0%	0%	0%	64%	29%	7%	0%	0%	0%
Demonstrates sound judgment	69%	24%	5%	0%	0%	2%	81%	12%	7%	0%	0%	0%
Demonstrates initiative in assuming responsibilities	64%	21%	12%	0%	0%	2%	79%	14%	5%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	76%	14%	2%	0%	0%	7%	83%	12%	5%	0%	0%	0%
Attendance is regular and punctual	79%	9%	5%	0%	0%	7%	86%	7%	5%	0%	2%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	48%	38%	7%	0%	0%	0%	55%	36%	9%	0%	0%	0%
Teaching reading in the content areas	36%	12%	26%	0%	0%	26%	43%	31%	2%	0%	0%	0%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	48%	31%	0%	0%	0%	10%	62%	33%	2%	2%	0%	0%
TPE 5, 11												
Building rapport/mutual respect with students	74%	17%	7%	0%	0%	2%	88%	7%	5%	0%	0%	0%
TPE 5, 8, 11												

	5	4	3	2	1	N/O	5	4	3	2	1	N/O
Techniques/strategies for motivating students	43%	36%	14%	0%	0%	7%	62%	29%	7%	2%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	31%	26%	31%	2%	0%	0%	52%	36%	12%	0%	0%	0%
TPE 4, 7, 8, 9 ,11												
Exhibits a positive attitude towards students, their language, and culture	86%	9%	5%	0%	0%	0%	96%	2%	2%	0%	0%	0%
BLCAD Candidates only												
Use of Spanish as a medium of instruction	60%	20%	0%	0%	0%	0%	50%	33%	12%	0%	0%	0%

2011– 2012 Cooperating Teacher Final Report/Student Teaching I—San Jose Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=2						Multiple Subject n=2					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	100%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%
Demonstrates self confidence	0%	50%	50%	0%	0%	0%	50%	50%	0%	0%	0%	0%
Demonstrates sound judgment	50%	50%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Demonstrates initiative in assuming responsibilities	100%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Attendance is regular and punctual	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	50%	50%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%
Teaching reading in the content areas	0%	50%	50%	0%	0%	0%	100%	0%	0%	0%	0%	0%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	50%	50%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%

	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 5, 11												
*Building rapport/mutual respect with students	50%	50%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	50%	50%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	0%	50%	50%	0%	0%	0%	50%	50%	0%	0%	0%	0%
TPE 4, 7, 8, 9 ,11												
Exhibits a positive attitude towards students, their language, and culture	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
BLCAD Candidates only												
Use of Spanish as a medium of instruction	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%

2011– 2012 Cooperating Teacher Final Report/Student Teaching I—Santa Rosa Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=1						Multiple Subject n=10					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	100%	0%	0%	0%	0%	0%	80%	20%	0%	0%	0%	0%
Demonstrates self confidence	100%	0%	0%	0%	0%	0%	70%	10%	20%	0%	0%	0%
Demonstrates sound judgment	100%	0%	0%	0%	0%	0%	80%	0%	20%	0%	0%	0%
Demonstrates initiative in assuming responsibilities	100%	0%	0%	0%	0%	0%	80%	10%	10%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	100%	0%	0%	0%	0%	0%	80%	10%	10%	0%	0%	0%
Attendance is regular and punctual	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	100%	0%	0%	0%	0%	0%	50%	40%	0%	10%	0%	0%
Teaching reading in the content areas	100%	0%	0%	0%	0%	0%	90%	10%	0%	0%	0%	0%

TPE 1, 4, 6, 10												
Planning lessons and instructional activities	100%	0%	0%	0%	0%	0%	60%	20%	10%	10%	0%	0%
TPE 5, 11												
*Building rapport/mutual respect with students	100%	0%	0%	0%	0%	0%	90%	10%	0%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	100%	0%	0%	0%	0%	0%	70%	20%	10%	0%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	100%	0%	0%	0%	0%	0%	50%	20	20%	10%	0%	0%
TPE 4, 7, 8, 9 ,11												
Exhibits a positive attitude towards students, their language, and culture	100%	0%	0%	0%	0%	0%	90%	10%	0%	0%	0%	0%
BLCAD Candidates only												
Use of Spanish as a medium of instruction	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	0%

2011 – 2012 Cooperating Teacher Final Report/Student Teaching I--Branch
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

Please note this chart stands as an aggregated finding for Branch campus candidates in lieu of the absence of paper copies for the
Sacramento and Santa Rosa single subject candidates.

	Single Subject n=10						Multiple Subject n=17					
	5	**4**	**3**	**2**	**1**	**N/O**	**5**	**4**	**3**	**2**	**1**	**N/O**
TPE 13												
Demonstrates openness to suggestions for improvement	70%	30%	0%	0%	0%	0%	88%	12%	0%	0%	0%	0%
Demonstrates self confidence	80%	20%	0%	0%	0%	0%	77%	6%	17%	0%	0%	0%
Demonstrates sound judgment	100%	0%	0%	0%	0%	0%	88%	0%	12%	0%	0%	0%
Demonstrates initiative in assuming responsibilities	90%	0%	0%	0%	0%	10%	88%	6%	6%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	100%	0%	0%	0%	0%	0%	88%	6%	6%	0%	0%	0%
Attendance is regular and punctual	80%	20%	0%	0%	0%	0%	94%	6%	0%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	100%	0%	0%	0%	0%	0%	59%	29%	6%	6%	0%	0%
Teaching reading in the content areas	80%	0%	0%	0%	0%	20%	76%	12%	6%	0%	0%	6%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	90%	10%	0%	0%	0%	0%	76%	12%	6%	6%	0%	0%
TPE 5, 11												
*Building rapport/mutual respect with students	100%	0%	0%	0%	0%	0%	94%	6%	0%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	100%	0%	0%	0%	0%	0%	77%	17%	6%	0%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	90%	10%	0%	0%	0%	0%	59%	24%	11%	6%	0%	0%
TPE 4, 7, 8, 9 ,11												

	5	4	3	2	1	N/O	5	4	3	2	1	N/O
Exhibits a positive attitude towards students, their language, and culture	100%	0%0%	0%	0%	0%	0%	0%	94%	6%	0%	0%	0%	0%
BLCAD Candidates only												
Use of Spanish as a medium of instruction	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

2012 – 2013 Cooperating Teacher Final Report/Student Teaching I—Pleasanton Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=4						Multiple Subject n=6					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	75%	0%	25%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Demonstrates self confidence	50%	50%	0%	0%	0%	0%	83%	17%	0%	0%	0%	0%
Demonstrates sound judgment	50%	25%	25%	0%	0%	0%	83%	17%	0%	0%	0%	0%
Demonstrates initiative in assuming responsibilities	75%	0%	25%	0%	0%	0%	67%	33%	0%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	75%	0%	25%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Attendance is regular and punctual	75%	0%	25%	0%	0%	0%	100%	0%	0%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	50%	25%	0%	25%	0%	0%	100%	0%	0%	0%	0%	0%
Teaching reading in the content areas	50%	25%	0%	25%	0%	0%	83%	17%	0%	0%	0%	0%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	50%	25%	0%	25%	0%	0%	83%	17%	0%	0%	0%	0%
TPE 5, 11												
*Building rapport/mutual respect with students	100%	0%	0%	0%	0%	0%	83%	17%	0%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	50%	25%	0%	25%	0%	0%	100%	0%	0%	0%	0%	0%

TPE 4, 5, 9, 10											
Classroom management techniques and strategies	50%	25%	25%	0%	0%	0%	50%	33%	0%	0%	0%	17%
TPE 4, 7, 8, 9 ,11											
Exhibits a positive attitude towards students, their language, and culture	75%	25%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
BLCAD Candidates only											
Use of Spanish as a medium of instruction	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%

2012 – 2013 Cooperating Teacher Final Report/Student Teaching I—Sacramento Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=0						Multiple Subject n=6					
	5	**4**	**3**	**2**	**1**	**N/O**	**5**	**4**	**3**	**2**	**1**	**N/O**
TPE 13												
Demonstrates openness to suggestions for improvement	0%	0%	0%	0%	0%	0%	83%	0%	17%	0%	0%	0%
Demonstrates self confidence	0%	0%	0%	0%	0%	0%	50%	17%	33%	0%	0%	0%
Demonstrates sound judgment	0%	0%	0%	0%	0%	0%	67%	17%	0%	0%	0%	17%
Demonstrates initiative in assuming responsibilities	0%	0%	0%	0%	0%	0%	67%	17%	17%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	0%	0%	0%	0%	0%	0%	83%	17%	0%	0%	0%	0%
Attendance is regular and punctual	0%	0%	0%	0%	0%	0%	83%	0%	17%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	0%	0%	0%	0%	0%	0%	50%	33%	17%	0%	0%	0%
Teaching reading in the content areas	0%	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%	0%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	0%	0%	0%	0%	0%	0%	83%	17%	0%	0%	0%	0%
TPE 5, 11												
*Building rapport/mutual respect with students	0%	0%	0%	0%	0%	0%	83%	17%	0%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	0%	0%	0%	0%	0%	0%	67%	17%	17%	0%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	0%	0%	0%	0%	0%	0%	50%	33%	17%	0%	0%	0%
TPE 4, 7, 8, 9 ,11												
Exhibits a positive attitude towards students, their language, and culture	0%	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%	0%
BLCAD Candidates only												

Use of Spanish as a medium of instruction	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%

2012 - 2013 Cooperating Teacher Final Report/Student Teaching I—San Francisco Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=8						Multiple Subject n=51					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	90%	10%	0%	0%	0%	0%	95%	5%	0%	0%	0%	0%
Demonstrates self confidence	45%	45%	10%	0%	0%	0%	85%	11%	4%	0%	0%	0%
Demonstrates sound judgment	70%	30%	0%	0%	0%	0%	95%	5%	0%	0%	0%	0%
Demonstrates initiative in assuming responsibilities	70%	30%	0%	0%	0%	0%	78%	14%	4%	4%	0%	0%
Demonstrates willing to implement suggestions to improve	90%	10%	0%	0%	0%	0%	82%	10%	8%	0%	0%	0%
Attendance is regular and punctual	90%	10%	0%	0%	0%	0%	92%	8%	0%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	70%	20%	10%	0%	0%	0%	80%	10%	10%	0%	0%	0%
Teaching reading in the content areas	60%	20%	0%	0%	0%	20%	50%	26%	12%	0%	0%	12%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	80%	10%	10%	0%	0%	0%	83%	17%	0%	0%	0%	0%
TPE 5, 11												
Building rapport/mutual respect with students	70%	20%	10%	0%	0%	0%	92%	8%	0%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	50%	30%	20%	0%	0%	0%	88%	10%	2%	0%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	40%	40%	20%	0%	0%	0%	50%	24%	24%	2%	0%	0%
TPE 4, 7, 8, 9 ,11												

Exhibits a positive attitude towards students, their language, and culture	80%	20%	0%	0%	0%	0%	94%	6%	0%	0%	0%	0%
BLCAD Candidates only												
Use of Spanish as a medium of instruction	90%	0%	10%	0%	0%	0%	88%	12%	0%	0%	0%	0%

2012 – 2013 Cooperating Teacher Final Report/Student Teaching I—San Jose Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=6						Multiple Subject n=8					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Demonstrates self confidence	67%	33%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Demonstrates sound judgment	83%	17%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Demonstrates initiative in assuming responsibilities	83%	17%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	83%	17%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Attendance is regular and punctual *	83%	17%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	50%	50%	0%	0%	0%	0%	88%	12%	0%	0%	0%	0%
Teaching reading in the content areas	67%	33%	0%	0%	0%	0%	75%	25%	0%	0%	0%	0%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	67%	33%	0%	0%	0%	0%	88%	12%	0%	0%	0%	0%
TPE 5, 11												
*Building rapport/mutual respect with students	83%	17%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	50%	50%	0%	0%	0%	0%	63%	37%	0%	0%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	67%	17%	17%	0%	0%	0%	88%	12%	0%	0%	0%	0%
TPE 4, 7, 8, 9 ,11												
Exhibits a positive attitude towards students, their language, and culture	83%	17%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
BLCAD Candidates only												
Use of Spanish as a medium of instruction	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%

2012 – 2013 Cooperating Teacher Final Report/Student Teaching I—Santa Rosa Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=4						Multiple Subject n=9					
	5	4	3	2	1	N/O	5	4	3	2	1	N/O
TPE 13												
Demonstrates openness to suggestions for improvement	100%	0%	0%	0%	0%	0%	89%	21%	0%	0%	0%	0%
Demonstrates self confidence	100%	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%	0%
Demonstrates sound judgment	100%	0%	0%	0%	0%	0%	78%	0%	0%	0%	0%	22%
Demonstrates initiative in assuming responsibilities	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Demonstrates willing to implement suggestions to improve	100%	0%	0%	0%	0%	0%	78%	22%	0%	0%	0%	0%
Attendance is regular and punctual *	100%	0%	0%	0%	0%	0%	78%	11%	11%	0%	0%	0%
TPE 1, 4, 6												
Techniques/strategies which promote thinking skills	100%	0%	0%	0%	0%	0%	56%	33%	0%	0%	0%	0%
Teaching reading in the content areas	0%	50%	0%	0%	0%	50%	56%	11%	11%	0%	0%	22%
TPE 1, 4, 6, 10												
Planning lessons and instructional activities	75%	25%	0%	0%	0%	0%	56%	22%	22%	0%	0%	0%
TPE 5, 11												
Building rapport/mutual respect with students	100%	0%	0%	0%	0%	0%	0%	89%	11%	0%	0%	0%
TPE 5, 8, 11												
Techniques/strategies for motivating students	75%	25%	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
TPE 4, 5, 9, 10												
Classroom management techniques and strategies	50%	50%	0%	0%	0%	0%	67%	33%	0%	0%	0%	0%
TPE 4, 7, 8, 9 ,11												
Exhibits a positive attitude towards students, their language, and culture	100%	0%	0%	0%	0%	0%	89%	11%	0%	0%	0%	0%

BLCAD Candidates only												
Use of Spanish as a medium of instruction	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	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:

2011 - 2012 Student Teaching II/III Final Reports—Pleasanton Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=7					Multiple Subject n=6				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	71%	29%	0%	0%	0%	67%	0%	0%	17%	17%
Methods to promote thinking skills (TPE 1,4,6)	71%	29%	0%	0%	0%	67%	17%	17%	0%	0%
Well prepared for each class (TPE 13)	86%	14%	0%	0%	0%	67%	17%	0%	17%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	43%	14%	0%	0%	29%	67%	33%	0%	0%	0%
Motivates student interest (TPE 5,8,11) *	57%	43%	0%	0%	0%	67%	33%	0%	0%	0%
Provides for individual differences (TPE 7,8,9)	86%	0%	0%	0%	14%	83%	17%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	43%	57%	0%	0%	0%	67%	17%	17%	0%	0%
Varies teaching method (TPE 1,4,9)	14%	86%	0%	0%	0%	83%	0%	17%	0%	0%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	71%	29%	0%	0%	0%	67%	33%	0%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	57%	29%	0%	0%	14%	67%	33%	0%	0%	0%
Building rapport/ mutual respect with students TPE 5, 11	57%	43%	0%	0%	0%	67%	33%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	71%	29%	0%	0%	0%	67%	17%	17%	0%	0%
Promotes student self-discipline (TPE 8,11)	43%	57%	0%	0%	0%	83%	17%	0%	0%	0%
Encourages positive interactions (TPE 7,8,11)	86%	14%	0%	0%	0%	83%	17%	0%	0%	0%
Personal Qualities	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O

	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Speech is clear and appropriate (TPE 13)	71%	29%	0%	0%	0%	83%	17%	0%	0%	0%
Personal appearance (TPE13)	86%	14%	0%	0%	0%	83%	17%	0%	0%	0%
Exhibits self-confidence (TPE 13)	57%	43%	0%	0%	0%	67%	33%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	71%	29%	0%	0%	0%	83%	17%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	86%	14%	0%	0%	0%	83%	17%	0%	0%	0%
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	86%	14%	0%	0%	0%	83%	17%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	86%	14%	0%	0%	0%	67%	17%	17%	0%	0%
Maintains accurate records (TPE 2,3,13)	86%	0%	0%	0%	14%	67%	17%	17%	0%	0%
Demonstrates sound judgment (TPE 13)	86%	14%	0%	0%	0%	67%	33%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	86%	14%	0%	0%	0%	83%	17%	0%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	71%	29%	0%	0%	0%	83%	17%	0%	0%	0%
Willingness to seek assistance (TPE 13)	86%	14%	0%	0%	0%	83%	17%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	86%	14%	0%	0%	0%	83%	0%	17%	0%	0%

- **Underperforming candidate repeated ST2/3**

2011 - 2012 Student Teaching II/III Final Reports—Sacramento Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=0					Multiple Subject n=3				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Methods to promote thinking skills (TPE 1,4,6)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Well prepared for each class (TPE 13)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Motivates student interest (TPE 5,8,11) *	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%

	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Provides for individual differences (TPE 7,8,9)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Varies teaching method (TPE 1,4,9)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Building rapport/ mutual respect with students TPE 5, 11	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Promotes student self-discipline (TPE 8,11)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Encourages positive interactions (TPE 7,8,11)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Personal Qualities	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Speech is clear and appropriate (TPE 13)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Personal appearance (TPE13)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Exhibits self-confidence (TPE 13)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Demonstrates sound judgment (TPE 13)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	0%	0%	0%	0%	0%	67%	33%	0%	0%	0%

Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Willingness to seek assistance (TPE 13)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%

2011 - 2012 Student Teaching II/III Final Reports—San Francisco Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=25					Multiple Subject n=47				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	40%	44%	12%	0%	0%	66%	30%	4%	0%	0%
Methods to promote thinking skills (TPE 1,4,6)	64%	28%	8%	0%	0%	74%	26%	0%	0%	0%
Well prepared for each class (TPE 13)	62%	32%	4%	0%	0%	74%	26%	0%	0%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	72%	20%	4%	4%	0%	72%	17%	2%	0%	4%
Motivates student interest (TPE 5,8,11) *	48%	36%	8%	4%	4%	85%	15%	0%	0%	0%
Provides for individual differences (TPE 7,8,9)	64%	16%	20%	0%	0%	79%	21%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	56%	28%	16%	0%	0%	79%	21%	0%	0%	0%
Varies teaching method (TPE 1,4,9)	76%	8%	16%	0%	0%	79%	19%	0%	0%	2%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	68%	16%	16%	0%	0%	87%	13%	0%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	68%	20%	12%	0%	0%	68%	32%	0%	0%	0%
Building rapport/ mutual respect with students TPE 5, 11	80%	12%	4%	4%	0%	96%	4%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	44%	44%	12%	0%	0%	72%	23%	5%	0%	0%

	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Promotes student self-discipline (TPE 8,11)	44%	44%	8%	4%	0%	64%	32%	2%	2%	0%
Encourages positive interactions (TPE 7,8,11)	84%	4%	12%	0%	0%	91%	9%	0%	0%	0%
Personal Qualities										
Speech is clear and appropriate (TPE 13)	76%	20%	4%	0%	0%	91%	8%	1%	0%	0%
Personal appearance (TPE13)	72%	20%	8%	0%	0%	94%	6%	0%	0%	0%
Exhibits self-confidence (TPE 13)	64%	32%	4%	0%	0%	84%	15%	1%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	84%	12%	4%	0%	0%	96%	4%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	72%	24%	4%	0%	0%	96%	4%	0%	0%	0%
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	76%	20%	4%	0%	0%	91%	9%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	84%	8%	8%	0%	0%	83%	17%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	84%	8%	0%	0%	8%	87%	13%	0%	0%	0%
Demonstrates sound judgment (TPE 13)	76%	24%	0%	0%	0%	89%	11%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	72%	24%	4%	0%	0%	87%	12%	1%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	68%	24%	8%	0%	0%	92%	6%	2%	0%	0%
Willingness to seek assistance (TPE 13)	68%	32%	0%	0%	0%	87%	9%	4%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	72%	24%	0%	4%	0%	87%	12%	1%	0%	0%

2011 - 2012 Student Teaching II/III Final Reports—San Jose Campus

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

	Single Subject n=2					Multiple Subject n=1				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O

	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Methods to promote thinking skills (TPE 1,4,6)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Well prepared for each class (TPE 13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	50%	50%	0%	0%	0%	100%	0%	0%	0%	0%
Motivates student interest (TPE 5,8,11) *	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Provides for individual differences (TPE 7,8,9)	50%	0%	50%	0%	0%	100%	0%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Varies teaching method (TPE 1,4,9)	50%	50%	0%	0%	0%	100%	0%	0%	0%	0%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Building rapport/ mutual respect with students (TPE 5, 11)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Promotes student self-discipline (TPE 8,11)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Encourages positive interactions (TPE 7,8,11)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Personal Qualities	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Speech is clear and appropriate (TPE 13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Personal appearance (TPE13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Exhibits self-confidence (TPE 13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O

	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%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Demonstrates sound judgment (TPE 13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	50%	50%	0%	0%	0%	100%	0%	0%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Willingness to seek assistance (TPE 13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%

2011 - 2012 Student Teaching II/III Final Reports—Santa Rosa Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=0					Multiple Subject n=11				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	0%	0%	0%	0%	0%	64%	37%	0%	0%	0%
Methods to promote thinking skills (TPE 1,4,6)	0%	0%	0%	0%	0%	55%	45%	0%	0%	0%
Well prepared for each class (TPE 13)	0%	0%	0%	0%	0%	45%	55%	0%	0%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	0%	0%	0%	0%	0%	55%	27%	9%	0%	9%
Motivates student interest (TPE 5,8,11) *	0%	0%	0%	0%	0%	73%	9%	9%	0%	0%
Provides for individual differences (TPE 7,8,9)	0%	0%	0%	0%	0%	64%	27%	9%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	0%	0%	0%	0%	0%	73%	9%	19%	0%	0%
Varies teaching method (TPE 1,4,9)	0%	0%	0%	0%	0%	64%	27%	9%	0%	0%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	0%	0%	0%	0%	0%	64%	27%	9%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	0%	0%	0%	0%	0%	55%	45%	0%	0%	0%

Building rapport/ mutual respect with students (TPE 5, 11)	0%	0%	0%	0%	0%	82%	27%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	0%	0%	0%	0%	0%	55%	36%	9%	0%	0%
Promotes student self-discipline (TPE 8,11)	0%	0%	0%	0%	0%	55%	36%	9%	0%	0%
Encourages positive interactions (TPE 7,8,11)	0%	0%	0%	0%	0%	82%	19%	0%	0%	0%
Personal Qualities										
Speech is clear and appropriate (TPE 13)	0%	0%	0%	0%	0%	82%	9%	9%	0%	0%
Personal appearance (TPE13)	0%	0%	0%	0%	0%	82%	19%	0%	0%	0%
Exhibits self-confidence (TPE 13)	0%	0%	0%	0%	0%	82%	19%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	0%	0%	0%	0%	0%	82%	9%	0%	0%	0%
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	0%	0%	0%	0%	0%	82%	9%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	0%	0%	0%	0%	0%	73%	19%	9%	0%	0%
Demonstrates sound judgment (TPE 13)	0%	0%	0%	0%	0%	82%	19%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	0%	0%	0%	0%	0%	73%	27%	0%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	0%	0%	0%	0%	0%	82%	19%	0%	0%	0%
Willingness to seek assistance (TPE 13)	0%	0%	0%	0%	0%	82%	19%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	0%	0%	0%	0%	0%	82%	19%	0%	0%	0%

2011 - 2012 Student Teaching II/III Final Reports--Branch
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=14	Multiple Subject n=21

General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	64%	36%	0%	0%	0%	67%	24%	4%	4%	0%
Methods to promote thinking skills (TPE 1,4,6)	71%	22%	7%	0%	0%	67%	29%	4%	0%	0%
Well prepared for each class (TPE 13)	71%	28%	0%	0%	0%	67%	29%	0%	4%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	56%	22%	0%	0%	22%	7%	24%	0%	0%	4%
Motivates student interest (TPE 5,8,11) *	71%	28%	0%	0%	0%	81%	19%	0%	0%	0%
Provides for individual differences (TPE 7,8,9)	64%	28%	0%	0%	7%	67%	33%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	50%	50%	0%	0%	0%	76%	14%	10%	0%	0%
Varies teaching method (TPE 1,4,9)	43%	50%	7%	0%	0%	76%	19%	4%	0%	0%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	71%	29%	0%	0%	0%	71%	29%	0%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	57%	29%	0%	0%	14%	71%	29%	0%	0%	0%
Building rapport/ mutual respect with students (TPE 5, 11)	64%	36%	0%	0%	0%	90%	10%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	71%	29%	0%	0%	0%	67%	29%	4%	0%	0%
Promotes student self-discipline (TPE 8,11)	50%	43%	7%	0%	0%	67%	33%	0%	0%	0%
Encourages positive interactions (TPE 7,8,11)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Personal Qualities	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Speech is clear and appropriate (TPE 13)	71%	29%	0%	0%	0%	86%	10%	4%	0%	0%
Personal appearance (TPE13)	79%	21%	0%	0%	0%	76%	23%	0%	0%	0%
Exhibits self-confidence (TPE 13)	64%	36%	0%	0%	0%	81%	19%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	71%	29%	0%	0%	0%	96%	4%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	79%	21%	0%	0%	0%	86%	14%	0%	0%	0%
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O

Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	79%	14%	7%	0%	0%	90%	10%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	71%	7%	14%	7%	0%	81%	19%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	71%	14%	0%	0%	14%	76%	14%	10%	0%	0%
Demonstrates sound judgment (TPE 13)	71%	21%	7%	0%	0%	86%	14%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	71%	21%	7%	0%	0%	76%	24%	0%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	79%	21%	0%	0%	0%	86%	14%	0%	0%	0%
Willingness to seek assistance (TPE 13)	79%	21%	0%	0%	0%	90%	10%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	71%	21%	7%	0%	0%	92%	4%	4%	0%	0%

2012 - 2013 Student Teaching II/III Final Reports—Pleasanton Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=4					Multiple Subject n=6				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	75%	25%	0%	0%	0%	50%	33%	0%	0%	17%
Methods to promote thinking skills (TPE 1,4,6)	75%	25%	0%	0%	0%	50%	33%	17%	0%	0%
Well prepared for each class (TPE 13)	100%	0%	0%	0%	0%	83%	17%	0%	0%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	100%	0%	0%	0%	0%	67%	17%	0%	0%	17%
Motivates student interest (TPE 5,8,11) *	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Provides for individual differences (TPE 7,8,9)	75%	25%	0%	0%	0%	33%	67%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	100%		0%	0%	0%	50%	50%	0%	0%	0%
Varies teaching method (TPE 1,4,9)	100%	0%	0%	0%	0%	67%	17%	17%	0%	0%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	75%	25%	0%	0%	0%	50%	50%	0%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	100%	0%	0%	0%	0%	33%	50%	17%	0%	0%
Building rapport/ mutual respect with students TPE 5, 11	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%

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	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	100%	0%	0%	0%	0%	33%	50%	17%	0%	0%
Promotes student self-discipline (TPE 8,11)	100%	0%	0%	0%	0%	50%	50%	0%	0%	0%
Encourages positive interactions (TPE 7,8,11)	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Personal Qualities	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Speech is clear and appropriate (TPE 13)	50%	50%	0%	0%	0%	67%	33%	0%	0%	0%
Personal appearance (TPE13)	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Exhibits self-confidence (TPE 13)	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	75%	25%	0%	0%	0%	83%	17%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Demonstrates sound judgment (TPE 13)	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	100%	0%	0%	0%	0%	50%	50%	0%	0%	0%
Willingness to seek assistance (TPE 13)	100%	0%	0%	0%	0%	67%	33%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	100%	0%	0%	0%	0%	50%	50%	0%	0%	0%

2012 - 2013 Student Teaching II/III Final Reports—Sacramento Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=0					Multiple Subject n=7				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	57%	43%	0%	0%	0%	57%	43%	0%	0%	0%
Methods to promote thinking skills (TPE 1,4,6)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Well prepared for each class (TPE 13)	71%	29%	0%	0%	0%	71%	29%	0%	0%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	71%	29%	0%	0%	0%	71%	29%	0%	0%	0%
Motivates student interest (TPE 5,8,11) *	71%	29%	0%	0%	0%	71%	29%	0%	0%	0%
Provides for individual differences (TPE 7,8,9)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	71%	29%	0%	0%	0%	71%	29%	0%	0%	0%
Varies teaching method (TPE 1,4,9)	71%	29%	0%	0%	0%	71%	29%	0%	0%	0%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Building rapport/ mutual respect with students TPE 5, 11	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	71%	29%	0%	0%	0%	71%	29%	0%	0%	0%
Promotes student self-discipline (TPE 8,11)	57%	29%	0%	0%	14%	57%	29%	0%	0%	14%
Encourages positive interactions (TPE 7,8,11)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Personal Qualities	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Speech is clear and appropriate (TPE 13)	100%	0%	0%	100%	0%	100%	0%	0%	0%	0%
Personal appearance (TPE13)	100%	0%	0%	100%	0%	100%	0%	0%	0%	0%
Exhibits self-confidence (TPE 13)	86%	14%	0%	86%	14%	86%	14%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	100%	0%	0%	100%	0%	100%	0%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	86%	14%	0%	86%	14%	86%	14%	0%	0%	0%
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O

Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Demonstrates sound judgment (TPE 13)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	86%	0%	0%	0%	14%	86%	14%	0%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Willingness to seek assistance (TPE 13)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	86%	14%	0%	0%	0%	86%	14%	0%	0%	0%

2012 - 2013 Student Teaching II/III Final Reports—San Francisco Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=9					Multiple Subject n=48				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	85%	0%	15%	0%	0%	90%	10%	0%	0%	0%
Methods to promote thinking skills (TPE 1,4,6)	80%	5%	15%	0%	0%	80%	18%	2%	0%	0%
Well prepared for each class (TPE 13)	81%	4%	15%	0%	0%	90%	8%	2%	0%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	50%	50%	0%	0%	0%	80%	8%	2%	0%	0%
Motivates student interest (TPE 5,8,11) *	50%	50%	0%	0%	0%	90%	10%	0%	0%	0%
Provides for individual differences (TPE 7,8,9)	75%	10%	15%	0%	0%	90%	10%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	70%	15%	15%	0%	0%	90%	10%	0%	0%	0%
Varies teaching method (TPE 1,4,9)	72%	13%	15%	0%	0%	90%	10%	0%	0%	0%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	69%	16%	15%	0%	0%	85%	13%	2%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	50%	0%	50%	0%	0%	90%	8%	0%	2%	0%

	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Building rapport/ mutual respect with students TPE 5, 11	100%	0%	0%	0%	0%	90%	10%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	70%	30%	0%	0%	0%	90%	10%	0%	0%	0%
Promotes student self-discipline (TPE 8,11)	70%	30%	0%	0%	0%	90%	10%	0%	0%	0%
Encourages positive interactions (TPE 7,8,11)	100%	0%	0%	0%	0%	90%	10%	0%	0%	0%
Personal Qualities	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Speech is clear and appropriate (TPE 13)	100%	0%	0%	0%	0%	90%	10%	0%	0%	0%
Personal appearance (TPE13)	100%	0%	0%	0%	0%	90%	10%	0%	0%	0%
Exhibits self-confidence (TPE 13)	84%	16%	0%	0%	0%	84%	16%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	100%	0%	0%	0%	0%	95%	5%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	100%	0%	0%	0%	0%	95%	5%	0%	0%	0%
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%	0%	0%	0%	0%	94%	0%	6%	0%	0%
Punctuality and regularity of attendance (TPE 13)	100%	0%	0%	0%	0%	94%	6%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	100%	0%	0%	0%	0%	82%	16%	0%	0%	2%
Demonstrates sound judgment (TPE 13)	100%	0%	0%	0%	0%	94%	6%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	100%	0%	0%	0%	0%	94%	0%	6%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	100%	0%	0%	0%	0%	94%	6%	0%	0%	0%
Willingness to seek assistance (TPE 13)	100%	0%	0%	0%	0%	94%	6%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	100%	0%	0%	0%	0%	88%	6%	6%	0%	0%

2012 - 2013 Student Teaching II/III Final Reports—San Jose Campus

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

	Single Subject n=7					Multiple Subject n=8				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	43%	29%	29%	0%	0%	75%	12%	0%	0%	12%
Methods to promote thinking skills (TPE 1,4,6)	43%	29%	29%	0%	0%	75%	25%	0%	0%	0%
Well prepared for each class (TPE 13)	71%	29%	0%	0%	0%	88%	12%	0%	0%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	71%	29%	0%	0%	0%	63%	25%	0%	0%	12%
Motivates student interest (TPE 5,8,11) *	43%	43%	14%	0%	0%	75%	25%	0%	0%	0%
Provides for individual differences (TPE 7,8,9)	29%	57%	14%	0%	0%	50%	50%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	43%	43%	14%	0%	0%	75%	25%	0%	0%	0%
Varies teaching method (TPE 1,4,9)	29%	57%	14%	0%	0%	75%	12%	0%	0%	12%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	43%	43%	14%	0%	0%	63%	38%	0%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	57%	43%	0%	0%	0%	63%	25%	0%	0%	12%
Building rapport/ mutual respect with students TPE 5, 11	71%	29%	0%	0%	0%	88%	12%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	29%	43%	29%	0%	0%	50%	50%	0%	0%	0%
Promotes student self-discipline (TPE 8,11)	29%	71%	0%	0%	0%	63%	38%	0%	0%	0%
Encourages positive interactions (TPE 7,8,11)	57%	43%	0%	0%	0%	75%	25%	0%	0%	0%
Personal Qualities	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Speech is clear and appropriate (TPE 13)	57%	14%	29%	0%	0%	88%	12%	0%	0%	0%
Personal appearance (TPE13)	71%	29%	0%	0%	0%	88%	12%	0%	0%	0%
Exhibits self-confidence (TPE 13)	57%	43%	0%	0%	0%	63%	38%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	57%	43%	0%	0%	0%	88%	12%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	57%	43%	0%	0%	0%	88%	12%	0%	0%	0%

Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	71%	29%	0%	0%	0%	88%	12%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	57%	43%	0%	0%	0%	88%	12%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	57%	29%	0%	0%	14%	88%	12%	0%	0%	0%
Demonstrates sound judgment (TPE 13)	57%	29%	0%	0%	14%	88%	12%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	57%	29%	0%	0%	14%	63%	38%	0%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	71%	14%	14%	0%	0%	88%	12%	0%	0%	0%
Willingness to seek assistance (TPE 13)	86	0%	14	0%	0%	88%	12%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	86%	0%	14%	0%	0%	88%	12%	0%	0%	0%

2012 - 2013 Student Teaching II/III Final Reports—Santa Rosa Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

	Single Subject n=5					Multiple Subject n=9				
General Observations	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Overall long term planning (TPE 3, 4, 9)	60%	40%	0%	0%	0%	78%	22%	0%	0%	0%
Methods to promote thinking skills (TPE 1,4,6)	80%	20%	0%	0%	0%	78%	22%	0%	0%	0%
Well prepared for each class (TPE 13)	80%	20%	0%	0%	0%	89%	11%	0%	0%	0%
Demonstrates skill in the use of technology (TPE 1,4,6)	80%	20%	0%	0%	0%	78%	22%	0%	0%	0%
Motivates student interest (TPE 5,8,11) *	80%	20%	0%	0%	0%	78%	22%	0%	0%	0%
Provides for individual differences (TPE 7,8,9)	80%	20%	0%	0%	0%	78%	22%	0%	0%	0%
Presents ideas and instruction in a clear and meaningful way (TPE 1,4,9)	80%	20%	0%	0%	0%	78%	22%	0%	0%	0%
Varies teaching method (TPE 1,4,9)	80%	20%	0%	0%	0%	78%	11%	11%	0%	0%
Demonstrates ability to teach students who are different from candidate (TPE 4,7,8,9)	100%	0%	0%	0%	0%	78%	22%	0%	0%	0%
Uses appropriate evaluation techniques (TPE 1,2,3,6,8)	80%	20%	0%	0%	0%	78%%	22%	0%	0%	0%
Building rapport/ mutual respect with students TPE 5, 11	100%	0%	0%	0%	0%	89%%	11%	0%	0%	0%
Learning Environment s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O

	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Management of learning activities (TPE 4,5,9,10)	80%	20%	0%	0%	0%	89%	11%	0%	0%	0%
Promotes student self-discipline (TPE 8,11)	60%	20%	20%	0%	0%	78%	22%	0%	0%	0%
Encourages positive interactions (TPE 7,8,11)	100%	0%	0%	0%	0%	89%	11%	0%	0%	0%
Personal Qualities	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Speech is clear and appropriate (TPE 13)	100%	0%	0%	0%	0%	89%	11%	0%	0%	0%
Personal appearance (TPE13)	100%	0%	0%	0%	0%	89%	11%	0%	0%	0%
Exhibits self-confidence (TPE 13)	100%	0%	0%	0%	0%	89%	11%	0%	0%	0%
Demonstrates qualities of kindness, compassion, understanding, and justice (TPE 5,6,11,13)	100%	0%	0%	0%	0%	89%	11%	0%	0%	0%
Acts as an appropriate role-model for students (TPE 5,13) *	100%	0%	0%	0%	0%	89%	11%	0%	0%	0%
Professionalism s	Excellent	Good	Fair	Poor	N/O	Excellent	Good	Fair	Poor	N/O
Cooperates with adults and grows professionally through collegial interaction (TPE 12,13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Punctuality and regularity of attendance (TPE 13)	80%	20%	0%	0%	0%	100%	0%	0%	0%	0%
Maintains accurate records (TPE 2,3,13)	80%	20%	0%	0%	0%	100%	0%	0%	0%	0%
Demonstrates sound judgment (TPE 13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Knowledge of and adherence to school policies (TPE 12,13)	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Shows an ability to be flexible and adaptable (TPE 4,5,7,8,13)	80%	20%	0%	0%	0%	100%	0%	0%	0%	0%
Willingness to seek assistance (TPE 13)	80%	20%	0%	0%	0%	100%	0%	0%	0%	0%
Evidence of personal growth and self assessment (TPE 12,13)	80%	20%	0%	0%	0%	100%	0%	0%	0%	0%

II.   Candidate Assessment and Program Effectiveness Information

A) To evaluate candidate competence and program effectiveness, the Teacher Education Department uses course assignments and activities, course evaluations, evaluations completed by the cooperating teacher, master teacher, and supervisor during student teaching, the California Teaching Performance Assessment (CalTPA) or the Performance Assessment for California Teachers (PACT), the Reading Instruction Competency Assessment (RICA), and exit surveys. For the purposes of the Biennial Report, we are focusing on the following four assessments:

1. Teaching Performance Assessment (CalTPA and PACT)

In Fall 2003, the School of Education at the University of San Francisco adopted the Teaching Performance Assessment model designed by Educational Testing Services and the Commission on Teacher Credentialing. This model is called the CalTPA and is comprised of four distinct tasks, each evaluated on a task-specific rubric with four levels of performance. The four tasks are entitled Subject-Specific Pedagogy, Designing Instruction, Assessing Learning, and Culminating Teaching Experience. Credential candidates at USF complete the first and second tasks during their first semester of student teaching, which is part-time; they complete the third and fourth tasks during their second semester of student teaching, which is full-time. Trained and annually calibrated assessors score all tasks. The pass rates of first time attempts at each task are shown in the first chart below. Candidates who do not pass are matched with a coach and supported in the resubmission process.

In 2010, USF and Stanford University established a partnership in the San Francisco Teacher Residency Program (SFTR), an accelerated credential program that prepares future teachers to meet the specific needs of students in our city's hard to staff 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 clusters at carefully selected "Teaching Academy" school sites in the San Francisco Unified School District, under the mentorship of "Demonstration Teachers". Stanford University, where the other state-approved Teaching Performance Assessment model was designed, requested that USF students in SFTR complete that model, known as the Performance Assessment for California Teachers (PACT). This model asks candidates to complete one Teaching Event, comprised of several connected tasks: Context for Learning, Planning for Instruction and Assessment, Instructing Students and Supporting Learning, Assessing Student Learning, and Reflection on Teaching and Learning. An academic language component is woven throughout the tasks. The Teaching Event is submitted in the spring of the academic year. Like the CalTPA, it is scored on a detailed rubric.

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

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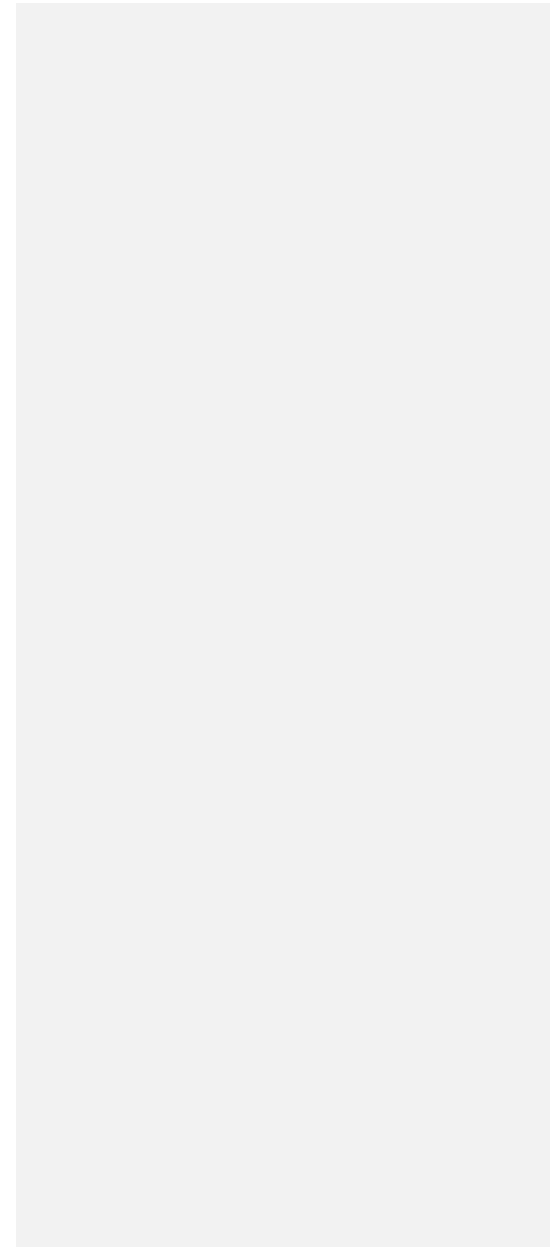
PACT Item	Timeline for Submission
1. Content Area Task: History-Social Science (Multiple Subject candidates) 2. Content Area Task: Science (Multiple Subject candidates)	Student Teaching I (full-time)
3. Content Area Task: Math (Multiple Subject candidates) 4. Teaching Event (all candidates)	Student Teaching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

CalTPA Passing Standard

Trained and recalibrated assessors score each of the CalTPA tasks on a scale of 1 to 4. Candidates are asked to revise and resubmit tasks on which they receive a score of fewer than 3. The passing score for the entire CalTPA assessment is 12. The one exception to this rule is in cases of a candidate having received a score of 4 on one of the first three tasks and a 2 on the last task (Assessing Learning). If the candidate totals 12 points, he or she is not required to resubmit the last task.

PACT Passing Standard

The passing standard for the Teaching Event is passing all six rubric categories. These are Planning, Instruction, Assessment, Feedback, Reflection, and Academic Language. To pass a category, the candidate must obtain 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. In addition, per the PACT Passing Standard, a candidate may not have more than two scores of 1 across the entire Event.

The passing standard for the Content Area Tasks is modeled after that of the PACT: candidates must obtain at least half passing scores on the rubrics for the CAT. For example, in a CAT with two rubrics, the candidate must pass both rubrics with scores of at least 2. In a CAT with three rubrics, the candidate must pass at least two rubrics with scores of at least 2.

Pass rates for first submissions are indicated below. The first chart indicates pass rates for the candidates at USF in the San Francisco Teacher Residency program completing PACT. This program is at the San Francisco campus only. Please note that the other charts indicating pass rates for CalTPA are newly separated by campus, task, and semester, for greater specificity in reporting and program review.

For all programs, the pass rates for candidates participating in USF's blended five year bachelor's and credential program (called the Dual Degree Program in Teacher Preparation) are included in the first row of data, then shown separately in the second row labeled "Dual Degree First Time Pass".

Performance Assessment for California Teachers: San Francisco Campus Only

2011-2012	Content Area Task 1: History Instruction	Content Area Task 2: Science Instruction	Content Area Task 3: Math Assessment	Subject-Specific Teaching Event
First time pass, all submissions	9/9 100.00%	8/8 100.00%	9/9 100.00%	16/17 94.12%
Dual Degree first time pass	3/3 100.00%	3/3 100.00%	3/3 100.00%	3/3 100.00%
		1/1 Science Planning CAT		

2012-2013	Content Area Task 1: History Instruction	Content Area Task 2: Science Planning	Content Area Task 3: Math Assessment	Subject-Specific Teaching Event
First time pass, all submissions	10/10 100.00%	10/10 100.00%	10/10 100.00%	16/16 100.00%
Dual Degree first time pass	3/3 100.00%	3/3 100.00%	3/3 100.00%	3/3 100.00%

California Teaching Performance Assessment: San Francisco Campus

2011-2012 (summer, fall, spring)	SSP	DI	AL	CTE
First time pass, all submissions	79/84 94.05%	75/81 92.60%	96/98 97.96%	97/100 97.00%
Dual Degree first time pass	14/15 93.33%	14/15 93.33%	12/12 100.00%	12/13 92.31%

2012-2013 (summer, fall, spring)	SSP	DI	AL	CTE
First time pass, all submissions	88/95 92.63%	78/85 91.76%	78/82 95.12%	83/85 97.65%
Dual Degree first time pass	29/30 96.67%	28/30 93.33%	24/27 88.89%	27/27 100.00%

California Teaching Performance Assessment: Pleasanton Campus

2011-2012 (fall, spring)	SSP	DI	AL	CTE
First time pass, all submissions	15/15 100.00%	15/15 100.00%	12/13 92.31%	13/13 100.00%
Dual Degree first time pass	N/A	N/A	N/A	N/A

2012-2013 (fall, spring)	SSP	DI	AL	CTE
First time pass, all submissions	10/13 76.92%	12/13 92.31%	10/10 100.00%	11/11 100.00%
Dual Degree first time pass	2/2 100.00%	2/2 100.00%	1/1 100.00%	2/2 100.00%

California Teaching Performance Assessment: Sacramento Campus

2011-2012 (fall, spring)	SSP	DI	AL	CTE
First time pass, all submissions	6/6 100.00%	3/6 50.00%	5/5 100.00%	5/5 100.00%
Dual Degree first time pass	N/A	N/A	N/A	N/A

2012-2013 (fall)	SSP	DI	AL	CTE
First time pass, all submissions	0/1 0.00%	1/1 100.00%	2/2 100.00%	2/2 100.00%
Dual Degree first time pass	N/A	N/A	N/A	N/A

California Teaching Performance Assessment: San Jose Campus

2011-2012 (summer, fall)	SSP	DI	AL	CTE

First time pass, all submissions	12/13 92.31%	11/12 91.67%	9/9 100.00%	8/9 88.89%
Dual Degree first time pass	N/A	N/A	N/A	N/A

2012-2013 (summer, fall, spring)	**SSP**	**DI**	**AL**	**CTE**
First time pass, all submissions	16/17 94.12%	15/17 88.24%	15/17 88.24%	17/17 100.00%
Dual Degree first time pass	3/3 100.00%	3/3 100.00%	3/3 100.00%	3/3 100.00%

California Teaching Performance Assessment: Santa Rosa Campus

2011-2013 (fall, spring)	**SSP**	**DI**	**AL**	**CTE**
First time pass, all submissions	14/14 100.00%	13/13 100.00%	11/13 84.62%	10/12 83.33%
Dual Degree first time pass	N/A	N/A	N/A	N/A

2012-2013 (summer, fall, spring)	SSP	DI	AL	CTE
First time pass, all submissions	14/15 93.33%	16/16 100.00%	15/15 100.00%	15/17 88.24%
Dual Degree first time pass	N/A	N/A	N/A	N/A

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

CalTPA

In the years represented in this report, the University of San Francisco has maintained a core group of 17-21 assessors (17 in 2011-2012 and 21 in 2012-2013). The assessors who score the CalTPA tasks are career educators having served diverse roles in the field, including master teachers, district administrators, school administrators, instructional coaches, teachers on special assignment, teacher educators in higher education, higher education administrators, student teacher supervisors, curriculum designers, and guidance counselors.

All assessors have attended the initial training for CalTPA scoring, called Foundations/Orientation, delivered at USF using the CTC's protocols and materials. 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.

2011-2012 Academic Year: CalTPA Assessors who successfully recalibrated and subsequently scored each task				
	SSP	DI	AL	CTE
Scored	14	16	15	17

2012-2013 Academic Year: CalTPA Assessors who successfully recalibrated and subsequently scored each task				
	SSP	DI	AL	CTE
Scored	15	17	18	20

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 guided in a review of key tasks, official benchmarks, exemplary Records of Evidence, or particular rubrics. Assessors' inter-rater reliability is reported below:

2011-2012 Academic Year: CalTPA Assessor Agreement				
	SSP	DI	AL	CTE
M11				
Group	98.15%	91.80%	N/A	N/A
F11				
Group	92.23%	90.57%	96.90%	90.20%
S12				
Group	92.00%	94.38%	93.43%	95.38%

2012-2013 Academic Year: CalTPA Assessor Agreement				
	SSP	DI	AL	CTE
M12				
Group	90.38%	98.04%	100.00%	N/A
F12				
Group	93.75%	92.54%	91.53%	95.83%
S13				
Group	97.03%	94.27%	96.12%	94.44%

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

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

PACT

USF held a training by an approved trainer of scorers on the Elementary Literacy Teaching Event in the first academic year of PACT implementation, 2010-2011. Since then, calibration of scorers has been held annually, using PACT Central protocols and materials in the February/March window each spring. This cadre of six scorers who successfully completed initial training and annual calibration score the Content Area Tasks and the Teaching Events in Elementary Literacy at USF. For the Secondary Math, Science, and History-Social Science Teaching Events, USF recruits existing scorers who were trained at PACT Central or at an approved institutional training of scorers, such as San Francisco State University, or recruits new scorers and arranges for their initial training and calibration through a neighboring institution.

USF's scorers for PACT serve diverse roles in education and bring years of experience and multiple perspectives on effective teaching. All six are or have been classroom teachers. Three are also teacher educators in higher education, two are higher education administrators, and two are retired school administrators.

2011-2012 Academic Year: PACT Scorers who successfully calibrated and subsequently scored				
	CAT History-Social Science	**CAT Science**	**CAT Math**	**Elementary Literacy Teaching Event**
Scored	2	3	3	6

2012-2013 Academic Year: PACT Scorers who successfully recalibrated and subsequently scored each task				
	CAT History-Social Science	**CAT Science**	**CAT Math**	**Elementary Literacy Teaching Event**
Scored	6	6	3	6

2011-2012 Academic Year: PACT Scorer Agreement				
Among multiple evaluations, percentage of scorers agreeing with final pass/no pass decision:				
	CAT History-Social Science	**CAT Science**	**CAT Math**	**Teaching Event**
Scored	100.00%	100.00%	80.00%	93.33%

2012-2013 Academic Year: PACT Scorer Agreement				
Among multiple evaluations, percentage of scorers agreeing with final pass/no pass decision:				
	CAT History-Social Science	**CAT Science**	**CAT Math**	**Teaching Event**
Scored	100.00%	95.24%	93.33%	88.89%

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. In the years reflected in this report, this type of work has been needed for scorers new to the PACT system; ongoing models and reinforcement about how to connect evidence, interpretation language, and precise rubric language have been provided. In addition, as scorers have been trained on the Content Area Tasks, the institution is able to complete multiple scoring in greater volume than the required 15% and gather more meaningful data on inter-rater reliability in the Content Area Tasks.

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:

Overall USF RICA Passing

Exam	Year	Overall # Takers	Overall # Passed	Pass %	Attempt #2	Attempt #3+
RICA-W	2012/2013	128	102	80%	9	9
RICA-W	2011/2012	82	69	84%	7	0

Pleasanton Campus

Exam	Year	Overall # Takers	Overall # Passed	Pass %	Attempt #2	Attempt #3+
RICA-W	2012/2013	13	7	54%	3	1
RICA-W	2011/2012	5	4	80%	0	0

Sacramento Campus

Exam	Year	Overall # Takers	Overall # Passed	Pass %	Attempt #2	Attempt #3+
RICA-W	2012/2013	2	2	100%	1	0
RICA-W	2011/2012	4	3	75%	0	0

San Francisco Campus Teacher Education

Exam	Year	Overall # Takers	Overall # Passed	Pass %	Attempt #2	Attempt #3+
RICA-W	2012/2013	75	66	88%	5	0
RICA-W	2011/2012	48	45	94%	2	0

San Jose Campus

Exam	Year	Overall # Takers	Overall # Passed	Pass %	Attempt #2	Attempt #3+
RICA-W	2012/2013	13	8	62%	2	2
RICA-W	2011/2012	8	5	63%	3	0

Santa Rosa Campus

Exam	Year	Overall # Takers	Overall # Passed	Pass %	Attempt #2	Attempt #3+
RICA-W	2012/2013	16	11	69%	0	3
RICA-W	2011/2012	11	6	55%	0	0

Special Education (San Francisco Campus only)

Exam	Year	Overall # Takers	Overall # Passed	Pass %	Attempt #2	Attempt #3+

RICA-W	2012/2013	8	8	100%	0	1
RICA-W	2011/2012	5	5	100%	0	0

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 who completed 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.

Spring 2012 Exit Survey --Pleasanton Campus

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

	Multiple Subjects n=4				Single Subjects n=5			
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	100%	0%	0%	0%	40%	60%	0%	0%
from different socio-economic backgrounds *	75%	25%	0%	0%	20%	80%	0%	0%
from diverse racial/ethnic/cultural backgrounds	75%	25%	0%	0%	40%	60%	0%	0%
in an urban school system	100%	0%	0%	0%	20%	80%	0%	0%
with different linguistic backgrounds	100%	0%	0%	0%	20%	80%	0%	0%
with different sexual orientations	75%	25%	0%	0%	20%	60%	20%	0%
with special needs	100%	0%	0%	0%	20%	60%	20%	0%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives *	50%	50%	0%	0%	20%	60%	0%	0%

	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
social and political roles of schools in American society	75%	25%	0%	0%	20%	60%	0%	0%
legal and ethical responsibilities of teachers	75%	25%	0%	0%	20%	50%	0%	0%

	Multiple Subjects n=4				Single Subjects n=5			
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.	100%	0%	0%	0%	20%	60%	20%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	75%	25%	0%	0%	0%	100%	0%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	100%	0%	0%	0%	20%	80%	0%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	75%	25%	0%	0%	20%	80%	0%	0%
	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	0%	50%	25%	0%	40%	40%	20%	0%
	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?	75%	0%	0%	0%	40%	60%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	50%	25%	0%	0%	20%	60%	20%	0%

Spring 2012 Exit Survey (Bilingual Authorization) -- Pleasanton

NOTE: No Candidates Enrolled – We did not start a cohort at this site with a Spring 2012 completion date.

Spring 2012 Exit Survey (Bilingual Authorization) -- Sacramento Campus
NOTE: No Candidates Enrolled – We did not start a cohort at this site with a Spring 2012 completion date.

2011-2012 Exit Survey -- San Francisco Campus

	Multiple Subjects n=63				Single Subjects n=35			
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	31%	48%	19%	2%	23%	51%	20%	6%
from different socio-economic backgrounds *	32%	43%	17%	8%	40%	46%	14%	0%
from diverse racial/ethnic/cultural backgrounds	40%	36%	16%	8%	40%	49%	11%	0%
in an urban school system	38%	38%	14%	10%	40%	54%	6%	0%
with different linguistic backgrounds	41%	41%	16%	2%	34%	49%	11%	0%
with different sexual orientations	33%	27%	24%	16%	31%	43%	14%	11%
with special needs	38%	32%	22%	8%	23%	40%	26%	11%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives	41%	55%	2%	2%	54%	40%	6%	0%
social and political roles of schools in American society	38%	46%	14%	2%	57%	37%	6%	0%
legal and ethical responsibilities of teachers	46%	37%	15%	2%	51%	35%	10%	4%
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.	38%	49%	11%	2%	38%	48%	14%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	37%	46%	13%	4%	43%	40%	11%	6%
develop an understanding of reading and language development to advance literacy and writing in all students.	56%	38%	8%	0%	34%	46%	20%	0%

use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	48%	36%	16%	0%	35%	45%	10%	10%
	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 *	49%	32%	16%	0%	35%	45%	17%	0%
	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? *	63%	37%	0%	0%	50%	49%	1%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	51%	32%	15%	2%	50%	38%	11%	1%

Exit Survey 2011-2012 Bilingual Authorization San Francisco Campus
Five point scale: Five (5 - Highest) to One (1 - Lowest) or Not Observed (N/O)

Rate how well your teacher education program prepared you to teach students:	**Multiple Subjects n=8**				**Single Subjects n=1**			
	Excellent	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
with different ability levels in the same class	13%	75%	13%	0%	0%	0%	100%	0%
from different socio-economic backgrounds *	13%	75%	13%	0%	0%	100%	0%	0%
from diverse racial/ethnic/cultural backgrounds	38%	50%	13%	0%	100%	0%	0%	0%
in an urban school system	38%	50%	13%	0%	100%	0%	0%	0%
with different linguistic backgrounds	38%	63%	0%	0%	100%	0%	0%	0%
with different sexual orientations	38%	25%	25%	13%	0%	0%	100%	0%
with special needs	25%	50%	13%	13%	0%	0%	100%	0%
Your knowledge and understanding of:								
multi-cultural issues and perspectives	38%	63%	0%	0%	100%	0%	0%	0%
social and political roles of schools in American society	38%	63%	0%	0%	100%	0%	0%	0%
legal and ethical responsibilities of teachers	38%	50%	13%	0%	0%	0%	100%	0%

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.	13%	75%	13%	0%	100%	0%	0%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	0%	88%	0%	13%	0%	0%	100%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	25%	75%	0%	0%	0%	0%	100%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	25%	63%	13%	0%	100%	0%	0%	0%
	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 *	50%	50%	0%	0%	100%	0%	0%	0%
	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? *	63%	38%	0%	0%	0%	100%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	38%	63%	0%	0%	0%	100%	0%	0%

Spring 2012 Exit Survey – San Jose Campus

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

Rate how well your teacher education program prepared you to teach students:	Multiple Subjects n=3				Single Subjects n=4			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
with different ability levels in the same class	0%	67%	33%	0%	0%	50%	25%	0%
from different socio-economic backgrounds *	0%	33%	67%	0%	0%	50%	25%	0%
from diverse racial/ethnic/cultural backgrounds	0%	33%	67%	0%	25%	50%	0%	0%

	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
in an urban school system	0%	0%	67%	33%	0%	75%	0%	0%
with different linguistic backgrounds	0%	100%	0%	0%	0%	75%	0%	0%
with different sexual orientations	0%	67%	0%	33%	0%	25%	50%	0%
with special needs	0%	33%	67%	0%	0%	25%	50%	0%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives *	67%	0%	33%	0%	0%	75%	0%	0%
social and political roles of schools in American society	33%	67%	0%	0%	50%	25%	0%	0%
legal and ethical responsibilities of teachers	67%	33%	0%	0%	25%	25%	25%	0%

	Multiple Subjects n=3				Single Subjects n=4			
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.	0%	33%	67%	0%	25%	25%	25%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	0%	67%	33%	0%	0%	50%	25%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	33%	33%	33%	0%	25%	50%	0%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	33%	0%	67%	0%	0%	50%	25%	0%
	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	0%	67%	0%	0%	0%	25%	50%	0%
	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?	33%	33%	0%	0%	25%	50%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	0%	33%	33%	0%	0%	50%	25%	0%

Spring 2012 Exit Survey (Bilingual Authorization) -- San Jose Campus

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

	Multiple Subjects n=0				Single Subjects n=1			
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	0%	0%	0%	0%	100%	0%	0%	0%
from different socio-economic backgrounds *	0%	0%	0%	0%	100%	0%	0%	0%
from diverse racial/ethnic/cultural backgrounds	0%	0%	0%	0%	100%	0%	0%	0%
in an urban school system	0%	0%	0%	0%	100%	0%	0%	0%
with different linguistic backgrounds	0%	0%	0%	0%	100%	0%	0%	0%
with different sexual orientations	0%	0%	0%	0%	100%	0%	0%	0%
with special needs	0%	0%	0%	0%	100%	0%	0%	0%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives *	0%	0%	0%	0%	100%	0%	0%	0%
social and political roles of schools in American society	0%	0%	0%	0%	100%	0%	0%	0%
legal and ethical responsibilities of teachers	0%	0%	0%	0%	100%	0%	0%	0%

My teacher education program prepared me to:	Multiple Subjects n=0				Single Subjects n=1			
	Excellent	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
utilize an in-depth knowledge base in the subject area of my certification.	0%	0%	0%	0%	100%	0%	0%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	0%	0%	0%	0%	0%	100%	0%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	0%	0%	0%	0%	0%	100%	0%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	0%	0%	0%	0%	0%	100%	0%	0%
	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	0%	0%	0%	0%	100%	0%	0%	0%
	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?	0%	0%	0%	0%	100%	0%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	0%	0%	0%	0%	100%	0%	0%	0%

Spring 2012 Exit Survey -- Santa Rosa Campus

*Exit survey data for Single Subject Spring 2012 Santa Rosa Campus was in hard copy form and subsequently misplaced during office moves. Please review the Branch campus aggregated data.

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

	Multiple Subjects n=3				Single Subjects n=0			
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%	0%	0%	0%	0%	0%	0%	0%
from different socio-economic backgrounds *	33%	33%	0%	0%	0%	0%	0%	0%
from diverse racial/ethnic/cultural backgrounds	33%	33%	0%	0%	0%	0%	0%	0%
in an urban school system		67%	0%	0%	0%	0%	0%	0%
with different linguistic backgrounds	33%	33%	0%	0%	0%	0%	0%	0%
with different sexual orientations	33%	33%	0%	0%	0%	0%	0%	0%
with special needs	67%	0%	0%	0%	0%	0%	0%	0%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives *	0%	67%	0%	0%	0%	0%	0%	0%
social and political roles of schools in American society	0%	67%	0%	0%	0%	0%	0%	0%
legal and ethical responsibilities of teachers	0%	67%	0%	0%	0%	0%	0%	0%

	Multiple Subjects n=3				Single Subjects n=0			
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.	33%	33%	0%	0%	0%	0%	0%	0%

	Probably yes	Probably no	Definitely no	Definitely yes	Probably yes	Probably no	Definitely no	
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	33%	33%	0%	0%	0%	0%	0%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	33%	33%	0%	0%	0%	0%	0%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	33%	33%	0%	0%	0%	0%	0%	0%

	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	0%	0%	0%	0%	0%	0%	0%	0%

	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?	33%	33%	0%	0%	0%	0%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	33%	33%	0%	0%	0%	0%	0%	0%

Spring 2012 Exit Survey (Bilingual Authorization) – Santa Rosa Campus
NOTE: There were no candidates enrolled in the Bilingual Authorization in the cohort completing the program in Spring 2012

2012-2013 Exit Survey -- Pleasanton Campus

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

Rate how well your teacher education program prepared you to teach students:	Multiple Subjects n=2				Single Subjects n=2			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
with different ability levels in the same class	0%	100%	0%	0%	50%	50%	0%	0%
from different socio-economic backgrounds *	0%	100%	0%	0%	50%	50%	0%	0%
from diverse racial/ethnic/cultural backgrounds	0%	100%	0%	0%	0%	50%	50%	0%

	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
in an urban school system	0%	100%	0%	0%	50%	50%	0%	0%
with different linguistic backgrounds	0%	100%	0%	0%	50%	50%	0%	0%
with different sexual orientations	0%	100%	0%	0%	50%	50%	0%	0%
with special needs	0%	100%	0%	0%	50%	50%	0%	0%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives *	0%	50%	0%	0%	50%	50%	0%	0%
social and political roles of schools in American society	0%	50%	0%	0%	50%	50%	0%	0%
legal and ethical responsibilities of teachers	0%	50%	0%	0%	50%	50%	0%	0%

65

My teacher education program prepared me to:	Multiple Subjects n=2				Single Subjects n=2			
	Excellent	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
utilize an in-depth knowledge base in the subject area of my certification.	50%	50%	0%	0%	50%	0%	50%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	50%	50%	0%	0%	50%	0%	50%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	50%	50%	0%	0%	50%	50%	0%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	50%	50%	0%	0%	50%	50%	0%	0%
	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	0%	0%	0%	0%	50%	50%	0%	0%
	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?	0%	0%	0%	0%	50%	50%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	0%	0%	0%	0%	50%	50%	0%	0%

*Multiple Subjects candidates stopped the survey after the open ended questions most likely thinking they were finished with the survey and did not answer the last three questions.

2012-2013 Exit Survey (Bilingual Authorization) – Pleasanton
NOTE: There were no candidates enrolled in the Bilingual Authorization in the cohort completing this program in Spring 2012

2012-2013 Exit Survey -- Sacramento Campus
NOTE: Exit survey data for Sacramento Campus was in hard copy form and subsequently misplaced during office moves.
Thus we have no data to report for this cohort.

2012-2013 Exit Survey (Bilingual Authorization) -- Sacramento Campus
NOTE: There were no candidates enrolled in the Bilingual Authorization in the cohort completing this program in Spring 2012

2012-2013 Exit Survey – San Francisco Campus

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

Rate how well your teacher education program prepared you to teach students:	Multiple Subjects n=54				Single Subjects n=23			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
with different ability levels in the same class	22%	61%	9%	4%	26%	35%	26%	9%
from different socio-economic backgrounds *	26%	57%	11%	2%	30%	43%	4%	4%
from diverse racial/ethnic/cultural backgrounds	26%	65%	4%	2%	30%	43%	17%	0%
in an urban school system	33%	46%	15%	2%	30%	52%	4%	4%
with different linguistic backgrounds	31%	50%	13%	2%	30%	39%	17%	4%
with different sexual orientations	35%	41%	17%	22%	17%	35%	17%	22%
with special needs	22%	50%	19%	6%	22%	35%	30%	4%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives *	35%	50%	11%	0%	35%	48%	9%	0%
social and political roles of schools in American society	28%	59%	7%	2%	35%	48%	9%	0%
legal and ethical responsibilities of teachers	33%	50%	13%	0%	30%	48%	13%	0%

	Multiple Subjects n=54				Single Subjects n=23			
My teacher education program prepared me to:	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor

	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
utilize an in-depth knowledge base in the subject area of my certification.	33%	57%	6%	0%	35%	52%	0%	4%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	24%	65%	6%	2%	39%	39%	9%	4%
develop an understanding of reading and language development to advance literacy and writing in all students.	31%	61%	2%	2%	30%	52%	9%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	28%	59%	2%	2%	39%	39%	13%	0%
	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	57%	26%	9%	2%	39%	48%	4%	0%
	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?	7%	17%	2%	0%	26%	65%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	2%	19%	6%	0%	39%	52%	0%	0%

2012 – 2013 Exit Survey (Bilingual Authorization) -- San Francisco Campus

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

	Multiple Subjects n=9				Single Subjects n=2			
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	22%	22%	22%	33%	0%	100%	0%	0%
from different socio-economic backgrounds *	22%	33%	22%	22%	50%	50%	0%	0%
from diverse racial/ethnic/cultural backgrounds	33%	22%	44%	0%	50%	50%	0%	0%
in an urban school system	33%	22%	33%	11%	50%	50%	0%	0%

	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
with different linguistic backgrounds	22%	56%	22%	0%	50%	50%	0%	0%
with different sexual orientations	33%	33%	22%	11%	50%	50%	0%	0%
with special needs	22%	33%	44%	0%	50%	50%	0%	0%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives *	22%	56%	17%	0%	50%	50%	0%	0%
social and political roles of schools in American society	44%	33%	17%	0%	50%	50%	0%	0%
legal and ethical responsibilities of teachers	44%	22%	17%	17%	50%	50%	0%	0%

My teacher education program prepared me to:	Multiple Subjects n=9				Single Subjects n=2			
	Excellent	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
utilize an in-depth knowledge base in the subject area of my certification.	22%	44%	22%	0%	50%	50%	0%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	33%	22%	33%	0%	50%	50%	0%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	22%	17%	33%	22%	50%	50%	0%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	22%	22%	33%	17%	50%	50%	0%	0%
	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	44%	33%	33%	33%	50%	50%	0%	0%
	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?	33%	22%	17%	17%	50%	50%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	33%	17%	22%	17%	50%	50%	0%	0%

2012-2013 Exit Survey -- San Jose Campus

*Exit survey data for Single Subject Spring 2013 San Jose Campus was in hard copy form and subsequently misplaced during office moves.

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

Rate how well your teacher education program prepared you to teach students:	Multiple Subjects n=6				Single Subjects n=5			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
with different ability levels in the same class	50%	17%	0%	0%	0%	0%	0%	0%
from different socio-economic backgrounds *	50%	17%	0%	0%	0%	0%	0%	0%
from diverse racial/ethnic/cultural backgrounds	50%	17%	0%	0%	0%	0%	0%	0%
in an urban school system	50%	17%	0%	0%	0%	0%	0%	0%
with different linguistic backgrounds	50%	17%	0%	0%	0%	0%	0%	0%
with different sexual orientations	50%	17%	0%	0%	0%	0%	0%	0%
with special needs	50%	17%	0%	0%	0%	0%	0%	0%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives *	67%		0%	0%	0%	0%	0%	0%
social and political roles of schools in American society	50%	17%	0%	0%	0%	0%	0%	0%
legal and ethical responsibilities of teachers	50%	17%	0%	0%	0%	0%	0%	0%

My teacher education program prepared me to:	Multiple Subjects n=6				Single Subjects n=0			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
utilize an in-depth knowledge base in the subject area of my certification.	67%	0%	0%	0%	0%	0%	0%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	67%	0%	0%	0%	0%	0%	0%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	67%	0%	0%	0%	0%	0%	0%	0%

	Definitely yes	Probably yes	Probably no	Definitely no	Definitely yes	Probably yes	Probably no	Definitely no
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	50%	17%	0%	0%	0%	0%	0%	0%
Looking back, would you still enroll in this teacher education program	17%	22%	0%	0%	0%	0%	0%	0%
	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?	33%	0%	0%	0%	0%	0%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	22%	17%	0%	0%	0%	0%	0%	0%

2012-2013 Exit Survey (Bilingual Authorization) -- San Jose Campus
(No Single Subject Candidates Enrolled)

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

Rate how well your teacher education program prepared you to teach students:	Multiple Subjects n=1				Single Subjects n=0			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
with different ability levels in the same class	0%	0%	100%	0%	0%	0%	0%	0%
from different socio-economic backgrounds *	0%	100%	0%	0%	0%	0%	0%	0%
from diverse racial/ethnic/cultural backgrounds	0%	0%	100%	0%	0%	0%	0%	0%
in an urban school system	0%	0%	100%	0%	0%	0%	0%	0%
with different linguistic backgrounds	0%	0%	100%	0%	0%	0%	0%	0%
with different sexual orientations	0%	0%	0%	100%	0%	0%	0%	0%
with special needs	0%	0%	100%	0%	0%	0%	0%	0%
Your knowledge and understanding of:	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
multi-cultural issues and perspectives *	100%	0%	0%	0%	0%	0%	0%	0%
social and political roles of schools in American society	0%	100%	0%	0%	0%	0%	0%	0%
legal and ethical responsibilities of teachers	0%	100%	0%	0%	0%	0%	0%	0%

	Multiple Subjects n=1				Single Subjects n=0			
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.	0%	100%	0%	0%	0%	0%	0%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	0%	100%	0%	0%	0%	0%	0%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	0%	0%	100%	0%	0%	0%	0%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	0%	100%	0%	0%	0%	0%	0%	0%
	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	0%	100%	0%	0%	0%	0%	0%	0%
	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?	0%	100%	0%	0%	0%	0%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	0%	100%	0%	0%	0%	0%	0%	0%

2012-2013 Exit Survey -- Santa Rosa Campus

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

	Multiple Subjects n=6				Single Subjects n=2			
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	33%	67%	0%	0%	0%	100%	0%	0%
from different socio-economic backgrounds *	33%	50%	17%	0%	0%	100%	0%	0%
from diverse racial/ethnic/cultural backgrounds	33%	50%	17%	0%	0%	100%	0%	0%
in an urban school system	0%	50%	33%	17%	0%	100%	0%	0%
with different linguistic backgrounds	17%	67%	17%	0%	0%	100%	0%	0%
with different sexual orientations	0%	50%	33%	17%	0%	100%	0%	0%
with special needs	17%	83%	0%	0%	0%	100%	0%	0%
Your knowledge and understanding of:	**Excellent**	**Good**	**Fair**	**Poor**	**Excellent**	**Good**	**Fair**	**Poor**
multi-cultural issues and perspectives *	0%	100%	0%	0%	0%	100%	0%	0%
social and political roles of schools in American society	0%	100%	0%	0%	0%	100%	0%	0%
legal and ethical responsibilities of teachers	22%	50%	17%	0%	0%	100%	0%	0%

	Multiple Subjects n=6				Single Subjects n=2			
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.	33%	67%	0%	0%	50%	50%	0%	0%
understand the concepts, principles, and reasoning methods of the subject areas I will teach (e.g. math, science, history, English, etc.).	33%	67%	0%	0%	50%	50%	0%	0%
develop an understanding of reading and language development to advance literacy and writing in all students.	83%	17%	0%	0%	0%	100%	0%	0%
use knowledge of writing processes to provide instruction and opportunities for writing across all content areas.	67%	33%	0%	0%	0%	100%	0%	0%
	Definitely yes	**Probably yes**	**Probably no**	**Definitely no**	**Definitely yes**	**Probably yes**	**Probably no**	**Definitely no**

	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Looking back, would you still enroll in this teacher education program	83%	17%	0%	0%	50%	50%	0%	0%
	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?	67%	17%	0%	0%	0%	0%	0%	0%
In your opinion, rate how well your Teacher Education Program at USF prepared you to teach	50%	33%	0%	0%	0%	0%	0%	0%

2012-2013 Exit Survey (Bilingual Authorization) -- Santa Rosa Campus
NOTE: There were no candidates enrolled in the Bilingual Authorization in this cohort.

A. **Analysis of Candidate Assessment Data**

Analysis of All Candidate Assessment Data
Candidate Competence

   1. Teaching Performance Assessment
   - Overall, first time pass rates are higher than in previous years; number of students requiring remediation has declined on the whole.
   - PACT and Content Area Tasks continue to have higher pass rates than CalTPA.
   - Candidates at Pleasanton, Sacramento, San Jose and Santa Rosa campuses achieve consistently lower rates of passage on all tasks in comparison to the San Francisco candidates.
   - Dual Degree candidate pass rates at all campus locations are consistent with the main group with the exception of 2012-2013 AL.

   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 (mostly 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, as well as TPE 5, 8, and 11, motivating student interest.
   - 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 (single-subject) and exhibiting self-confidence (multiple-subject).
- Candidates showed improvement in evaluations from cooperating teachers (ST I) to master teachers (ST II/III).
- Evaluation scores candidates received from their master teachers were consistently low in the area of technology.
- Competencies under the Professionalism category indicate variances between the single and multiple subject candidates.

Single Subject Candidates
- Single Subject candidates were generally rated high overall (excellent/good) by cooperating and master teachers; however in 2011-2012 and 2012-2013 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 2011-2012 to 2012-2013 across both Student Teaching I and Student Teaching II/III.
- Areas for growth identified by cooperating teachers (ST I) were the demonstration of self-confidence, teaching reading in the content areas, 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

4. Candidate and Graduate Surveys
Candidate Exit Interviews
- In their exit surveys Multiple and Single Subject candidates rated the program equally, the majority either excellent or good.
- In 2011-2012, both Multiple and Single Subject candidates felt well-prepared by the program to teach, with more than 80% indicating that they felt good or excellent about their ability to make a significant difference in the learning of their students. In 2012-2013, 91% of Multiple Subject candidates rated this item as excellent or good..

- Multiple and Single Subject candidates in the Pleasanton, Sacramento, San Jose and Santa Rosa programs consistently rated the program good-excellent.
- While a majority of Single Subject candidates on San Francisco campus rated their preparation to teach in their subject area good to excellent, there was a significant number (14%) in 2011-2012 indicating it was only "fair." In 2012-2013, 87% rated it as excellent or good.
- 88% of Single Subject candidates on San Francisco campus rated their overall preparation to teach as either "excellent" or "good" compared with 73% (2011-2012)/91% (2012-2013) for Multiple Subject candidates.
- Many candidates, both multiple and single subject, did not feel prepared to teach students with different sexual orientations or special needs. A full 40% of multiple subject candidates in 2011-2012 (and 38% in 2012-2013) rated this item as fair or poor; single subject candidates rated it 37% fair/poor in 2011-2012 and 39% in 2012-2013.

Program Effectiveness
- Data from the TPA and student teaching evaluations indicate the majority of our students are meeting the TPEs.
- Assessor inter-rater reliability remains consistent at 90% or higher.
- Candidate Feedback Form has received positive comments from both candidates and assessors.
- When in their student teaching placements, the cooperating and master teachers indicate 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.

A. **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 years 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.

The School of Education provides opportunities for university supervisors who observe all candidate field placements to assemble and share best practices. Over the past year, university supervisors who supervised the branch campus candidates attended a professional development meeting with supervisors in the special education program. Together they brainstormed best practices in the areas of effective feedback to candidates.

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 different sexual orientations and with 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 to better align curriculum and instruction as a means to achieve more consistent rates of passage on TPA tasks at all campus sites.

- revise the exit survey questions to clarify question content and to match more closely our program's goals and objectives.
- revise the exit survey to increase student completion of all questions
- 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.
- investigate why candidates at different campuses achieve different rates of passage on the CalTPA tasks
- increase candidates' repertoire of skills for fostering safe classroom and school environments for LGBTQ students and families

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USF Reading Certificate Program

Section A—Credential Program Specific Information

PART I. Contextual Information

Overview: The Reading Certificate (Reading and Literacy Added Authorization) 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 at the school level. 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.

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 (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)

Program Specific Candidate Information

Numbers of candidates and completers/graduates for two years reported				
	2011-12		2012-13	
Main campus	# of candidates	# completers	# of candidates	# completers
	21	20	8	7

Changes Since Last Biennial Report (2011)

Feedback from CTC	Changes Made
Limited data, analysis, and program modifications were present, and loosely linked.	Increased data collection points (revised exit survey, formalized 5 summative competency assessments) – *May 2013*
Because the data presented were not clearly tied to the competencies, it is difficult for the reader to see how the program modifications are tied to the candidate assessment data.	Revised rubric and reporting form for supervisor observations to reflect competencies in the program standards; rubric piloted in Summer 2013, will be used for all supervisor observations starting Fall 2013 – *May 2013* Exit survey of candidates revised to solicit feedback on effectiveness of program in meeting program standards – *May 2013* Partnership with community-based organizations to bring youth developers' skills in engaging diverse populations launched – *Feb 2013*
In future Biennial Reports it is expected that there will be two years of candidate assessment data for a minimum of four assessments	Two years of candidates assessment data on five assessments currently being collected and included in this report
With 100% passing reported on the reading practicum, it was unclear to readers whether all candidates passed on the first attempt and if not the number of attempts required for passage and any areas of concern indicated by the data collected.	Number of attempts reported in this report

PART II. Candidate Assessment and Program Effectiveness Information

a) **Five key competency assessments are:**

1. Case Study and Reading Assessment Portfolio (4-point rubric)
2. Literature Review (checklist of required elements)
3. Supervisor Observations of 1:1 lesson (4-point rubric)
4. Supervisor Observations of small group lesson (4-point rubric)
5. Supervisor Observations of whole group lesson (4-point rubric)

The range of response options on the rubrics is 4 points:
    4 = exceeds standard
    3 = meets standard
    2 = below standard, must repeat observation
    1 = unacceptable

b) **Additional information use to assess candidates**

Information Used to Assess Candidates			
Course	Competency Development & Assessment	Formative Assessment	Summative Assessment
TEC-664_Developing Fluency	"Word Study Activity Box" of teaching tools to support phonemic awareness, phonics, orthography, morphology & grammar;10 activities organized by stages of development	x	
TEC-664_Developing Fluency	"Text Library" – bibliography of anchor texts (predictable books, transition chapter books, young adult books, non-fiction texts)	x	
TEC-664_Developing Fluency	Presentation of read aloud lesson plan that demonstrates fluency	x	
TEC-664_Developing Fluency	Fluency strategy presentation	x	

TEC- 668_Teaching Comprehension Strategies	Design & presentation of 3 comprehension Strategy & Text Structure lessons (fiction and informational text); contribution to Class Compendium	x	
TEC-662_Tutoring- Primary	Presentation of work with tutoring student	x	
TEC-661_Assessment & Invention	Review & presentation of an intervention program; checklist of required components	x	
TEC-661_Assessment & Invention; TEC-662_Tutoring- Primary	Case Study & Reading Assessment Portfolio (student profile, assessments & analysis, intervention, reflection & next steps); graded on a rubric		x
TEC-663_Tutoring -Intermediate	Supervisor observation of 1:1 lesson with intermediate student; graded on a rubric based on program standards		x
TEC-670_Research in Reading	Submission of required elements in stages on a time schedule; instructor feedback	x	
TEC-670_Research in Reading	Literature review that shows understanding & application of reading research; graded on a checklist of required elements		x
TEC- 671_Reading Practicum	5-Week Unit overview; 5 weekly lesson plans; instructor feedback using a checklist of required elements	x	
TEC- 671_Reading Practicum	Submission of assessment data on high frequency words, Spelling Inventory (Bear et al) and running records (Fountas & Pinnell)	x	
TEC- 671_Reading Practicum	Supervisor observation of small group lesson; graded on a rubric based on program standards		x
TEC- 671_Reading Practicum	Supervisor observation of whole group lesson; graded on a rubric based on program standards		x

Tools used to assess student performance and effectiveness of the program:
- Entrance survey
- Exit survey

c) Aggregated data for 5 instruments described in (a) and (b) above:

Tool	2011-12			2012-13		
Aggregated Data from Competency Assessments						
	% assessed	% passed 1st try	% passed 2nd try	% assessed	% passed 1st try	% passed 2nd try
1. Rdg Asmnt Port	100	100	0	100	100	0
2. Lit Review	100	100	0	100	100	0
3. Obs 1:1	100	100	0	100	100	0
4. Obs Sm Grp	100	90	10	100	100	0
5. Obs Wh Grp	100	80	20	100	100	0

The following tables show results from revised rubrics for supervisor observations that used prompts based on new program standards for Reading and Literacy Added Authorization. Candidates receive narrative comments and are rated on a 4-point scale (1= unacceptable, 2= below standard, 3= at standard, 4= exceeds standard). Revised rubrics were implemented in June-July 2012 so no data is available for 2011-12 using these prompts. Previous supervisor observations were based on the International Reading Association Standards for Reading Specialists.

Distribution of Responses to Categorical Prompts: Number of candidates scoring at each score point on supervisor observation of small group lesson, 2012-13, N=9					
	4	**3**	**2**	**1**	**% Assessed**
Establishes culture of literacy	5	4	0	0	100
Demonstrates ability to work w diverse populations	1	8	0	0	100
Demonstrates ability to assess student learning	0	9	0	0	100
Plans & implements formal literacy instruction	4	5	0	0	100
Demonstrates ability to reflect & evaluate lesson	4	5	0	0	100

Distribution of Responses to Categorical Prompts: Number of candidates scoring at each score point on supervisor observation of whole group lesson, 2012-13, N=9					
	4	**3**	**2**	**1**	**% Assessed**
Establishes culture of literacy	2	6	1	0	100
Demonstrates ability to work w diverse populations	2	4	3	0	100
Demonstrates ability to assess student learning	1	6	2	0	100
Plans & implements formal literacy instruction	2	7	0	0	100
Demonstrates ability to reflect & evaluate lesson	7	2	0	0	100

1) Number of Assessors

Number of Assesssors		
Tool	2011-12	2012-13
1. Rdg Asmnt Port	2	2
2. Lit Review	1	1
3. Obs 1:1	2	2
4. Obs Sm Grp	5	1
5. Obs Wh Grp	5	1

2) Assessor Initial Training and Recalibration

Number of Assesssors Completing Training and Recalibration				
Tool	2011-12		2012-13	
	Training	Recalibration	Training	Recalibration
1. Rdg Asmnt Port	2	0	2	0

2. Lit Review	1	0	1	0
3. Obs 1:1	2	0	2	0
4. Obs Sm Grp	5	0	1	0
5. Obs Wh Grp	5	0	1	0

3) No data is available on reliability because recalibration was not done.

4) No modifications were made to assessor selection, training or recalibration.

Program Effectiveness

Exit Survey data for reading specialist candidates was compiled for 2011-13 from the general USF Exit Survey. Out of 27 completers, only 15 responded to the USF Exit survey and out of those 15, only 7 responded to the questions specifically directed to the reading specialist program.

Exit survey question: If you entered a classroom today as a teacher of reading, how confident are you that you could perform the following tasks?	Not at all confident	Somewhat confident	Confident	Very confident	Completely	Rating Average
Use knowledge of phonemic awareness, phonics and word identification, and how they are integrated in fluent reading.	0	0	4	3	0	3.43
Use knowledge of teaching strategies for supporting students to develop fluency.	0	0	3	4	0	3.57
Use knowledge of vocabulary and comprehension strategies, and how they are integrated in fluent reading.	0	0	3	4	0	3.57
Use a wide range of instructional materials, approaches and methods, for learners at different stages of development and from differing cultural and linguistic backgrounds.	0	0	4	3	0	3.43
Use instructional grouping options (individual, small group, whole class) as appropriate for accomplishing given purposes.	0	0	4	3	0	3.43
Use a wide range of assessment tools and practices including both individual and group informal classroom	0	0	3	3	0	3.29

assessment strategies.						
Plan for a wide range of learners at different stages of reading and writing and from different cultural and linguistic backgrounds.	0	1	3	3	0	3.29

Exit survey question: How do you rate your ability to make a significant difference in the learning of your students?	Response Percent	Response Count
Excellent	28.6	2
Good	71.4	5
Fair	0	0
Poor	0	0

Exit survey question: Would you recommend the USF MATR program to other prospective teachers?	Response Percent	Response Count
Definitely yes	42.9	3
Probably yes	42.9	3
Probably no	14.3	1
No	0	0

PART III.   Analysis and Discussion of Candidate and Program Data

a) Candidate competence

Twenty percent of candidates in 2011-12 required two attempts to pass competency assessment in small group and/or whole group lesson on a rubric based on standards for reading specialists from the International Reading Association. This rubric was replaced in May 2013 by a rubric that uses the Program Standards for Reading and Literacy Added Authorization as prompts. Although 100% of candidates passed both small group and whole group competency observation using the revised rubric in 2012-13, a closer look at how candidates scored on the prompts reveals that 3 out

of 9 candidates scored "below standard" on working with diverse population in whole group and 2 out of 9 candidates scored "below standard" on ability to assess student learning. Reviewing supervisor comments showed that weak areas included engagement of students in the observed whole group lessons and the link between assessment data and the objectives of the whole group lesson. A battery of formative assessments (submission of assessment data, reflections on competency assessments, 5-Week Unit Plans, weekly lesson plans and reflections) assured us that these candidates were competent in these areas. This indicated to us that our partnership with youth developers from community-based organizations on student engagement strategies and classroom management was successful to the extent that 100% of candidates passed Competency Assessment #5 on first try. However, we recognize that further development of candidates' ability to engage diverse populations in whole group lessons and plan whole group lessons that are directly linked to student assessment data.

b) Program effectiveness
All of the candidates who completed the questions pertaining to the reading specialist program on the USF Teacher Education Exit Survey were either confident or very confident that they could perform the tasks of a reading teacher as detailed in the program standards. Three-quarters of these candidate felt their ability to make a difference for their students was "good," and one quarter thought it was excellent. One out of 7 candidates would probably not recommend this program, three probably would and three definitely would.

PART IV. Use of Assessment Results to Improve Candidate & Program Performance

Data Source	Plan of Action or Proposed Change	Applicable Program or Common Standard
Competency assessment of whole group lesson	Conduct training on engagement strategies with youth development staff from partnering community organization in TEC-671	Program Standard 5.B1
Competency assessment of whole group lesson	Strengthen link between assessment data and lesson planning in TEC-662 & 663	Program Standard 4.3
Number of assessors trained & recalibrated	1) Conduct training of all new assessors 2) Conduct recalibration of veteran assessors	
Exit survey	Improve response rate to reading specialist questions on the USF Teacher Education Exit Survey by requiring response as a condition for completing the program	

Section A—Credential Program Specific Information

PART I – Contextual Information

The University of San Francisco Mild/Moderate Education Specialist Internship Credential Program was developed to prepare candidates who work 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 special education classes and resource specialist programs in elementary, middle, 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. 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. Candidates are required to complete 16 courses during a two-year period. See Table 2 for a listing of these courses.

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 resource specialists after the first summer of the program, their "fieldwork" runs continuously. Everything taught in class is applied on the job, revisited again in class, and then refined on the job in a continuous process. This process is also part of our teaching spiral.

Table 1 - Candidates entering and completing program 2010-2013

Mild/Moderate Education Specialist Program Candidate Information		
Year	Number of Candidates	Number of Completers/Graduates
2010 - 2012	17	17
2011 - 2013	13	10

Changes since last Biennial Report submitted 9/15/2011: *Since September 2011, the Mild/Moderate Education Specialist Credential has undergone several changes:*

- *The appointment of a new Fieldwork Coordinator in March 2012.*
- *The new Fieldwork Coordinator is developing rubrics to use to evaluate the completion of Teaching Performance Expectations (TPE) requirements as demonstrated in the electronic portfolio.*
- *The Fieldwork Coordinator has begun a policy of emailing the fieldwork supervisors when observation forms have been completed incorrectly.*

- *Two supervisor meetings are scheduled each year to train fieldwork supervisors in TPE evaluations.*
- *As of Summer 2012, the syllabus for the L&I 637 course, Teaching Diverse Learners, has been revised to focus more on theory, research, and instructional strategies related to teaching English Learners.*
- *Piloted in Summer 2013, L & I 637, L & I 665, L & I 636, L & I 639, L & I 640, L & I 678, L & I 679 and TEC 613 addressed the new EL requirements for coursework in the course syllabi.*
- *The Reading Mastery Unit was dropped from the required assignments; however, the students must still complete the Reading Portfolio assignment as part of L & I 675.*
- *The exit survey has been revised so that it shares common elements with the other teacher education programs at the University of San Francisco.*

Table 2 provides an overview of the courses and types of assignments within the Mild/Moderate Education Specialist Credential Internship Program as of August 15, 2013.

Table 2: Course Requirements within the Mild/Moderate Education Specialist Credential Internship Program

Course Number	Course Title	Quizzes	Short Assignments	Group Assignments	Capstone Assignments	Other
TEC 613	Math and Science	No	Yes	Yes (15% of grade)	PechaKucha slide show on concept in math or science (25% of grade)	
TEC 621	Early Literacy	No	Yes	No	No	
TEC 642	Health Education	No	Yes	No	No	
L&I 622	Assistive Technology	No	Just readings	Yes (13% of grade)	Assistive Technology Report (50% of grade)	Teacher Website (17% of grade)
L&I 631	Curriculum & Instruction	Yes	Yes	No	Content Area Unit (50% of grade)	
L&I 633	Assessment	Yes	Yes	No	Assessment Report and IEP (50% of grade)	
L&I 636	Educational Practices for a Learning Specialist	Yes	Yes	Yes (12% of grade)	Classroom Management Plan (15% of grade)	
L&I 637	Teaching Diverse Learners	No	Yes	No	Questions Related to Developing a Behavior Management Plan using IRIS website (17% of grade)	

L&I 639	Fieldwork 1	No	Yes	No	No	TPE & fieldwork supervisor evaluations
L&I 640	Fieldwork 2	No	Yes	No	Critical Thoughts and Beliefs paper (15% of grade)	TPE & fieldwork supervisor evaluations
L&I 659	Collaboration/ Consultation	Yes	Yes	No	Collaboration Research Paper (24% of grade)	Audiotape assignment of problem-solving interaction (15% of grade)
L&I 665	Legal and Educational Foundations	Yes	Yes	With L&I 636	With L&I 636	
L&I 675	Data-based Instruction	No	Yes	No	Reading Portfolio (69% of grade)	
L&I 676	Behavior Management	No	Yes	No	Functional Behavior Assessment Report (53% of grade)	
L&I 678	Fieldwork 3	No	Yes	No	Individualized Transition Plan (30% of grade)	TPE & fieldwork supervisor evaluations
L&I 679	Fieldwork 4	No	Yes	No	No	TPE & fieldwork supervisor evaluations

As part of the program, candidates reflect on their teaching experiences, development of teaching philosophies, use of resources and knowledge, and on their perceptions of their strengths and needs in a series of projects. Self-reflection is an important component of the program and therefore it is embedded throughout the courses in the program. Projects requiring reflection are listed in Table 3.

Table 3: Progress-Monitoring and Data-based Projects or Papers that Require Reflection

Course Number	Project
L&I 622	Assistive Technology Report
L&I 631	Content Area Report
L&I 640	Critical Thoughts and Beliefs Paper
L&I 659	Collaboration Project / Research Paper
L&I 675	Reading Portfolio
L&I 676	Functional Behavior Assessment Report

PART II – Candidate Assessment/Performance and Program Effectiveness Information

The Mild/Moderate Education Specialist Credential Program consists of two divisions. One division consists of the intern teaching experience and fieldwork courses. The other division is the academic coursework. The narrative descriptions and tables for each division provide an overview of the program divisions and the assessment tools used within each division to determine students' knowledge and skills.

a. Primary Candidate Assessments

<u>**Program Division 1: Intern Teaching Experience & Fieldwork Courses**</u>

Knowledge and Skills. Prior to being recommended to the CTC for a Preliminary Credential, candidates must have completed all required fieldwork courses with a minimum overall GPA of 2.75 and a grade of C or better in each course. Data related to grades in the fieldwork courses can be seen in Table 4. The grades for fieldwork courses are based on completion of all coursework in the fieldwork classes and of all fieldwork requirements including required submissions to the electronic portfolio. They are used to indicate whether the candidates are meeting the competencies and objectives set in the various courses. 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 can provide effective instruction and supervision of students. 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).

Table 4: Summary of grades received in the fieldwork courses for candidates graduating in 2012 and 2013

Course Number	2012 Graduates		2013 Graduates	
	Mean Grade	Minimum Grade Given	Mean Grade	Minimum Grade Given
L&I 639	4.00	4.00	3.61	2.00
L&I 640	3.95	3.70	3.89	3.70
L&I 678	3.98	3.70	3.97	3.70
L&I 679	3.81	2.00	4.00	4.00
GPA for Fieldwork	3.95	3.67	3.82	3.42

Credential candidates develop a set of formative assessment 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 13 TPEs. They work on completing the goals and the portfolio during the two years of the program with their progress monitored by the Fieldwork Coordinator and the fieldwork course instructor during and at the end of each semester, using a rubric designed for each TPE. During the program, the fieldwork supervisor observes the candidate who is teaching or performing other responsibilities of a special education teacher such as conducting an Individual Education Plan (IEP) meeting. 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 20 to 30 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, using a 4-point Likert scale where a one is low and a four is high. The supervisor also makes comments on the observation and conference report and orally discusses these with the candidate after each observation.

At the end of each semester, the fieldwork supervisor also completes a 4-point Likert scale professional competency evaluation of the candidate's TPE proficiency. In addition, a 3-way evaluation is completed at the end of each semester by the fieldwork supervisor, the site supervisor (usually the principal or department chair), and the candidate. The candidate also completes a self-evaluation at the end of each semester that uses a 4-point Likert scale. 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. The fieldwork coordinator reviews these documents and discusses the ratings with the fieldwork supervisors when the candidates' performance is rated as a one or two or if the candidate appears to need extra support. If the candidate continues to be rated at a level one in the classroom based on either the fieldwork supervisor observations or the school administrator's evaluation for two consecutive semesters, the candidate will be counseled out of the program.

In Table 5 a summary of mean scores received on the 13 TPEs can be seen and compared for the cohorts that graduated in 2012 and 2013.

Table 5: Average Scores on TPEs by Instrument Used for Candidates Graduating in 2012 and 2013

2012 Program Completers

TPE	1st semester Observations	Final Semester Observations	1st semester Professional Competency	Final Professional Competency	1st semester 3-Way Evaluation	Final 3-Way Evaluation	1st semester Self-Evaluation	Final Self-Evaluation
1	2.41	3.45	2.09	3.93	2.33	3.46	2.18	2.78
2	2.52	3.53	2.18	3.93	2.54	3.57	2.60	3.70
3	2.36	3.57	1.93	3.68	2.40	3.48	2.36	3.37
4	2.47	3.50	2.25	3.93	2.48	3.56	2.52	3.80
5	2.58	3.54	2.26	3.93	2.61	3.64	2.59	3.78
6	2.42	3.35	2.15	3.87	2.46	3.51	2.26	2.75
7	2.59	3.64	1.94	3.78	2.13	3.27	2.22	3.22
8	2.39	3.50	1.97	3.90	2.53	3.61	2.51	3.72

9	2.48	3.50	2.06	3.65	2.34	3.58	2.50	3.59
10	2.53	3.56	2.26	3.68	2.51	3.55	2.58	3.80
11	2.65	3.56	2.38	3.68	2.77	3.67	2.57	3.81
12	2.79	3.40	2.00	3.62	2.59	3.63	2.40	3.71
13	2.42	3.80	2.28	3.68	2.64	3.86	2.44	3.76
Column Means	2.51	3.53	2.13	3.78	2.49	3.56	2.44	3.47

2013 Program Completers

TPE	1st semester Observations	Final Semester Observations	1st semester Professional Competency	Final Professional Competency	1st semester 3-Way Evaluation	Final 3-Way Evaluation	1st semester Self-Evaluation	Final Self-Evaluation
1	2.85	3.55	2.82	4.09	2.57	3.41	2.39	3.25
2	2.92	3.64	2.91	4.23	2.70	3.36	3.10	3.22
3	3.14	3.26	2.27	3.91	2.26	3.36	2.45	3.08
4	2.71	3.58	2.73	4.36	2.67	3.5	2.59	3.19
5	2.85	3.53	2.82	4.36	2.68	3.45	2.65	3.28
6	2.98	3.70	2.86	4.18	2.64	3.42	2.49	3.06
7	2.31	3.48	2.36	3.91	2.18	3.08	2.31	2.86
8	2.88	3.59	2.55	4.00	2.71	3.50	2.74	3.30
9	2.93	3.68	2.82	4.09	2.43	3.31	2.50	3.07
10	2.79	3.59	2.73	4.18	2.54	3.34	2.68	3.11
11	2.89	3.67	2.73	4.45	2.94	3.67	2.85	3.34
12	2.75	3.63	2.64	4.09	2.86	3.70	3.00	3.27
13	2.66	3.46	2.95	4.27	2.78	3.55	2.95	3.37
Column Means	2.82	3.57	2.71	4.16	2.61	3.43	2.67	3.18

Self-reflections. During the first year of the program, candidates complete TPE formative assessment goals, which are scored on a rubric and revised until the requirement is met for each goal. These goals help the candidate plan how they are going to show progress toward mastery of each TPE. 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, 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 a 4-point Likert scale self-evaluation, in which they rate themselves on each of the TPEs. Data from the self-evaluations are in Table 5. During this process the candidates reflect on their growth by comparing changes from earlier self-assessments. In Table 6 the knowledge, skills, and assessments used in the intern teaching and fieldwork courses is summarized.

Table 6 – Intern teaching and fieldwork courses summary of knowledge, skills, and assessments

Program Divisions	Knowledge	Skills	Evaluation/Assessment
Intern Teaching Experience & Fieldwork Courses **(Division 1)**	• 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	• 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	• Self-evaluation at end of each semester • Successful completion of electronic TPE portfolios as evidenced by rubrics • TPE supervisor observations • TPE evaluations of professional competency at the end of each semester • 3-Way evaluations at the end of each semester • Implementation lesson plans and reflection on student achievement as evidenced in conference with fieldwork supervisor • Teaching style reflection relating to diverse learners in their classrooms • Completion of Exit Survey • Completion of transition plan • Completion of two school years teaching in special education setting • Cumulative GPA of 2.75 with no grade lower than C in all fieldwork assignments

Program Division 2: Coursework

Knowledge. Candidates complete 175 hours, 14 semester units of pre-service coursework, during the summer preceding their first teaching position. This is required to obtain the Education Specialist Intern credential needed to work as a teacher of record with students with mild/moderate disabilities. This pre-service coursework includes over 40 hours of instruction on working with English language learners. Then, during the next two school years, candidates must complete an additional 22 semester units of coursework related to teaching students with

mild/moderate disabilities. During the completion of coursework, candidates must demonstrate their understanding of culturally responsive pedagogy; pedagogy related to the instruction of students with autism spectrum disorder, learning disabilities, and behavior problems; 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 measured outcomes of this program. Candidates must complete all assignments with a "C" or better before being allowed to move on to the next semester. In Table 7 the summary of grades plus minimum grades received by candidates is summarized. Analysis of the grades is used to determine whether all students are successfully completing the assignments and quizzes and meeting the course participation requirements.

Table 7: Summary of mean grades and minimum grades received in coursework for candidates graduating in 2012 and 2013

Course	2012 Graduates		2013 Graduates	
	Mean Grade	Minimum Grade Given	Mean Grade	Minimum Grade Given
L&I 636	4.00	4.00	3.97	3.70
L&I 637	4.00	4.00	4.00	4.00
L&I 665	4.00	4.00	3.97	3.70
TEC 613	3.86	3.00	4.00	4.00
TEC 621	3.96	3.70	4.00	4.00
L&I 631	4.00	4.00	3.94	3.30
L&I 633	4.00	4.00	3.57	2.30
L&I 622	4.00	4.00	3.94	3.30
TEC 642	3.91	3.30	3.80	3.30
L&I 659	3.96	3.70	4.00	4.00
L&I 675	3.88	2.70	3.91	3.00
L&I 676	4.00	4.00	3.97	3.70
Mean GPA for Coursework	3.62	3.50	3.93	3.55

Skills. As shown in Table 8, various skills requirements are used to evaluate student-learning outcomes through assignments and the electronic portfolio. The assignments include the Reading Portfolio and Content Area units, which contain a series of lesson plans and activities that are implemented in the classroom and based on data. 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 an IEP, an Individual Transition Plan (ITP), and an assessment report, which demonstrate the candidate's skills as a developing special education teacher. Furthermore, they include at least one research paper that demonstrate the candidate's proficiency at accessing research literature and applying research-based practices in the classroom.

Candidates also develop portfolio artifacts in class or as homework that are used in determining TPE achievement. Grading on all written assignments relies on rubrics for completion and appropriate content.

When candidates apply for a Preliminary 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 lower 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.

Table 8 – Measures used to assess completion of student coursework

Program Divisions	Knowledge	Skills	Evaluation/Assessment
Coursework **(Division 2)**	• Lesson planning • Curriculum design • Culturally responsive pedagogy • Early intervention • Classroom management • Technology Portfolio • Content Area Unit • Consultation and collaboration/co-teaching • Accessing research on educational issues • IEP/Assessment Report • ITP • Behavior Modifications • Assistive Technology • Health Education • Pedagogy related to Autism Spectrum Disorder (ASD) and learning disabilities (LD)	• Using SDAIE and differentiated instruction to teach ELL students • Appropriately selecting assessments and instructional strategies for culturally and linguistically diverse students • Progress monitoring • Designing and writing lessons for the Reading Portfolio • Designing a content area unit • Use of assessment data to inform instruction • Writing at least one research paper • Use of technology as an instructional tool • Functional Behavior Assessment • Appropriately selecting assistive technology • Appropriately selecting assessments and instructional strategies to use with students with ASD, LD, and behavior problems. .	• All coursework completed • Cumulative GPA of 2.75 with no grade lower than C in all coursework

b. Additional Information about Program Effectiveness

Several measures are used to assess program effectives beyond the measures used to determine each candidate's attainment of the necessary knowledge and skills necessary to complete the Preliminary Education Specialist Credential. These instruments include an exit survey, an evaluation of the number of candidates who were able to pass the Reading Instruction Competence Assessment (RICA), and fieldwork supervisor evaluations completed by students. In Table 9 the results of the exit survey are summarized. The exit survey used a 4-point Likert scale where one is a low score and four is a high score. Table 10 presents the results of the RICA for candidates who graduated in 2012 and 2013. In Table 11, the ratings from the evaluations completed each semester for the fieldwork supervisors are summarized. The fieldwork supervisors were evaluated using a 4-point Likert scale where 1 was a low score and 4 was a high score.

Table 9: Summary of results from exit survey

Category	Mean Score - 2012	Mean Score – 2013
Scholarly Excellence	3.44	3.38
Environment for Learning	3.59	3.55
Faculty Concern for Students / Faculty Quality	3.52	3.60
Faculty available outside of class to meet with students	3.69	3.82
Faculty taught in ways similar to that advocated	3.61	3.55
Fieldwork Supervisors Concern for Students/Quality	3.33	3.73
Perceptions of Preparation	3.51	3.48
Applicability of Program	3.62	3.02
Would you still enroll in USF?	3.50	3.72
Would you recommend the program at USF	3.50	3.54
Satisfaction with teaching while in the program	3.69	3.55
Satisfaction with being in a cohort group	3.88	4.00
Perception of ability to make a significant difference in students' learning	3.75	3.45

Table 10: Summary of results of the RICA for candidates graduating in 2012 and 2013

Program Completion Date	Number of Candidates	Candidates Who Passed RICA	Pass Rate
2012	17	17	100%
2013	11	10	91%

Table 11: Summary of results of evaluations completed on fieldwork supervisors

Supervisor	Minimum (2010-2012)	Maximum (2010-2012)	Mean (2010-2012)	Minimum (2011-2013)	Maximum (2011-2013)	Mean (2011-2013)
Supervisor BS	3.65	3.91	3.75	2.95	4.00	3.58
Supervisor CD	3.30	4.00	3.82	3.87	3.96	3.97
Supervisor DG	2.13	3.57	2.85	*	*	*
Supervisor FA	3.13	3.57	3.35	*	*	*
Supervisor FK	1.43	4.00	3.21	2.83	4.00	3.40
Supervisor GT	3.26	4.00	3.82	3.83	4.00	3.91
Supervisor JB	2.87	4.00	3.61	2.87	4.00	3.44
Supervisor JK	1.61	4.00	3.44	3.83	4.00	3.95
Supervisor JT	2.17	3.74	3.15	2.17	3.74	3.14
Supervisor KN	2.83	3.35	3.10	2.96	3.45	3.26
Supervisor LJ	3.09	3.87	3.48	2.50	3.87	3.30
Supervisor LK	2.83	4.00	3.81	2.73	4.00	3.80
Supervisor MT	3.74	3.74	3.74	*	*	*
Supervisor RA	2.65	3.52	3.09	2.65	3.52	3.09
Supervisor SL	3.48	3.91	3.52	3.91	3.91	3.91
Supervisor VG	3.13	3.74	3.44	*	*	*
Supervisor VP	2.87	3.52	3.10	*	*	*
Supervisor DM	*	*	*	3.38	4.00	3.69

* Not a supervisor during this period

c. Data Summary

Multiple means are used to evaluate the Mild/Moderate Education Internship Credential Program at the University of San Francisco. Overall the assessments indicate that candidates in the program are meeting the course requirements (see Table 4 and 7), are proficient on the TPEs (see Table 5), and are mastering the skills needed to pass the RICA (see Table 10). Although some students rated their fieldwork supervisors lower than satisfactory, in general the candidates rated the program, the fieldwork supervisors, and the instructors as being satisfactory or better (see Tables 9 and 11). The fieldwork coordinator counsels those supervisors who receive low ratings on how to improve. The contracts of those supervisors who consistently receive low ratings are not renewed. The program is meeting its objective in preparing candidates to work in a variety of settings with students with mild-to-moderate disabilities.

PART III – Analysis and Discussion of Candidate and Program 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 below.

Intern Field Teaching Experiences

Strengths
- From Table 1: In 2012, 100% of the candidates graduated from the program, and in 2013, 76.9% of the candidates graduated from the program, indicating that most of the candidates successfully complete the program within two years.
- From Table 2: Multiple measures are used to assess the knowledge (e.g. tests/quizzes, presentations, reflection papers on concepts and pedagogies) and skills (e.g., fieldwork and portfolio evaluation) of credential candidates during the intern practicum.
- From Table 3: Candidates' self-reflections on projects that involved progress monitoring and data-based interventions demonstrate their teaching experiences, development of teaching philosophies, use of resources and knowledge, and examination of their strengths and needs.
- From Tables 4 and 5: Satisfactory completion of TPEs by all candidates as monitored through multiple measures, including the review of artifacts submitted to the electronic portfolio, fieldwork supervisor observations, evaluations of professional competency, three-way evaluations that include the candidates supervisor from the school district, and candidate self-evaluations. No candidate had lower than a C in any fieldwork course.
- From Table 5: The candidates' average self-evaluation scores for TPE 1 and TPE 6 were lower than scores for these TPEs on other measures as a result of poorly worded response items. We changed the wording in Fall 2012 to reflect special education content area knowledge.

- From Table 11: All of the fieldwork supervisors were rated at satisfactory or very satisfactory by most of the candidates they were supervising. All of the fieldwork supervisors received a mean score above 3.00 except one who received a mean score of 2.85.

Areas for improvement
- From Table 11: Some of the fieldwork supervisors received low scores from some of the candidates they were supervising. A review of the narratives included with the evaluations indicated that the low scores were a result of candidates' perceptions that the fieldwork supervisors did not have experience with the type of students that the candidate was teaching.
- No information is available about the candidates' satisfaction with the program after they have left the program. A follow-up survey is needed that will evaluate the candidates' satisfaction with the program one year after the candidates have graduated.
- No entry survey has been developed to gather baseline data on the candidates' self-evaluation of their skills on the TPEs when they enter the program.

<u>**Coursework**</u>

Strengths
- From Table 2: Candidates must take 14 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.
- From Table 2: Candidates must take an additional 22 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. Theses courses are fully integrated to help candidates acquire knowledge and skills as they become necessary in the interns' teaching positions.
- From Table 2: Candidates must produce a Reading Portfolio demonstrating ability to teach reading to diverse students with special needs.
- From Table 2: Candidates must produce a Subject Matter Content Unit, demonstrating ability to teach subject matter content.
- From Table 2: Candidates must produce a technology portfolio, demonstrating knowledge and skills with various classroom and assistive technologies.
- From Table 2: Candidates must produce an electronic TPE portfolio containing artifacts that demonstrate achievement of the TPEs.
- From Table 2: Candidates must develop at least one research paper that demonstrate problem solving, knowledge of the research literature in special education, and the ability to apply that knowledge to classroom situations.

- From Table 2: Candidates must produce an IEP/assessment report and if appropriate transition plan on special education students, demonstrating proficiency in assessment, data gathering and interpretation, appropriate use of standards, and if appropriate legal applications.
- From Table 3: Candidates must produce six belief papers that ask for reflection and demonstrate increasingly sophisticated knowledge and skills about teaching and teaching philosophies.
- From Table 7: 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. All candidates met this requirement.
- From Table 9: On the exit survey, all the mean scores were 3.31 or better on a 4-point Likert scale indicating that candidates were satisfied or very satisfied with the program.

Areas for Improvement
- There is no record available about the quality of the student work on the capstone assignments beyond the grade given in the course. The program needs to standardize rubrics and supply them to candidates and instructors when the capstone assignments are given. Data from the rubrics after completion by the instructors for the courses should be gathered and recorded.

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

Most of the changes suggested for the program relate to data that are missing but would be useful to collect. Specific proposed changes include the following:

Table 12? – Proposed Changes in Intern Teaching Experiences based on Assessment Results

Data Source	Proposed Changes	Standards Addressed
Self-evaluation	• Monitor results of self-evaluation survey to determine if the changes in the wording are in line with the rating of TPE mastery on other instruments used to assess TPE mastery.	• Program Standard 10: Preparation to Teach English Language Learners • Program Standard 13: Curriculum and Instruction of Students with Disabilities • M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction

Entry Survey	• Develop Entry Survey that reflects candidates' assessment of their skills on the TPEs prior to beginning the coursework for the program. • Implement with 2013 cohort and beyond. • Monitor completion of data and follow up with candidates to submit missing data	• Program Standard 2: Professional, Legal and Ethical Practices • Program Standard 16: Assessment of Candidate Performance
Recent Graduate Survey	• Develop a follow-up survey in order to monitor the success of the program as measured by candidates' responses after graduation. • Implement with the cohort that graduated in 2012 • 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	• Program Standard 2: Professional, Legal and Ethical Practices • Program Standard 16: Assessment of Candidate Performance
Fieldwork Supervision	• To the extent possible match fieldwork supervisors with candidates working with types of students with which the fieldwork supervisors have experience.	• Program Standard 1: Program Design, Rationale, and Coordination • Program Standard 2: Professional, Legal and Ethical Practices • Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

Tabl

e 13: Proposed Changes in Coursework Based on Assessment Results

Data Source	Proposed Changes	Standards Addressed
Rubrics for Capstone Assignments	• Develop rubrics for capstone assignments. • Provide rubrics to candidates and instructors. • Collect completed rubrics from instructors. • Summarize responses on rubrics and record data. • Coursework competences and TPEs will be aligned with program standards	• Program Standard 16: Assessment of Candidate Performance

Preliminary Administrative Services Credential

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information
University of San Francisco
The University of San Francisco (USF) is a private, Jesuit institution located in the urban environment of San Francisco (Hilltop Campus) with additional branch campuses in Santa Rosa, Sacramento, Pleasanton, and San Jose. 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 10,000 students per year.

Program Specific
The School of Education (SOE) at the University of San Francisco (USF) operates the preliminary administrative credential program. The program is housed in the Organization and Leadership program in the SOE. 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. Currently, credential coursework is only offered at the main campus. Beginning Fall 2013 there will be two full time faculty members dedicated to the preliminary credential program.

Recent Modifications or Improvements to Program
-Hired new full-time faculty member in program (K-12 leadership and research experience)
-Revised Education Law and Budget Finance courses, so more explicitly addressed CPSELs
-Standards based competency assessment has been fully implanted into field work component
-Data-Based Decision Making for School Leaders course has been revised to incorporate curriculum and assessments tied to Common Core
-Revised entire fieldwork handbook: CPSELs more explicit, supervisor must show proof of Administrative Credential, hours log tied directly to CPSELs

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2011-2012		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
	18	5	23	9

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

In order to assess the alignment of program content to CPSEL standards, the University of San Francisco collects data from credential students at several points over the course of the program, as well as following the program. The assessments conducted during the program are the entrance/exit survey and the standards-based competency assessment, which is based on fieldwork. The alumni surveys include the job readiness survey as well as the job placement survey.

During the entrance survey, students are asked to self-report how proficiently they feel that they meet the CPSEL standards. These data are then compared to the students' exit surveys, which see if the students are more confident in their competence in the CPSELs. The purpose of comparing the entrance and exit data are to ensure that students are progressing in their competencies and also to pinpoint areas that the program is exceling in, as well as if there are areas which should be reexamined in the program.

Entrance and Exit CPSELs Self-Assessment Survey Data
Likert-scale, 1= lowest, 5= highest

Standard 1: Vision of Learning

Question	Aggregate Entrance Average	Aggregate Exit Average	Aggregate Average Growth
Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning	2.67	3.83	1.17
Identify and address any barriers to accomplishing the vision.	3.17	3.83	0.67
Communicate and implement the shared vision so that the school community acts on the mission of	2.50	3.67	1.17

the school as a standards-based educational system.			
Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.	2.17	3.17	1.00
Identify and address any barriers to accomplishing the vision.	2.83	3.67	0.83
Shape school programs, plans, and activities to ensure integration, articulation and consistency with the vision.	2.83	3.50	0.67
Use the influence of diversity to improve teaching and learning.	2.67	3.50	0.83

Standard 2: Culture of Student Learning and Professional Growth

Question	Aggregate Entrance Average	Aggregate Exit Average	Aggregate Average Growth
Create an accountability system of teaching and learning based on student learning standards.	3.17	3.50	0.33
Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students.	3.00	4.00	1.00
Shape a culture where high expectations for all students is the core purpose.	3.00	4.00	1.00
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.	2.50	3.50	1.00
Promote equity, fairness, and respect among all members of the school community.	3.33	3.67	0.33
Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.	2.83	3.83	1.00

Facilitate the use of appropriate learning materials and strategies (active learning, variety of strategies, reflection, inquiry, quality over quantity, use of technology, etc.)	3.17	3.83	0.67

Standard 3: Organizational Management

Question	Aggregate Entrance Average	Aggregate Exit Average	Aggregate Average Growth
Monitor and evaluate the programs and staff at the site.	3.00	4.00	1.00
Establish school structures, patterns, and processes that support student learning.	4.00	4.50	0.50
Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for students and staff.	2.57	4.00	1.33
Align fiscal, human, and material resources to support the learning of all students.	3.00	3.67	0.67
Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports professional growth.	4.33	3.50	-0.83
Utilize the principles of systems management, organizational development, problem-solving, and decision-making techniques fairly and effectively.	3.33	4.67	1.33
Utilize effective and nurturing practices in establishing student behavior management systems.	3.83	4.17	0.33

Standard 4: Community Collaboration

Question	Aggregate Entrance Average	Aggregate Exit Average	Aggregate Average Growth
Incorporate information about family and community expectations into school decision making and activities.	3.67	4.00	0.33

Question	Aggregate Entrance Average	Aggregate Exit Average	Aggregate Average Growth
Recognize the goals and aspirations of diverse family and community groups.	3.67	4.17	0.50
Treat diverse community stakeholder groups with fairness and with respect.	4.17	3.67	-0.50
Support the equitable success of all students through the mobilization and leveraging of community support services.	3.00	3.83	0.83
Strengthen the school through establishment of community, business, institutional, and civic partnerships.	3.50	3.83	0.33
Communicate information about the school on a regular and predictable basis through a variety of media and modes.	3.83	4.00	0.17

Standard 5: Modeling Ethics and Promoting Leadership

Question	Aggregate Entrance Average	Aggregate Exit Average	Aggregate Average Growth
Demonstrate skills in decision-making, problem solving, change management, and evaluation.	3.50	4.33	0.83
Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.	4.17	3.33	-0.83
Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.	3.67	4.50	0.83
Reflect on personal leadership practices and recognize their impact and influence on the performance of others.	3.67	4.33	0.67
Encourage and inspire others to higher levels of performance, commitment, and motivation.	3.50	4.33	0.83
Sustain personal motivation, commitment, energy, and health by balancing professional and personal	3.67	4.67	1.00

Question	Aggregate Entrance Average	Aggregate Exit Average	Aggregate Average Growth
responsibilities.			
Engage in professional and personal development.	3.50	4.00	0.50
Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.	3.83	4.33	0.50
Use the influence of the office to enhance the educational program rather than for personal gain.	3.67	4.33	0.50
Protect the rights and confidentiality of students and staff.	3.83		0.67

Standard 6: School Advocacy in the Larger Context

Question	Aggregate Entrance Average	Aggregate Exit Average	Aggregate Average Growth
View oneself as a leader of a team and also a member of a larger team.	4.17	3.83	-0.33
Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.	2.83	3.83	1.00
Generate support for the school by two-way communication with key decision makers in the school community.	3.00	4.00	1.00
Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.	2.67	3.57	1.00
Influence and support public policies that ensure the equitable distribution of resources, and support for all the subgroups of students.	2.67	3.50	0.83
Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.	3.17	4.00	0.83

The second assessment is the standards-based competency assessment, which evaluates a candidate's performance in their fieldwork, based on the CPSELs. The candidate and the field mentor work together in completing this assessment, in order to get multiple points of view around the students' competence in exhibiting the CPSELs during fieldwork. This allows for discussion around areas of improvement and strengths that the candidate should continue to build upon.

Standards Based Competency Assessment Data
1= lowest, 3= highest

Standard 1: Vision of Learning

Question	Aggregate Initial Average	Aggregate End of Program Average	Aggregate Average Growth
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.	1.11	2.11	1.00
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.	1.00	1.78	0.78
1.3 Use the influence of diversity to improve teaching and learning.	1.44	1.78	0.33
1.4 Identify and address any barriers to accomplishing the vision.	1.11	1.67	0.56
1.5 Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.	1.33	2.11	0.78
1.6 Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.	1.22	1.89	0.67

Standard 2: Student Learning and Professional Growth

Question	Aggregate Initial Average	Aggregate End of Program Average	Aggregate Average Growth
2.1 Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.	1.44	2.00	0.56
2.2 Promote equity, fairness, and respect among all members of the school community.	1.67	2.44	0.78
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.	1.22	1.67	0.44
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.	1.22	1.78	0.56
2.5 Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.	1.00	1.78	0.78
2.6 Create an accountability system grounded in standards-based teaching and learning.	1.11	1.78	0.67
2.7 Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.	1.33	2.00	0.67

Standard 3: Organizational Management for Student Learning

Question	Aggregate Initial Average	Aggregate End of Program Average	Aggregate Average Growth
3.1 Sustain a safe, efficient, clean, well-	1.67	2.22	0.56

Question	Aggregate Initial Average	Aggregate End of Program Average	Aggregate Average Growth
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.	1.44	2.33	0.89
3.3 Establish school structures and processes that support student learning.	1.33	1.78	0.44
3.4 Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.	1.22	2.00	0.78
3.5 Align fiscal, human, and material resources to support the learning of all subgroups of students.	1.00	1.22	0.22
3.6 Monitor and evaluate the program and staff.	1.11	1.89	0.78
3.7 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.	1.22	2.00	0.78

Standard 4: Working with Diverse Families and Communities

Question	Aggregate Initial Average	Aggregate End of Program Average	Aggregate Average Growth
4.1 Recognize and respect the goals and aspirations of diverse family and community groups.	1.33	2.11	0.78
4.2 Treat diverse community stakeholder groups with fairness and respect.	1.56	2.22	0.67
4.3 Incorporate information about family and community expectations into school decision-making and activities.	1.33	2.00	0.67

	Aggregate Initial Average	Aggregate End of Program Average	Aggregate Average Growth
4.4 Strengthen the school through the establishment of community, business, institutional, and civic partnerships.	1.11	1.56	0.44
4.5 Communicate information about the school on a regular and predictable basis through a variety of media.	1.22	1.89	0.67
4.6 Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services	1.11	1.56	0.44

Standard 5: Personal Ethics and Leadership Capacity

Question	Aggregate Initial Average	Aggregate End of Program Average	Aggregate Average Growth
5.1 Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.	1.78	2.78	1.00
5.2 Protect the rights and confidentiality of students and staff.	2.22	2.89	0.67
5.3 Use the influence of office to enhance the educational program, not personal gain.	1.89	2.44	0.56
5.4 Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.	1.33	2.22	0.89
5.5 Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.	1.22	2.11	0.89
5.6 Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.	1.67	2.33	0.67

5.7 Reflect on personal leadership practices and recognize their impact and influence on the performance of others.	1.56	2.56	1.00
5.8 Engage in professional and personal development.	1.89	2.89	1.00
5.9 Encourage and inspire others to higher levels of performance, commitment, and motivation.	1.44	2.33	0.89
5.10 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities	1.67	2.33	0.67

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

Question	Aggregate Initial Average	Aggregate End of Program Average	Aggregate Average Growth
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.	1.44	1.89	0.44
6.2 Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.	1.11	1.22	0.11
6.3 Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.	1.00	1.56	0.56
6.4 Generate support for the school by two-way communication with key decision-makers in the school community.	1.22	1.89	0.67
6.5 Collect and report accurate records of school performance.	1.33	2.11	0.78

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6.6 View oneself as a leader of a team and also as a member of a larger team.	1.67	2.44	0.78
6.7 Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.	1.33	1.78	0.44

The third assessment surveys alumni of the program. While the exit survey captures a student's confidence in their abilities, the alumni survey collects data from alumni working in the field, who have had time to reflect upon their preparation. This allows the University of San Francisco to see if the alumni in the field feel like they have been adequately prepared for the real-life challenges they are faced with, which might be a different perspective from that of students who were just finishing their program, as assessed in the exit survey

Scale of 1-4: 1=directed toward standard; 2= approaches the standard; 3= meets the standard; 4=exemplifies the standard

Standard	Aggregate Average Score
I have demonstrated the ability to shape school programs, plans, and activities to ensure integration, articulation and consistency with the vision	3.36
I have demonstrated the ability to be a critical consumer of research and the ability to use research and site-based data to design, implement, support, evaluate, and improve instructional programs.	3.36
I have demonstrated the ability to efficiently and purposefully manage organizational elements of the school (fiscal, facilities, safety, resources, legal, disciplinary, etc) in the service of teaching and learning outcomes for students.	3.09
I have demonstrated the ability to engage family and community stakeholders in student learning outcomes.	3.55
I have demonstrated the ability to be reflective with self and with peers, and to interrogate my own practices.	3.55
I have shown the ability to examine and address the complexities of diversity and equity in the classroom, the school, the community and in the society.	3.36

The fourth and final data point is that of students' job placement, to ensure that University of San Francisco students are able to secure the jobs that they want, and also to see what types of jobs they are choosing to move into following completion of the program. This allows the university to ensure that students from the program are able to find the types of jobs that they want, as well as to understand why they are choosing the roles that they are choosing.

Job Placement Data

2011-2013 Credential Graduates Choosing to Stay in Classroom	2011-2013 Credential Graduates Accepting Administration Offers	2011-2013 Credential Graduates Rejected for Administration Positions	2011-2013 Credential Graduates Currently Applying for Administration Roles
10	9	0	1
50%	45%	0%	5%

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

Signature Assignments for each course	Assignments tied to CPSELs to help instructor to see if candidates are addressing standards and understanding course content
Mock Interviews (local school leaders come and interview current students / they provide feedback to students but also to	Have an opportunity to support candidates in their growth. We also receive feedback from school leaders about what content, standards,

program director about student responses)	issues candidates seem to have a strong grasp of and areas where the program needs to be strengthened
Teacher created surveys	Faculty use these surveys to determine areas of improvement needed in their own instruction, but also provides feedback on course content that may need to be modified for the future (i.e. Assessments for the Common Core)
Fieldwork meetings with site supervisor	A faculty member visits each candidates' school site 6 times during their fieldwork. He/she has opportunities to check in with site supervisor to see what student and program needs are at these times (this needs to be more formalized)

PART III – Analyses and Discussion of Candidate and Program Data
PART IV – Use of Assessment Results to Improve Candidate
               and Program Performance

In looking at our data we have several areas to improve upon as well as modifications in the assessments that need to be made. In terms of our Entrance/Exit survey we have just completed a modification of this survey that is going into effect for 2013-2014 school year based on our low aggregate growth. In speaking with candidates it seems that when taking the entrance aspect of the survey candidates were not understanding the questions from a principal perspective, but answering from that of a teacher, so candidates higher initially. We have modified the assessment to make this distinction more explicit so that we have more reliable data. That being stated we still have some areas that we need to address more explicitly. One area specifically we need to address is in Standard 3 (Sustaining a safe, efficient, clean, well-maintained and productive learning environment). Upon review of this, we are now making sure that specific sub-standard is going to be addressed in our School, Community, & Society course as well as our Human Resources in Educational Management course. We believe that we have been explicit in the safe aspect of this in our program, but may have not addressed the all aspects of this standard.

Another area of growth for our program is in Standard 3 (align fiscal, human and material resources to support the learning of all subgroups of students). Candidates are explicitly being taught this in the Human Resources for Educational Management course as well as the Budget Finance course, but are not having much opportunity to address this component in their field work. We are going to be begin addressing this particular issue with site supervisors to see what opportunities candidates may have around this specific sub-standard at their school site.

In terms of our alumni data, we need to begin also collecting data from their employer to see if our candidates are prepared when entering the workforce. Candidates provided strong scores stating as that they feel prepared, but we need to compare this the data of their employer. We have begun identifying employers and sending them surveys on the preparedness of our candidates.

The department has also found that the candidate and program assessment tools used in this report, while valuable in many respects, also present three key limitations that prompted analysis and refinement of the assessment system as a whole.

First, candidates seeking an Administrative Services Credential have historically been assessed at the course level through embedded signature assignments, individually evaluated by the course instructor. This practice presents a challenge in that performance data from these assignments are generated under different conditions and aren't ideal for comparison or aggregation purposes. Thus, we propose a shift to the use of assessment tools administered at the program level and evaluated using departmental protocols for greater reliability and more meaningful aggregation opportunities.

Secondly, two of the tools whose results are presented in the Candidate Assessment Data section present an over-reliance on candidate self-assessment and self-report, albeit facilitated by the advisor and fieldwork supervisor. This limitation has prompted a shift to assessment tools that require rigorous evaluation of ASC candidates by external evaluators using a consistent rating system.

Lastly, the assessment tools currently in use complement each other but do not necessarily echo each other in meaningful ways; to remedy this, the program seeks to use multiple measures based on the California Professional Standards for Educational Leaders to allow for greater triangulation of candidate performance data to use to target candidates not at the desired levels of proficiency for remediation and additional support.

Based on this analysis of the current assessment tools, the ASC credential program has endeavored to design and implement new tools and scoring protocols that will provide consistent, reliable, program-level performance data, starting with three instruments.

The first assessment instrument currently in pilot implementation during the 2013-2014 academic year is a CSPEL-based tool that will be used during at key points during the program, called the "School Leader Descriptions of Practice Reflection Tool." ASC candidates will evaluate themselves on each component of the six CPSELs, using a detailed rubric called the "CPSEL Self-Assessment Rubric" adapted from the Merced County Office of Education. Candidates will collect and comment on artifacts that reflect their current level of performance in each component of the CPSELs, and present these to departmental faculty during the advising process, at several key points during the program. Parallel to the self-evaluation, departmental faculty will evaluate the candidate on each CPSEL component. In addition to facilitating candidates' professional goal-setting, the tool will generate data that will provide insights into the extent to which the candidates perceive themselves as growing in the CSPELs throughout the course of the program. They will also provide comparative information showing the degree of alignment between the candidate's self-perfection and the faculty's assessment of the candidate's level of achievement.

The second tool that will be piloted in the 2013-2014 year is a detailed interview rubric based on professional standards for school leaders, adapted from the Denver Public Schools interview rubric used in hiring school administrators. Faculty will use this tool to evaluate candidates' performance in practice interview scenarios. Candidates will be provided both with feedback from faculty and professionals from the field including administrators and superintendents after the mock interview and with additional opportunities for practice as they progress through the

program, so this assessment tool will serve a formative purpose. In addition, the scores on the rubric will be collected to serve as a point of triangulation and opportunity for pattern observation alongside the scores on the CPSEL Descriptions of Practice Reflection Tool. The pilot year of implementation and consultation from expert practitioners from local school districts will provide input for fine-tuning and concretizing this instrument. Additional work around validity and inter-rater reliability should be considered as well.

The third instrument that is still being finalized is a School Based Problem Assessment that groups of students will work to solve. Candidates will be given a scenario in which they will have to collectively work to solve. Candidates will be scored by observers based on CPSELs as well as on how they interact and work with their team. This assessment will be piloted 2014-2015.

It is the long-term strategy of the department to create a robust assessment framework and set of data sources that will provide the faculty with greater reliability, the candidates with a more meaningful assessment experience, and the department with more influential findings to impact program improvement, particularly with regard to curricular and instructional mapping. The pilot and implementation of these three new tools are a step toward redefining our instructional priorities and institutionalizing the use of new instruments that will facilitate both data gathering and program improvement based on that data for future reporting years.

<h1 style="text-align:center">Clear Administrative Services Credential</h1>

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

University of San Francisco
The University of San Francisco (USF) is a private, Jesuit institution located in the urban environment of San Francisco (Hilltop Campus) with additional branch campuses in Santa Rosa, Sacramento, Pleasanton, and San Jose. 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 10,000 students per year.

Program Specific
The School of Education (SOE) at the University of San Francisco (USF) operates the Clear Administrative Services Credential (ASC) program. The program is housed in the Organization and Leadership program in the SOE. The clear credential is a 12-unit program with 10 of these units coming from classroom courses and 2 units coming from two field professional practice courses. The program was designed for candidates to receive continuous coaching throughout the program and for all coursework to be adapted to their current context.

Recent Modifications or Improvements to Program
The Clear credential program was changed from a 24-unit program that was course content heavy to a 12 unit program that has 8 coaching field visits that students receive while in the program.

Seated courses (each 2 units)
    Advocacy, Media, & Law
    Pressing, Urban, Issues (course focuses on current CA leadership issue – i.e. budget shortfall)
    Urban Superintendent
    Data, Assessment, & Curriculum
    Politics of Education

Fieldwork (8 coaching visits over school year) (each 1 unit)
    Professional Practice of Educational Leadership A&B

We have also revised the Clear fieldwork handbook to include a standards based competency assessment.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2011-2012		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
	1	0	2	1

We were very excited for all our changes and the courses that we created, but unfortunately we have had low interest in the program and are finding that trying to serve just two candidates in the program is not the best use of our resources and doesn't provide the experience that we want for our candidates. The candidates who have enrolled have experienced 1 to 1 attention from faculty, which is a great benefit to them, but it is not something we have the capacity to continue doing. Based on our low numbers and our own capacity we are no longer accepting students into the Clear Administrative Services Credential program. We are waiting to see what the final changes to the Clear Credential will be from the CTC to see if we will end our program altogether or partner with another university for the Clear. The current program as is will no longer be offered.

School Counseling (Pupil Personnel Services Credential) Program

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION
PART I – Contextual Information

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-credit and 49-credit (since Fall 2012) SCP meets requirements 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 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 and CTC standards:
1. Assessment (**Standard 4**)
2. Career and College Counseling (**Standard 20; Standard 15; Standard 19**)
3. Child and Adolescent/lifespan Development (**Standard 2; Standard 3; Standard 8; Standard 21**)
4. Consulting with Parents and Teachers (**Standard 7; Standard 10; Standard 23; Standard 27**)
5. Counseling Theory and Skills (**Standard 25; Standard 14; Standard 3**)
6. Cross Cultural Counseling (**Standard 3; Standard 14; Standard 8; Standard 21; Standard 23**)
7. Group Counseling (**Standard 26**)
8. Law and Ethics for School Counselors (**Standard 6; Standard 17; Standard 18**)
9. Leadership, collaboration, and coordination of pupil support systems (**Standard 12; Standard 13; Standard 22; Standard 27; Standard 28**)
10. Learning and instruction (**Standard 11; Standard 24; Standard 19**)
11. Prevention and early intervention strategies (**Standard 5; Standard 29; Standard 8; Standard 9; Standard 28**)
12. Research and Program Evaluation (**Standard 30; Standard 28**)

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2011-2012		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
San Francisco	25	28	30	23

Of the current 30 1st year students (cohort entering in 2012), there are 8 students enrolled in a 60-credit dual concentration program in School Counseling and Professional Clinical Counseling (see information about this program below). These students are taking the same courses the candidates in the 49-credit school counseling program are taking. In addition, they are less than 10 (cut-off to present their data disaggregated), so we are presenting their data aggregated with their peers in the program.

Program was changed from 48-credits to 49-credits to accommodate the following changes:

- An Educational Psychology course was replaced by a course named Academic Counseling. Candidates and alums had reported that the Educational Psychology course lacked applied professional counseling content and that it overlapped with developmental/cognitive theories covered in the developmental counseling course. In addition, candidates provided feedback requesting more in-depth training in academic and college counseling, therefore, the course Academic Counseling was added into the course sequence to replace Educational Psychology. Academic Counseling is informed by CTC school counseling specialization standards, such as Academic Development (**Standard 19**), Learning, Achievement and Instruction (**Standard 24**), Advocacy (Sttandard 23), among others. The units in Learning Theory, Instruction, and Educational psychology (e.g., **Standard # 11**) are also addressed in this course.
- The Academic and Career Counseling course was replaced by a Career Counseling course. The Career Counseling course addresses content on career and employability skills. It is also based on the CTC school counseling specialization standard of Career Development (**Standard 20**), among other standards such as Personal and Social Development (**Standard 21**) and Leadership (**Standard 22**).
- The Summer Fieldwork/Traineeship course was replaced by an advanced multicultural counseling skills course. Candidates were not required to have a fieldwork placement during the summer, however, they were enrolled in a fieldwork course during the summer. The summer fieldwork course focused on counselor professional development, which is also addressed in other fieldwork sections and courses throughout the school counseling program curriculum. Therefore, based on candidate and faculty feedback, we replaced this course with an Advanced Multicultural Skills Counseling course to best address training needs of school counselors working with urban and diverse pupil populations.

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- Candidates/faculty expressed overlap/redundancy in the content among the courses: Consulting with Schools and, Consulting with Parents and Teachers. Therefore, a new course that integrates both consultation courses was developed to replace the other courses: Consulting with Parents, Teachers, and Schools.
- A new course was added: Trauma and Crisis Counseling in Urban and Multicultural Contexts to increase candidate's skills working in urban public school settings. This course addresses in depth **Standard 9**: School Safety and Violence Prevention.

To further clarify the changes presented above, the 48-credit course sequence and 49-credit course sequence are included below. Of note, candidates entering the program in 2010 and 2011 completed the 48-credit version of the program. Candidates entering the program in 2012 and on, will complete the 49-credit version of the program. Students pursuing the 49-credit version of the program, will have the option to enroll in a 60-credit dual concentration masters program that focuses training in School Counseling and Professional Clinical Counseling.

School Counseling Program Course Sequence (48 credits)

Year 1	Year 2
YEAR ONE: **26** credits **Semester 1 (Fall)** (10 credits) **607** – Counseling Theory and Practice (3) **618** – Law and Ethics (3) **612** – Developmental Counseling: Child and Adolescent (3) **619** – Fieldwork Practicum (1) **Semester 2 (Spring)** (10 credits) **606** – Cross-Cultural Counseling (3) **608** – Prevention and Intervention in Schools (3) **620** – PPS Traineeship I (2) **or** **602 – PPS Internship I (2)** **624 –** Qualitative and Quantitative Research Methods (2) **Semester 3 (Summer)** (6 credits) **613** – Group Counseling Skills (3) **621** – PPS Traineeship II (2) or **603** – PPS Internship II (2) **625** – Qualitative and Quantitative Analysis and Interpretation (1)	YEAR TWO: 22 credits **Semester 4 (Fall)** (8 credits) **609** – Educational Psychology for Counselors (3) **611** – Problem Solving Counseling (3) **622** – PPS Traineeship III (2) **or** **604** – PPS Internship III (2) **Semester 5 (Spring)** (8 credits) **610** – Consulting with Parents and Teachers (3) **614** – Academic and Career Counseling (3) **623** – PPS Traineeship IV (2) **or** **605** – PPS Internship IV (2) **Semester 6 (Summer)** (6 credits) **615** – Assessment and the Counselor (3) **617** – Consulting with Schools (3)

School Counseling Program Course Sequence (49 credits) Effective Fall 2012

Year 1	Year 2
YEAR ONE: 27 credits **Semester 1 (Fall)** (10 credits) **607** – Counseling Theory and Practice (3) **618** – Law and Ethics (3) **612** – Lifespan Developmental Counseling:(3) **619** – Fieldwork Practicum (1) **Semester 2 (Spring)** (10 credits) **606** – Cross-Cultural Counseling (3) **608** – Prevention and Intervention in Schools (3) **620** – PPS Traineeship I (2) **or** **602 – PPS Internship I (2)** **624 –** Qualitative and Quantitative Research Methods (2) **Semester 3 (Summer)** (7 credits) **613** – Group Counseling Skills (3) **621** – Advanced Multicultural Counseling (3) **625** – Qualitative and Quantitative Analysis and Interpretation (1)	YEAR TWO: 22 credits **Semester 4 (Fall)** (8 credits) **609** – Academic Counseling (3) **611** – Problem Solving Counseling (3) **621** – PPS Traineeship II (2) **or** **603** – PPS Internship III (2) **Semester 5 (Spring)** (8 credits) **614** – Career Counseling (3) **623** – Trauma and Crisis Counseling in Urban and Multicultural Context **622** – PPS Traineeship III (2) **or** **604** – PPS Internship III (2) **Semester 6 (Summer)** (6 credits) **615** – Assessment and the Counselor (3) **617** – Consulting with Parents, Teachers and Schools (3)

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) The following measures are used to assess candidates:
1. Embedded Course Assessments
2. School Counseling Final Fieldwork Evaluation Form (competency performance)
3. Narrative evaluation of the candidate's performance in school counseling practicum by on site mentor counselor
4. Narrative evaluation of candidate's performance by university fieldwork supervisors
5. Narrative (self-report) performance evaluation by USF school counseling candidates
6. School Counseling Competency Attestation Sheets

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 **Standards 1to 32** covered on each course (as presented on self-assessment document)	Assessments within each course are developed to assess candidate's competencies as they relate to standards emphasized in each course. Each of the course addresses school counseling competencies
School Counseling Final Fieldwork Evaluation Form **Standards 2 to 30 (as covered by each assessed competency)** **Standard 32**	This form provides an assessment of the candidate's competency performance for each school counseling competency domains.
On-Site Mentor Counselor Evaluation **Standard 31, Standard 32, Standard 16**	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 **Standard 16, Standard 31, Standard 32**	On this form, fieldwork supervisors provide written, detailed feedback about the candidate's development towards the 12 competencies listed above. Supervisors also discuss candidates' performance in fieldwork supervision meetings, case conceptualization, ethical issues, and professional development.
Candidate self-evaluation **Standard 31, Standard 32**	School Counseling candidates provide a detailed and descriptive evaluation of their own development and competencies as school counselors at their school site.
Competency Attestation Sheets **Standard 32**	At the end of candidate's training, competency sheets are assessed by the USF fieldwork instructor and USF credential analyst to determine candidates competence in the 12-school counseling domains presented prior. Competency attestation sheets include 3-4 activities the candidate completed at her/his school site or during their tenure in the program to show competence in the skill domain. These activities are approved and signed off by the onsite mentor counselor, USF faculty, and/or the USF fieldwork instructor.

b) To assess program effectiveness, the following instruments are 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

ASSSESSMENT	DESCRIPTION
Exit Surveys **Standard 1, Standard 16, Standard 31**	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 **Standard 1, Standard 31**	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 **Standard 1**	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 **Standard 1,** (+Assessment of standards covered in each course)	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 **Standard 1, Standard 32**	Job placement survey data provides information regarding effectiveness of the program model in assisting candidates to secure administrative positions.
Retention rate data **Standard 1**	We track the progress and completion rates of all candidates who enter the Program and make it past our initial census date.
Feedback from District administration and staff **Standard 1, Standard 31**	The Program Coordinator meets regularly with the Head Counselor, Support Services staff, counselors, Principals, and other District staff

	about our training program and goals.

c) Aggregated data:

A) CANDIDATE ASSESSMENT DATA:

1) Embedded Courses Assessments:

ASSESSMENT	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
Embedded Course Assessments **Standards 2 to 31**	**Strength(s)**: Candidates 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.
Sample Competencies/courses	**Example Assignment**	**Example Activity**
Counseling Theory and Skills **Standards 25, 14 3**	Candidates write weekly Critical analysis case study papers applying at least two counseling theories to a multicultural case in a school	Candidates 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 **Standards 2, 3, 8, 21**	Candidates conduct an extensive literature review and formal roundtable presentation of a developmental issues from ecological and multicultural perspectives	Candidates read, review, discuss, and apply developmental theories from early childhood through adolescence in class.
Research and Program Evaluation **Standards 30, 28**	Candidates 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	Candidates learn about qualitative, quantitative methods, action research, program evaluation, and ethical issues in the conduct of research in schools. Candidates are given sample evaluation studies and must identify flaws, strengths, and ethics (such as confidentiality of student issues).
Group Counseling **Standard 26**	Candidates 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.	Candidates learn various theories in group counseling, are evaluated based on their skills, and observe several group counseling interventions.

Law & Ethics for School Counselors **Standards 6, 17, 18**	Candidates complete three papers based readings in law and ethics. Candidates complete a literature review on ethical issues, discuss ethical procedures, and create a plan to enhance ethical standards	Candidates actively learn about legal and ethical issues through intensive discussion of theory, cases, and role plays. Candidates complete weekly self-inventories addressing various legal and ethical topics.
Career and College Counseling **Standards 20, 15, 19**	Candidates develop career/college counseling website to counsel their students and disseminate information. Candidates write a career assessment report using RIASEC career model.	Candidates use a career assessment tool (SDS) and online career exploration tools in class to counsel USF Upward Bound high school students.
Assessment **Standard 4**	Candidates research, present, and write about assessment tools used with pupils.	Candidates practice in class the use of assessment surveys and questions.
Cross Cultural Counseling **Standards 3, 14, 21**	Candidates conduct and write in-depth multicultural case conceptualizations with students they are working with at schools.	Candidates present on counseling diverse populations and engage in self-reflection cultural/racial fishbowls to further develop cross-cultural competencies

2) School Counseling Final Fieldwork Evaluation Form

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.

Final Fieldwork Evaluation Form Competency Performance Summary (2011-2012 N= 24/28, 2nd Year Candidates)

Table 1 Competency and Standards	5	4	3	2	1	0 (N/A)	Mean	SD
Applying law and ethics (**Standards: 6, 17, 18**)	40%	44%	12%			4%	4.1	1.1
Individual counseling skills (**Standards: 25, 14**)	44%	36%	12%	8%			4.2	.94
Group counseling skills (**Standard 26**)	44%	32%	12%	8%		4%	4	1.2
Cross cultural counseling skills (**Standards: 3, 14, 8, 21, 23**)	44%	28%	20%	4%			4.2	.92
Consulting with teachers (**Standards: 10, 27**)	40%	28%	24%	4%	4%		4	1
Consulting with parents (**Standards: 10, 7**)	32%	40%	16%	8%		4%	3.8	1.2
Applying developmental theories (**Standards: 2, 21**)	24%	48%	24%	4%			3.9	.81
Career and college counseling skills (**Standards: 20, 19**)	32%	28%	20%	4%		4%	3.4	1.7
Implementing classroom interventions (**Standards: 11, 24**)	28%	24%	32%			16%	3.3	1.7
Assessment/testing skills (**Standard 4**)	16%	16%	12%	4%		52%	1.9	2.1
Applying research/evaluation skills (**Standard 30**)	36%	36%	20%			8%	3.8	1.4
Consulting with school system (**Standards: 10, 22, 23, 28**)	48%	32%	16%	4%			4.2	.88
Engaging in collaboration/coordination (**Standard 27**)	56%	36%		8%			4.4	.87
Linking with community resources (**Standard 13**)	24%	28%	24%	8%		16%	3.2	1.7
Engaging in prevention activities (**Standards: 5, 29**)	44%	32%	16%	4%		4%	4	1.2
Leadership or advocacy activities (**Standards: 22, 23, 12**)	32%	44%	20%			4%	4	.84
Coordination of student services (**Standards: 13, 27**)	32%	44%	20%	4%			4	.84
Handling logistics & record keeping (**Standards: 17, 18**)	48%	28%	16%	4%	4%		4.1	1.1
Responsiveness to feedback/supervision (**Standard 16**)	64%	20%	8%		8%		4.3	1.1
Overall evaluation of performance (**Standard 32**)	48%	36%	4%		8%		4.3	.91

Final Fieldwork Evaluation Form Competency Performances Summary (2011-2012 Academic Year: N=22/23) 1st Year Candidates

Table 2 Competency and Standards	5	4	3	2	1	0 (N/A)	Mean	SD
Applying law and ethics (**Standards: 6; 17; 18**)	45.5%	40.9%	13.6%				4.3	.72
Individual counseling skills (**Standards: 25; 14**)	54.5%	36.4%	9.1%				4.5	.67
Group counseling skills (**Standard 26**)	59.1%	36.4%	4.5%				4.4	1.1
Cross cultural counseling skills (**Standards: 3; 14; 8; 21; 23**)	54.5%	36.4%	9.1%				4.5	.67
Consulting with teachers (**Standards: 10; 27**)	59.1%	27.3%	9.1%			4.5%	4.3	1.2
Consulting with parents (**Standards: 10; 7**)	36.4%	36.4%	13.6%	4.5%		9.1%	3.8	1.5
Applying developmental theories (**Standards: 2; 21**)	36.4%	45.5%	13.6%			4.5%	4	1.1
Career and college counseling skills (**Standards: 20; 19**)	36.4%	9.1%	13.6%			40.9%	2.6	2.3
Implementing classroom interventions (**Standards: 11; 24**)	31.8%	40.9%	9.1%			18.2%	3.5	1.8
Assessment/testing skills (**Standard 4**)	27.3%	18.2%	4.5%			45.5%	2.3	2.3
Applying research/evaluation skills (**Standard 30**)	40.9%	31.8%	13.6%			13.6%	3.3	1.7
Consulting with school system (**Standards: 10; 22; 23; 28**)	54.5%	27.3%	9.1%			9.1%	4.1	1.5
Engaging in collaboration/coordination (**Standard 27**)	72.7%	22.7%	4.5%				4.5	1.1
Linking with community resources (**Standard 13**)	31.8%	36.4%	18.2%			13.6%	3.6	1.6
Engaging in prevention activities (**Standards: 5; 29**)	45.5%	36.4%	4.5%			9.1%	4	1.5
Leadership or advocacy activities (**Standards: 22; 23; 12**)	45.5%	31.8%	13.6%			4.5%	4.1	1.2
Coordination of student services (**Standards: 13; 27**)	40.9%	31.8%	9.1%			13.6%	3.8	1.7
Handling logistics & record keeping (**Standards: 17; 18**)	63.6%	18.2%	9.1%			9.1%	4.2	1.5
Responsiveness to feedback/supervision (**Standard 16**)	90.9%	4.5%	4.5%				4.9	.46
Overall evaluation of performance (**Standard 32**)	54.5%	40.9%	4.5%				4.5	.59

Final Fieldwork Evaluation Form Competency Performance Summary (2012-2013 Academic year, N=22/23, 2nd year candidates)

Table 3 Competency and Standards	5	4	3	2	1	0 (N/A)	Mean	SD
Applying law and ethics (**Standards: 6; 17; 18**)	66.7%	20.8%	8.3%			4.2%	4.4	1.1
Individual counseling skills (**Standards: 25; 14**)	83.3%	12.5%	4.2%				4.8	.51
Group counseling skills (**Standard 26**)	41.7%	33.3%	8.3%	4.2%		12.5%	3.8	1.6
Cross cultural counseling skills (**Standards: 3; 14; 8; 21; 23**)	66.7%	29.2%	4.2%				4.6	.58
Consulting with teachers (**Standards: 10; 27**)	62.5%	12.5%	25%				4.4	.88
Consulting with parents (**Standards: 10; 7**)	66.7%	25%	8.3%				4.5	.65
Applying developmental theories (**Standards: 2; 21**)	58.3%	29.2%	8.3%			4.2%	4.3	1.1
Career and college counseling skills (**Standards: 20; 19**)	70.8%	29.2%					4.7	.46
Implementing classroom interventions (**Standards: 11; 24**)	37.5%	33.3%	8.3%			20.8%	3.5	1.9
Assessment/testing skills (**Standard 4**)	16.7%	41.7%				41.7%	2.5	2.2
Applying research/evaluation skills (**Standard 30**)	50%	25%	4.2%			20.8%	3.6	1.9
Consulting with school system (**Standards: 10; 22; 23; 28**)	62.5%	20.8%	4.2%	4.2%		8.3%	4.2	1.5
Engaging in collaboration/coordination (**Standard 27**)	83.3%	16.7%					4.8	.38
Linking with community resources (**Standard 13**)	54.2%	29.2%	4.2%	4.2%		8.3%	4	1.5
Engaging in prevention activities (**Standards: 5; 29**)	54.2%	41.7%	4.2%				4.5	.56
Leadership or advocacy activities (**Standards: 22; 23; 12**)	58.3%	29.2%	4.2%	4.2%		4.2%	4.2	1.2
Coordination of student services (**Standards: 13; 27**)	62.5%	16.7%	12.5%			8.3%	4.2	1.5
Handling logistics & record keeping (**Standards: 17; 18**)	66.7%	20.8%	8.3%			4.2%	4.4	1.1
Responsiveness to feedback/supervision (**Standard 16**)	83.3%	16.7%					4.8	.38
Overall evaluation of performance (**Standard 32**)	83.3%	16.7%					4.8	.38

Final Fieldwork Evaluation Form Competency Performance Summary (2012-2013 Academic year; N=22/30, 1st year students

Table 4 Competency and Standards	5	4	3	2	1	0 (N/A)	Mean	SD
Applying law and ethics (**Standards: 6; 17; 18**)	68.2%	18.2%	13.6%				4.5	.74
Individual counseling skills (**Standards: 25; 14**)	63.6%	22.7%	9.1%			4.5%	4.4	1.2
Group counseling skills (**Standard 26**)	36.4%	40.9%	13.6%			9.1%	3.9	1.4
Cross cultural counseling skills (**Standards: 3; 14; 8; 21; 23**)	68.2%	27.3%	4.5%				4.6	.58
Consulting with teachers (**Standards: 10; 27**)	77.3%	9.1%	13.6%				4.6	.73
Consulting with parents (**Standards: 10; 7**)	63.6%	13.6%	22.7%				4.4	.85
Applying developmental theories (**Standards: 2; 21**)	59.1%	27.3%	9.1%			4.5%	4.3	1.2
Career and college counseling skills (**Standards: 20; 19**)	54.5%	18.2%	9.1%			13.6%	3.9	1.8
Implementing classroom interventions (**Standards: 11; 24**)	45.5%	18.2%	4.5%			31.8%	3.1	2.2
Assessment/testing skills (**Standard 4**)	36.4%	22.7%	4.5%			36.4%	2.9	2.3
Applying research/evaluation skills (**Standard 30**)	54.5%	13.6%	4.5%			27.3%	3.4	2.2
Consulting with school system (**Standards: 10; 22; 23; 28**)	63.6%	27.3%	9.1%				4.5	.67
Engaging in collaboration/coordination (**Standard 27**)	72.7%	9.1%	13.6%		4.5%		4.5	.91
Linking with community resources (**Standard 13**)	63.6%	18.2%	13.6%			4.5%	4.3	1.2
Engaging in prevention activities (**Standards: 5; 29**)	59.1%	27.3%	9.1%			4.5%	4.3	1.2
Leadership or advocacy activities (**Standards: 22; 23; 12**)	63.6%	13.6%	18.2%			4.5%	4.3	1.2
Coordination of student services (**Standards: 13; 27**)	54.5%	22.7%	18.2%			4.5%	4.2	1.2
Handling logistics & record keeping (**Standards: 17; 18**)	72.7%	13.6%	4.5%		9.1%		4.5	.96
Responsiveness to feedback/supervision (**Standard 16**)	72.7%	13.6%	9.1%	4.5%			4.5	.86
Overall evaluation of performance (**Standard 32**)	72.7%	13.6%	13.6%				4.6	.73

3) On-Site Mentor Counselor Qualitative Evaluation – Standards, 16, 31, and 32

The following tables summarize the themes and categories that emerged from the on-site mentor counselor evaluations. Data is presented by cohorts according to their year of entry into the program.

Year of entry 2010 – evaluation conducted in 2012
• Great contributions to our office and school community   • Applies theory to interventions   • Skills in consulting with teachers and parents   • Open to feedback   • Great initiatives and innovation of practice   • Expertise in school counseling skills   • Well connected with community resources   • Will thrive in a counseling position   • A leader and an advocate   • An outstanding counselor; a true understanding of the field and a asset to the school community   • Want to hire student back as a counselor for next year   • Excellent skills working with challenging students   • Problem solving skills and approach   • Database management skills   • Great advising skills   • A social justice agent

Year of entry 2011 – evaluation conducted in 2013
• A great addition to counseling team. Invaluable resource for our students and school faculty. A huge asset to the school   • Works effectively with students of multiple backgrounds and levels   • Great counseling skills   • An advocate for students   • Will be an excellent counselor   • Has the skills to work as a social justice leader through school counseling

• Great skills in academic, socio-emotional, college/career counseling
• Proactive leader in our school counseling dept.
• We want to hire student as counselor when graduates. Wish we could offer the student a job here. Great skills, competency and commitment in school counseling work
• Crisis intervention skills
• Well-rounded educational counselor
• Well prepared and an well-rounded counselor
• Excellent work with the students – creative developmentally appropriate interventions

Year of entry 2012 – evaluation conducted in 2013

• A wonderful trainee
• Eager to learn. Diligent in learning and implementing interventions
• Understanding of school system
• Ready for the next phase of training
• An asset to the school
• She will become a great counselor
• Outstanding job in diverse school counseling competencies. Career, educational and crisis counseling
• Great skill in working with diverse student body. Skills in working with students with disabilities
• Student performed satisfactorily in all areas
• Participated in IEPs, SAPs, and SSTs among other
• Will be superb counselor
• Great individual counseling skills
• Practiced a wide range of relevant interventions to promote school success
• Great progress in school counseling aptitudes and competences this year
• A passionate counselor in training invested in the support of underserved youth
• An advocate for youth and had a tremendous impact in our school

4) University of San Francisco Fieldwork Instructor Evaluation - Standards, 16, 31, and 32
The following tables summarize the themes that emerged from the Fieldwork instructor evaluations of the candidate's performance. Data is presented by cohorts according to their year of entry into the program.

Year of entry 2010 – evaluation conducted in 2012

- Cares about each student and staff member in school
- Worked well under stressful situations. Worked well in difficult school environment
- Takes initiative and is creative implementing interventions
- Eager to learn. Insightful
- Great understanding of needs of urban students
- Increased level of confidence
- Strong advocacy skills
- Positive agent of change
- Mastered all school counseling competencies
- Successful application of theory into practice
- Solidifying values and strengths as a school counselor
- Understands and used data in school counseling practice
- Keen understanding of school counseling standards

Year of entry 2011 – evaluation conducted in 2013

- Accomplished training goals
- Developed counseling skills. Gained great experience and managed well challenging cases
- Good management of crisis interventions
- Agent of change in school
- Will make an exceptional counselor
- Effective guidance implementations
- Successful integration of theory and practice
- A great addition to the field and is prepared
- Skills working with stakeholders and administers to advocate for students
- Skills in curriculum development and implementation
- Creative and practical school counseling interventions
- Systemic thinking and interventions
- Oriented towards social justice and equity

• Effective leadership/advocacy skills
• Effective work with numerous and diverse students

Year of entry 2012 – evaluation conducted in 2013
• Student is ready for second year of school training
• Accomplished training goals
• Developed counseling skills
• Gained great experience with challenging cases
• Successful integration to the school environment
• Needs more experience providing consultation
• Successful implementation of groups
• Effective management of caseload
• Proactive learner
• Seeks and used feedback well

5) Narrative (self-report) performance evaluation by USF school counseling candidates- Standard 32
The following tables summarize the themes that emerged from the students' self-evaluation. Data is presented by cohorts according to their year of entry into the program.

Year of entry 2010 – evaluation conducted in 2012
• Specific strengthening of individual counseling skills
• Improvement in cross cultural counseling
• Improved career counseling applications
• Learned and used multiple intervention techniques
• Used and managed behavioral contracts
• Improved my skills working with teachers and parents
• Solidified group counseling skills
• Implemented advocacy and restorative practices
• Learned a great deal
• Improved guidance lesson skills
• Worked on data collection skills
• Feel prepared to enter career in school counseling

- Grew significantly in skills and professional competency
- Confident and comfortable in the school counseling profession
- Ready for full-time school counseling position

Year of entry 2011 – evaluation conducted in 2013

- I am fully prepared to be an effective school counselor
- I have theoretical knowledge and practical skills for the profession
- I have worked on skills for academic counseling/planning
- Practiced research and evaluation
- Applied group counseling skills and techniques effectively
- I am able to offer effective administrative support
- Worked effectively with parents and teachers
- I have learned a lot
- Gained skills in advising and counseling students. Great understanding and skills to perform my duties s a counselor
- Learned a lot and received a lot of support
- Use of data management in interventions
- Invaluable training and experience
- Well-prepared for school counseling practice

Year of entry 2012 – evaluation conducted in 2013

- A great educational experience this year
- Improved my counseling skills
- Gained experience consulting with school staff
- Learned a lot this year
- Individual counseling and group interventions practice
- Learned about IEPs
- Gained great experience about the college application process
- Gained experience in consultation with parents
- Gained confidence working with children and youth of different ages
- Learned about collaborating with diverse school personnel

- Deepen knowledge n socio-emotional counseling and academic counseling
- Wide range of group interventions and student involvement
- Increased comfort level as school counseling trainee
- Practiced transcripts evaluation
- Feel well prepared for next year
- Gained important peer mediation experience and management of discipline issues
- Deeper connection with school culture
- More confident to take more initiatives in the future

5) School counseling competency attestation sheets – Standard 32

As students entering the program in 2010 and 2011 graduated in 2012 and 2013 respectively, they submitted a portfolio with completed and signed Competency Attestation Sheets. Competency attestation sheets include 3-4 activities the candidate completed at her/his school site or during their tenure in the program to show competence in the skill domain. Mentor counselors, USF faculty, and Fieldwork instructors signed these sheets to approve that the candidates have conducted activities effectively, showing that they met the following school counseling competency requirements for credential recommendation:

- Law and ethics for the school counselor (**Standard 6; Standard 17; Standard 18**)
- Consulting with parents and teachers (**Standard 7; Standard 10; Standard 23; Standard 27**)
- Group counseling (**Standard 26**)
- Counseling theories and skills (**Standard 25; Standard 14; Standard 3**)
- Career and college counseling (**Standard 20; Standard 15; Standard 19**)
- Cross cultural counseling (**Standard 3; Standard 14; Standard 8; Standard 21; Standard 23**)
- Assessment (**Standard 4**)
- Child and adolescent development (**Standard 2; Standard 3; Standard 8; Standard 21**)
- Leadership, collaboration, and coordination of pupil support systems (**Standard 12; Standard 13; Standard 22; Standard 27; Standard 28**)
- Learning and instruction (**Standard 11; Standard 24; Standard 19**)
- Prevention and early intervention strategies (**Standard 5; Standard 29; Standard 8; Standard 9; Standard 28**)
- Research and program evaluation (**Standard 30; Standard 28**)

Examples of activities listed by the candidates in the Competency Attestation Sheets include:

- Career and College Counseling (**Standards 20; 19**):
  - Conducted a career development curriculum (STEPS) with 9th graders to facilitate their transition into high school.
- Research and Evaluation (**Standard 30**):
  - Administered pre and post test surveys to evaluate the effectiveness of a bullying prevention intervention with the 9th graders at "school site."

B) PROGRAM EFFECTIVENESS DATA

1. School Counseling candidate's exit survey on program effectiveness

When candidates graduate, we administer online exit surveys to assess their experience in the program at USF. In this survey, candidates rate their perceived level of training in school counseling competencies delivered in each of the courses in the program. In addition, candidates provide feedback on their experience with each of the courses they took, fieldwork experiences and overall training. We also ask for candidates to provide concrete suggestions and feedback for the program. Below we present charts summarizing the data by graduating cohorts in 2012 (N=27) and 2013 (N=23). Each table contains both years of data collection. Data is presented in percentage and frequency of responses, which are presented in parenthesis.

Quality of Educational Instruction - Standard 1

Scholarly Excellence - Standard 31	Strongly Disagree		Disagree		Agree		Strongly Agree	
	2012	2013	2012	2013	2012	2013	2012	2013
Faculty in my program held high expectations for my performance	0%	0%	11.1% (3)	8.6% (2)	55.5% (15)	29.6% (8)	33.3% (9)	56.5% (13)
My professors encouraged me to participate in professional organizations	3.7% (1)	0%	11.1% (3)	8.6% (2)	59.3% (16)	53.2% (12)	25.9% (7)	39.1% (9)
Different scholarly points of view were encouraged	0%	0%	18.5% (5)	0%	66.7% (18)	39.1% (9)	14.8% (4)	60.9% (14)
Faculty members prepared carefully for their courses	0%	0%	14.8% (4)	13% (3)	59.3% (16)	47.8% (11)	25.9% (7)	39.1% (9)

Environment for Learning - Standard 31	Strongly Disagree		Disagree		Agree		Strongly Agree	
	2012	2013	2012	2013	2012	2013	2012	2013
Graduate students in my program were treated with respect	0%	0%	0%	0%	70.4% (19)	43.5% (10)	25.9% (7)	56.5% (13)
I had the opportunity to engage in collaborative work with faculty in my program	3.7% (1)	0%	40.7% (11)	17.4% (4)	40.7% (11)	43.5% (10)	11.1% (3)	34.8% (8)
I had the opportunity to engage in collaborative work with fellow graduate students in my program	0%	0%	0%	0%	44.4% (12)	30.4% (7)	55.6% (15)	69.6% (16)
My program fostered a sense of intellectual community	0%	0%	0%	4.3% (1)	77.8% (21)	14.8% (4)	22.2% (6)	78.3% (18)
My program supported my professional goals	0%	0%	0%	0%	70.4% (19)	30.4% (7)	29.6% (8)	69.6% (16)
The academic advising I received was timely and accurate	3.7% (1)	0%	14.8% (4)	4.3% (1)	59.3% (16)	56.5% (13)	22.2% (6)	39.1% (9)
The amount of course work required seemed appropriate	3.7% (1)	4.3% (1)	11.1% (3)	4.3% (1)	66.7% (18)	56.5% (13)	18.5% (5)	34.8% (8)
Courses were relevant from my intended profession	0%		0%	13% (3)	88.9% (24)	56.5% (13)	11.1% (3)	30.4% (7)
Courses addressed current developments in my field	0%	4.3% (1)	7.4% (2)	13% (3)	70.4% (19)	43.5% (10)	22.2% (6)	39.1% (9)
My program was flexible enough to meet my needs	3.7% (1)		14.8% (4)	4.3% (1)	66.7% (18)	56.5% (13)	14.8% (4)	39.1% (9)

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Faculty Concern for Students - Standard 1	Strongly Disagree		Disagree		Agree		Strongly Agree	
	2012	2013	2012	2013	2012	2013	2012	2013
Faculty in my program served as positive role models	0%	0%	0%	0%	59.3% (16)	39.1% (9)	40.7% (11)	60.9% (14)
Faculty in my program were receptive to new ideas and ways of doing things	0%	0%	0%	13% (3)	74.1% (20)	30.4% (7)	22.2% (6)	56.5% (13)
I received honest, useful feedback from faculty on my class performance	0%	0%	11.1% (3)	4.3% (1)	66.7% (18)	39.1% (9)	22.2% (6)	56.5% (13)
Faculty in my program were supportive of my academic interests	0%	0%	3.7% (1)	0%	66.7% (18)	21.7% (5)	29.6% (8)	73.9% (17)
Faculty in my program were accessible to me	0%	0%	0%	4.3% (1)	74.1% (20)	34.8% (8)	25.9% (7)	60.9% (14)

Fieldwork supervisors concerns for students - Standard 31	Strongly Disagree		Disagree		Agree		Strongly Agree	
	2012	2013	2012	2013	2012	2013	2012	2013
Fieldwork supervisors in my program served as positive role models	0%	0%	11.1% (3)	0%	29.6% (8)	8.7% (2)	55.6% (15)	91.3% (21)
Fieldwork supervisors were receptive to new ideas and ways of doing things	0%	0%	0%	0%	44.4% (12)	8.7% (2)	51.9% (14)	91.3% (21)
I received honest, useful feedback from fieldwork supervisors on my class and fieldwork performance	0%	0%	0%	0%	40.7% (11)	13% (3)	55.6% (15)	87% (20)
Fieldwork supervisors in my program were supportive of my academic interests	0%	0%	3.7% (1)	0%	37% (10)	8.7% (2)	51.9% (14)	91.3% (21)
Fieldwork supervisors were accessible to me	0%	0%	0%	0%	37% (10)	4.3% (1)	59.3% (16)	95.7% (22)

Perceptions of Preparation - Standards 1 and 32	Strongly Disagree		Disagree		Agree		Strongly Agree	
	2012	2013	2012	2013	2012	2013	2012	2013
I believe I am well prepared in my area of specialization	0%		7.4% (2)	(1)	66.7% (18)	(12)	25.9% (7)	(10)
I believe I am well prepared to carry out my professional responsibilities	0%		3.7% (1)	(1)	66.7% (18)	(13)	29.6% (8)	(9)
I believe I am well prepared to assume a leadership position	3.7% (1)		7.4% (2)	(2)	62.9% (17)	(9)	25.9% (7)	(12)
I am confident in my ability to use appropriate technologies in my work	0%		7.4% (2)	(1)	70.4% (19)	(14)	22.2% (6)	(8)
I have enhanced my critical thinking skills	0%		7.4% (2)		55.6% (15)	(8)	37% (10)	(15)
I have enhanced my problem solving skills	0%		0%		66.7% (18)	(9)	29.6% (8)	(14)
I have enhanced my interpersonal skills	0%		0%	(1)	59.3% (16)	(7)	40.7% (11)	(15)
I believe I am well prepared to communicate my ideas in writing	0%		3.7% (1)		66.7% (18)	(10)	29.6% (8)	(13)
I believe I am well prepared to communicate my ideas orally	0%			0%	74.1% (20)	(11)	25.9% (7)	(12)
I am confident in my ability to apply the knowledge that I have learned to my work	0%			0%	62.9% (17)	(8)	37% (10)	(15)
I believe I am well prepared to critically evaluate the literature in my field	0%		3.7% (1)		70.4% (19)	(13)	22.2% (6)	(10)

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In your opinion, how satisfied are you with how applicable your USF education will be to your future career plans - Standards 1 and 32	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
	2012	2013	2012	2013	2012	2013	2012	2013
	0%	0%	0%	0%	66.7% (18)	37% (10)	33.3% (9)	56.5% (13)

Experience at USF/program - Standard 1	Definitely No		No		Yes		Definitely Yes	
	2012	2013	2012	2013	2012	2013	2012	2013
Looking back, would you still enroll at USF?	0%	0%	14.8% (4)	0%	51.9% (14)	52.2% (12)	33.3% (9)	52.2% (12)
Would you recommend USF and/or your program to others who are looking to further their education?	0%	0%	3.7% (1)	0%	70.4% (19)	47.8% (11)	25.9% (7)	47.8% (11)

Please rate the following techniques and methods of instruction used in the school counseling program – Standard 1 – on a Likert scale of 1 (poor) to 5 (Excellent)

	1	2	3	4	5

	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Lecture/Discussion	0%	0%	0%	0%	29.6% (8)	0%	55.6% (15)	0%	14.8% (4)	26.1% (6)
Demonstration & Modeling	0%	0%	3.7% (1)	0%	40.7% (12)	0%	44.4% (12)	0%	11.1% (3)	34.8% (8)

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Cooperative Learning Groups	0%	0%	0%	0%	11.1% (3)	0%	55.6% (15)	0%	33.3% (9)	56.5% (13)
Peer group study/Peer teaching	0%	0%	3.7% (1)	0%	11.1% (3)	0%	55.6% (15)	0%	29.6% (8)	52.2% (12)
Use of guest speakers	3.7% (1)	4.3% (1)	3.7% (1)	0%	29.6% (8)	0%	48.1% (13)	0%	14.8% (4)	39.1% (9)
Audio visual support materials	0%	0%	3.7% (1)	0%	29.6% (8)	0%	55.6% (15)	0%	11.1% (3)	30.4% (7)

Professional Qualities and Scholarly Dispositions *In general, my graduate program and experience at USG served to foster…*	Strongly Disagree		Disagree		Agree		Strongly Agree	
	2012	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
…commitment to students	0%	0%	0%	4.3% (1)	59.3% (16)	13% (3)	40.7% (11)	82.6% (19)
…reflective thinking	0%	0%	0%	4.3% (1)	55.6% (15)	34.8% (8)	44.4% (12)	60.9% (14)
…ethical and professional conduct	0%	0%	3.7% (1)	0%	59.3% (16)	34.8% (8)	37% (10)	65.2% (15)
…professional responsibility	0%	0%	0%	0%	62.9% (17)	34.8% (8)	37% (10)	65.2% (15)
…respect for diversity	0%	0%	3.7% (1)	0%	37% (10)	13% (3)	59.3% (16)	87% (20)
…desire to work collaboratively	0%	0%	3.7% (1)	0%	55.6% (15)	26.1% (6)	40.7% (11)	73.9% (17)
…a commitment to continuous professional improvement	0%	0%	3.7% (1)	0%	62.9% (17)	34.8% (8)	33.3% (9)	65.2% (15)
…self-directed learning	0%	0%	0%	0%	74.1% (20)	47.8% (11)	25.9% (7)	52.1% (12)
…respect for multiple perspectives	0%	0%	3.7% (1)	0%	66.7% (18)	21.7% (5)	29.6% (8)	78.3% (18)
…commitment to social justice	0%	0%	0%	0%	40.7% (11)	13% (3)	59.3% (16)	87% (20)

Please evaluate the quality of the fieldwork curriculum and instruction you received from your university field instructors – Standard 31	Poor								Excellent	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Overall quality of curriculum	0%	0%	0%	13% (3)	18.5% (5)	4.3% (1)	33.3% (9)	43.5% (10)	48.1% (13)	39.1% (9)
Overall quality of instruction	0%	0%	3.7% (1)	4.3% (1)	18.5% (5)	4.3% (1)	25.9% (7)	30.4% (7)	51.9% (14)	60.9% (14)
Quality of skills learned	0%	0%	0%	0%	14.8% (4)	21.7% (5)	33.3% (9)	34.8% (8)	51.9% (14)	43.5% (10)
Materials, methods, techniques used	0%	0%	0%	0%	22.2% (6)	21.7% (5)	29.6% (8)	39.1% (9)	48.1% (13)	39.1% (9)

Please rate the quality of field supervision you received from your university field instructors – Standards 31 and 16	Poor								Excellent	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Overall quality of supervision	0%	0%	3.7% (1)	4.3% (1)	14.8% (4)	4.3% (1)	29.6% (8)	21.7% (5)	51.9% (14)	69.6% (16)
Frequency of supervision	3.7% (1)	0%	3.7% (1)	4.3% (1)	14.8% (4)	13% (3)	33.3% (9)	21.7% (5)	44.4% (12)	60.9% (14)
Quality of guidance and	0%	0%	7,4%	8.7%	7,4%	8.7%	33.3%	13%	51.9%	69.6%

	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
suggestions			(2)	(2)	(2)	(2)	(9)	(3)	(14)	(16)
Materials, methods, techniques used	0%	0%	7.4% (2)	4.3% (1)	18.5% (5)	13% (3)	29.6% (8)	26.1% (6)	44.4% (12)	56.5% (13)

Please rate the quality of field supervision you received from your mentor counselors – Standard 16	**Poor**							**Excellent**		
	2012	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
Overall quality of supervision	3.7% (1)	8.7% (2)	3.7% (1)	4.3% (1)	11.1% (3)	8.7% (2)	33.3% (9)	26.1% (6)	48.1% (13)	52.2% (12)
Frequency of supervision	3.7% (1)	8.7% (2)	3.7% (1)	8.7% (2)	14.8% (4)	17.4% (4)	29.6% (8)	17.4% (4)	48.1% (13)	47.8% (11)
Quality of guidance and suggestions	0%	8.7% (2)	7,4% (2)	0%	11.1% (3)	26.1% (6)	40.7% (11)	17.4% (4)	40.7% (11)	47.8% (11)
Materials, methods, techniques used	3.7% (1)	17.4% (4)	3.7% (1)	0%	25.9% (7)	17.4% (4)	22.2% (6)	30.4% (8)	44.4% (12)	34.8% (8)

Please evaluate the quality of program coordination and advising you experienced and received this year – Standard 1	**Poor**							**Excellent**		
	2012	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
Overall quality of program coordination	0%	0%	14.8% (4)	4.3% (1)	37% (10)	17.4% (4)	40.7% (11)	39.1% (9)	7.4% (2)	39.1% (9)
Overall quality of program advising	3.7% (1)	0%	14.8% (4)	8.7% (1)	25.9% (7)	8.7% (2)	40.7% (11)	52.2% (12)	14.8% (4)	30.4% (7)
Quality of guidance and support	0%	0%	11.1% (3)	4.3% (1)	22.2% (6)	4.3% (1)	44.4% (12)	39.1% (9)	22.2% (6)	34.8% (8)

Please rate the following aspects of the School Counseling Program – Standard 1	Poor								Excellent	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Practical application of coursework	0%	8.7% (2)	3.7% (1)		18.5% (5)		59.3% (16)		18.5% (5)	26.1% (6)
Quality of text and reading material	3.7% (1)		7.4% (2)		18.5% (5)		62.9% (17)		7.4% (2)	17.4% (4)
Class correspondence work to syllabus	0%		3.7% (1)		3.7% (1)		77.7% (21)		14.8% (4)	26.1% (6)
Quality of assignments/activities	0%		3.7% (1)		11.1% (3)		74.1% (20)		11.1% (3)	17.4% (4)
Course requirements and grading	0%		3.7% (1)		3.7% (1)		66.7% (18)		25.9% (7)	13% (3)
Credential information and resources	0%		7.4% (2)		29.6% (8)		48.1% (13)		14.8% (4)	17.4% (4)

Overall, rate the satisfaction from the education and training you have received in the Counseling Psychology Credential Program – Standard 1	Poor		Fair		Good		Very Good		Excellent	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2012
	0%	0%	0%	4.3% (1)	40.7% (11)	17.4% (4)	40.7% (11)	47.8% (11)	18.5% (5)	30.4% (7)

Exit Interviews (continued) Qualitative Feedback – Standards 1, 31, 32

Strengths	2012	2013
Strengths of the program in terms of its curriculum	• Social Justice component • Multicultural perspective • Focus on school counseling skills • ASCA, though this could be more applied	• Research class in two parts • Course sequence • Applied learning • Engaging and challenging courses

	• Problem solving and assessment were very important • Hands-on and applied curriculum • Relevant curriculum for the profession	• Great diversity in the curriculum • Group counseling was a very important class • Fieldwork
Strengths of the program in terms of quality of instruction	• Experienced instructors from the field • Warm and caring instructors • Dedicated and knowledgeable professors • Teachers with real experience in the field	• Supportive teachers • Dedicated and knowledgeable faculty • Interactive teaching
Strengths of the program in terms of fieldwork experience	• One of the most valuable components of the program • Great fieldwork instructor with experience in the field • Curriculum implementation and ASCA • Requirements to facilitate SST • Peer advising and support in classes	• Fieldwork in conjunction with classes • Fieldwork instructors • Practicum (100 hours observation) before traineeships was very helpful
Strengths of the program in terms of its overall structure	• The cohort model • Teaching weekends • Course sequence • Small class sizes • Supportive environment • Social justice emphasis	• Professionalism of faculty/staff • Supportive faculty • Support from 2nd year students (mentoring program) • Teaching weekend • Great professors who really care. Individualized attention • Supportive network • The cohort model

| Areas of improvement for the program in terms of its curriculum | • Prevent redundancies
• Avoid repetition
• Have more communication among instructors
• Increase practical focus
• Group counseling and Assessment offered during the academic year
• More coverage of mental health topics (e.g., autism, etc)
• Please combine the consultation courses
• Offer more on crisis counseling; conflict mediation
• Academic/college and Career counseling should be two separate courses
• More material in college advising
• Make content of Educational Psych more applied to school counseling
• Combine Educational psych with developmental course | • Prevention and intervention course should be more applied to schools
• Need more hands on materials and applications in how to help students in schools. Need more practical information on Law and Ethics
• More communication to reduce redundancy in curriculum
• Assignments should be always relevant to the course
• More instruction on practical skills and items that could be used in schools
• More support on Law and Ethics
• More applications of ASCA throughout the curriculum
• More coordination among courses in the curriculum
• More consistency among different sections of courses
• Law and Ethics should be more specific to California |
| Areas of improvement for the program in terms of quality of instruction | • Some texts were for beginners in | • Need more emphasis in |

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	psychology. • Less Powerpoint • No rely to much on student presentation • Increase relevant in-depth and challenging discussions • There is great variability among instructors • More consistency in among the instructors • Some professors should have more practical knowledge about what they teach • Increase supervision/observation of professors	problem-based instruction • Too many instructors rely only on lectures • Need more instructors who are School Counselors • Readers instead of textbooks • More engaging teaching methods. No rely only on lecture or student presentation. • More practical book selections
Areas of improvement for the program in terms of fieldwork experience	• More discussion and clarity about the competencies • I had three fieldwork instructors. I liked better instructor from first year as she had more experience • More consistency among fieldwork instructors • Assignments need to be explained better\ • More learning about diagnosis • More communication between mentor counselor and fieldwork instructor • Greater coordination among fieldwork classes and academic courses • More assistance with placements	• The fieldwork course in the summer was not relevant and overlapped with content could be covered in other classes

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	• More consistency • Rotation among fieldwork instructors • Do internship observations • More training and selection of mentor counselors	
Areas of improvement for the program in terms of its overall structure	• Nice to have more time on research and assessment • More focus on pedagogy and psychology • Summer courses should be more hands on • Only have one consultation class	• More consistent expectations from faculty, administration and staff • The teaching weekend schedule (specially when at times we meet several weeks in a raw) • More communication among faculty • Group counseling could be offered earlier in the program • Switch prevention and intervention to the summer and offer group counseling in the spring • Have group counseling meeting/course meetings once a month + summer intensive • More clear explanation about adviser meetings/frequency • Difficult to schedule meeting with advisers; perhaps a week with long bocks of

		time could be designated for advising meetings
		• More support with placements and coordination with SFUSD
Please add any suggestion for improvement that have not ben covered in any of the sections above	• Having more school counselors as guest speakers to share their experience in the field • More communication about scholarships or research opportunities • Do not feel prepared to work with affluent populations	• Need to have facilities (cafeteria) open on teaching weekend schedule

Source	CANDIDATE COMPETENCE	PROGRAM EFFECTIVENESS
2) SUMMA **Standard 1 Standard 31**	**Strength(s):** This is a formal course evaluation implemented to all candidatess in every class in the Program. Data from this assessment is used to evaluate a candidate'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 candidates. Moreover, our Program faculty are successful in achieving primary learning goals and motivating candidates for academic success.
	Improvement(s): These are self-report forms that are subject to social desirability and candidates' perceptions at one point in time (end of semester).	**Improvement(s):** SUMMAs 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.
3) Narrative Course Evaluations **Standard 1** **Standard 31**	**Strength(s):** Candidates provide online anonymous, detailed written feedback about strengths and challenges of each course. Our data generally reveal candidates appreciation of faculty commitment, discussions in class, dedication to social justice and learning.	**Strength(s):** Provides detailed and specific candidate 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. For the most part, the courses delivered in the 2011-2012 and 2012-2013 cycles had positive feedbacks about the courses.
	Improvement(s): It would be helpful to ask more questions about students work towards the competencies and objectives of each class, which we are in the process of designing. For instance, in 2011-2012, candidates enrolled in the Educational Psychology course, asked for more applied academic/school counseling content in the course. The program coordinator and faculty met to discuss ways to increase school counseling applications of this course	**Improvement(s):** For the 2012-2013 academic cycle, we identified areas of work for the courses Prevention and Intervention and Problem Solving. Specifically, candidates requested more integration of applied school counseling knowledge and ASCA. The program coordinator met with the instructors and assisted them in integrated applied school counseling content into the courses. In addition, candidates have asked to increase program coordination to decrease overlap among different content. The department has implemented "Course Coordinator," in which faculty meets with professors to check the curriculum in each course within the program to reduce redundancy and coordinate the content candidates are learning through each of the courses in the course sequence.
4) Adjunct feedback	**Strength(s):**	**Strength(s):**

Standard 1	Adjunct faculty and fieldwork instructors meet and talk regularly to discuss, review, and evaluate candidate performance.	Creates a space to discuss programmatic issues, redundancy and student competencies.
	Improvement(s): 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.
5) Course review of Assignments and Activities Standard 1	**Strength(s):** Program coordinator reviews all syllabi, assignments, and activities to ensure they meet program goals, school counseling competency and standard. All courses are aligned with specific standards and competencies.	**Strength(s):** Through reviewing all course materials and assignments, the program coordinator ensures that the course sequence and school counseling curriculum meet candidates' developmental and training needs. First semester/year offers foundational training while first summer semester and second year are increasingly applied/problem solving.
	Improvement(s): We need to increase communication among faculty to continue to coordinate and reduce overlap in assignments. We will hold more faculty meetings to discuss curriculum delivery issues.	**Improvement(s):** In addition to holding faculty meetings, we will continue to share and make faculty aware of the major assignments used in each course. This awareness will help to reduce potential overlaps among courses and will be conducive to a more coordinated learning/training experience for students.
6) Job Placement Standard 1 Standard 32	**Strength(s):** Following completion of the credential program, the majority of graduates 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	**Strength(s):** Candidate success in obtaining jobs demonstrates Program effectiveness in school counselor training, achieving competencies, and a strong Program reputation. Candidates who graduated in 2012 are currently employed. The majority are employed in K-12 school counseling positions.

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	Administrators at K-12 schools. Our candidates are successful in obtaining school counselor positions and demonstrate their competence in job performance.	Others are employed as counselors in non-profit community based organizations and/or institutions of higher education. As for the candidates graduating in 2013, 10 (out of 23) already had been hired to work as K-12 school counselors/educators prior to graduating from the program.
	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 and listserv. We hope to host alumni network meetings on campus in the future.
7) Retention Rate **Standard 1**	**Strength(s):** Candidates demonstrate a strong commitment to completing their competencies and coursework.	**Strength(s):** Our data indicates that for the graduating class of 2012, 92% of the students who matriculated in the program graduated. As for the current candidates, two out of 32 candidates withdrawn from the program. These candidates withdrew from the program because of financial and health concerns. We have been able to offer a couple of scholarships to students to address this issue.
	Improvement(s): More consistently perform exit interviews with candidates who leave the program to understand underlying issues.	**Improvement(s):** Candidates who leave tend to due to financial and personal reasons or they are unable to meet our fieldwork requirements due to scheduling conflicts.
8) Feedback from District administration and staff **Standard 1** **Standard 31**	**Strength(s)** The Program Coordinator meets regularly with the Head Counselor, Support Services staff, counselors, Principals, and other District staff about our training program and goals. They provide feedback and recommendations	**Strength(s)** In meeting with program administrators, we discussed critical training needs for counselors working in urban settings. We also discussed ways to address these needs through fieldwork opportunities for our students.

	about areas of training and competencies our candidates need based on field needs. This past year, the head counselor offered specific training and recommendations for our candidates' employability skills.	
	Improvement(s): It would be helpful to meet with officers from different school districts to diversify the feedback and assessment of the program	**Improvement(s):** A formal method that is standard/competency based would be beneficial to structure the feedback

PART III – Analyses and Discussion of Candidate and Program Data

The candidate and Program data has been analyzed to look for main themes relative to a) candidate competence and b) program effectiveness.

Candidate competence
In section 2, we present data on candidate competence based on the 12 competencies in the Program. These competencies are listed below:
1. Assessment
2. Career and College Counseling
3. Child and Adolescent/lifespan 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

Candidates in our program demonstrate successful completion of all 12 competencies as evaluated by individual instructors and fieldwork supervisors. Our data reveal that a primary asset of the Program is its training of candidates to be competent school counselors in the field. The candidates report that the Program has prepared them to use specific school counseling skills and apply specific knowledge as they relate to the 12 competencies. Students, fieldwork instructors, and mentor counselors consistently reported that our candidates are well prepared enter the field as

school counselors—especially in urban and culturally diverse schools contexts. Students and mentors also shared that the candidates were well equipped to counsel students on a wide array of issues related to each of the 12 competencies.

We also analyzed the aggregated quantitative data for student performance on the 12 competencies. As you can see from the tables, across all of the 12 competencies, the vast majority of candidates were rated at or above "above expectations" in terms of being competent in the listed competency area.

Program Effectiveness

We also investigated themes and our findings as they related to program effectiveness. In terms of the curriculum in the program, students, mentor counselors, fieldwork supervisors all reported that the multicultural, social justice focus are a significant strength of the program. Students in particular felt strongly that there was a deep commitment to equity and social justice among the faculty and candidates. Candidates valued the strong multicultural focus in many of the courses and appreciated the diversity of the faculty that also underscored and represented these critical perspectives. Moreover, the incorporation of the American School Counselor Association model into the program was also emphasized as an asset. Furthermore, the candidates highly valued the structure of the program. This included the following format: (a) having a cohort model in which candidates progress through the program together. Candidates found this valuable and conducive to their learning; (b) the Teaching weekend schedule. Candidates reported this allowed them to spending time during the week at their school fieldwork site and keep their jobs; (c) small class sizes. This allowed for more in depth discuss, case analysis, and practice of specific school counseling techniques and skills. Candidates noted the availability, expertise, and professionalism of instructors as strengths of the program. In particular, Candidates appreciated begin 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 and cohort model.

In terms of Program Effectiveness, candidates appreciated the practical and applied focus of our courses. Since the last report, SCP faculty has worked hard to further connect theory and practices in the curriculum. They have also added additional practical activities to connect candidates' experiences in fieldwork and in courses and reduce redundancies across courses. Candidates 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. With respect to fieldwork, most candidatess stated that this class provided them with important support as they pursued their practicum. Candidates 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.

b) Areas of Improvement

We analyzed the assessments to look for main themes in terms of areas of improvement. Candidates in the Program gave specific suggestions for how to improve the Program and its curriculum and fieldwork experiences. We analyzed the areas for improvement below.

Instruction:

- Need to reduce redundancy in the content of the courses. Improve Instructor communication so there is more continuity and less repetition. Professors should what content and projects are covered in other courses. Instructors should share and discuss syllabi so there is no repetition.
- More consistency in terms of the multicultural and social justice focus. Have faculty who are skilled in facilitating discussions about cultural diversity.
- Need instructors who are current school counselors and have experience teaching at the graduate level.
- Adjunct faculty need to be available outside of class to meet about coursework and assignments

Fieldwork:
- Fieldwork instructors need to be in close contact with the onsite mentor counselors. This was not consistently done.
- There needs to be more focus in fieldwork on professional development, credential competencies, professionalism, 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. Fieldwork instructors need to be more organized in this regard.

Courses/curriculum:
- Candidates want more information and content in academic counseling and advanced training in multicultural counseling that is skills focused. Candidates are interested in learning more about trauma and crisis counseling.
- Candidates suggested that courses like educational psychology and developmental counseling were repetitive.
- Candidates felt that two courses in Consultation were too much and just one was needed.

Structure/general:
- Candidates 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.

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

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Exit survey, Narrative course evaluations, Course review	Increase faculty communication to reduce redundancies. Reduce number of courses taught by adjunct faculty to encourage communication	**Standard 1, Standard 2, Standard 12, Standard 28**
Exit survey, Narrative course evaluations, Course	Hire faculty who are multiculturally competent and have training in multi-	**Standard 1, Standard 2, Standard 3, Standard 12**

review	cultural counseling	
Exit survey, Exit survey, Narrative course evaluations, Course review	Hire faculty who are practicing school counselors and have previous graduate teaching experience	**Standard 1, Standard 16, Standard 31**
Exit survey, Exit survey, Narrative course evaluations, Course review	Increase faculty availability to meet outside of class time	**Standard 1, Standard 28, Standard 31**
Exit survey, Fieldwork evaluation *On-site mentor evaluation, Narrative course evaluations*	Standardize fieldwork experience so fieldwork instructors are in close contact with the onsite mentor counselors.	**Standard 1, Standard 16, Standard 31**
Exit survey, Fieldwork evaluation *On-site mentor evaluation, Narrative course evaluations*	Increase focus in fieldwork on professional development, credential competencies, professionalism, interviewing skills, and networking to help candidatess make more of a transition into the job market.	**Standard 1, Standard 2, Standard 12, Standard 31, Standard 32**
Exit survey, Fieldwork evaluation *On-site mentor evaluation, Narrative course evaluations*	Improve clarity on fieldwork and practicum requirements and forms (e.g., practicum site agreement forms; log-sheets, etc.). Improve Fieldwork instructors organizational skills.	**Standard 1, Standard 2, Standard 12, Standard 31, Standard 32**
Fieldwork competencies	Additional training in multicultural counseling skills	**Standard 1, Standard 2, Standard 3, Standard 31, Standard 32**
Exit survey, Exit survey, Narrative course evaluations, Course review	Additional training in trauma and crisis counseling	**Standard 1, Standard 2, Standard 3, Standard 31, Standard 32**

Below we discuss how we are using the results of our various assessments to improve Candidate performance and Program Effectiveness. 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 are 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 Credential 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, candidates are receiving a rating of "above expectations" or "outstanding" while a smaller percentage receive a rating of "at expectation." There is typically only 1-2 ratings of "needs improvement." However, some candidates received a rating of N/A in specific competencies. In these cases, the N/A rating may be a function of the nature of the competency and the grade-level or specific school the candidate was working at. For instance, if a candidate is rated with an 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.

To address this issue, we are currently improving our Fieldwork system so there is more communication between Fieldwork Instructors, Mentor Counselors, and candidates. This improvement may be further facilitated by having more Fieldwork Instructors who are practicing school counselors who are knowledgeable of the schools and districts that are candidates are in. For example, In San Francisco Unified School District (where the vast majority of candidates are placed in schools), we have met with the Head Counselors to plan professional development opportunities and training for students in specific areas. We need to improve having regular meeting times with Mentor Counselors and Fieldwork Instructors to facilitate more open communication about competencies.

In the meantime, Fieldwork Instructors are now expected to contact Mentor Counselors at least 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 all 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 improvement, 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 integrated 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 2012 and again in 2013 so our specific fieldwork expectations are directly communicated with the mentor counselor and with the fieldwork instructor. We are continuing to support our 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. We have increased the number of meetings with fieldwork instructors to discuss candidate's progress. We have also 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 2012 and 2013 exit interview reveal many common themes and areas for improvement. Decrease redundancy and add additional coursework in key areas: candidates 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 to discuss program curriculum and needed revisions. We outlined areas of redundancy and improvement. The Program Coordinator also facilitates communication between and across instructors of similar and different courses to reduce redundancy. For example, combined the two Consultation courses into one course due to prior candidate feedback. The data also reveal that there was redundancy between Developmental Psychology and Educational Psychology. We have since replaced the Educational Psychology course and replaced it with Academic Counseling (which was needed). We also created a separate course in Career Counseling due to the importance of Career Counseling in schools. 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 candidates. We have improved our course sequence (see Course Sequence Table for specific changes). More information about college admissions and A-G requirements: As stated, we now have separate Academic Counseling and Career Counseling courses to address this concern and feedback. Candidates are now receiving more formal training in A-G requirements, college admissions, financial aid, community colleges and certificate programs. More advocacy and policy work: The Program Coordinator has been meeting regularly with candidates and the class representatives each year to identify a social justice goal/project for the whole program to engage in. We hope our future social justice project will help candidates understand and gain hands on experience in advocacy and policy issues related to school counseling.

Instructors with multicultural school counseling experience and teaching experience at the graduate level: The Program Coordinator is meeting with the Deans and Department Chair to discuss how to bring in Instructors who are current school counselors and also Instructors with graduate level teaching experience. We also need to bring in Instructors with Multicultural Counseling experience and expertise. We need to do a thorough evaluation of current instructors and improve our core and adjunct faculty.

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 professional and 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 cnadidates 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. We are in the process of scheduling regular meetings with the Head Counselors of SFUSD to provide interview tips, sample questions, sample resumes, and timelines for the job search. The Program Coordinator is meeting with the Head Counselors of SFUSD to discuss desirable qualities and skills needed for graduating candidates. The Program Coordinator has create alumni networking sites on Facebook and Twitter. We are creating an Alumni network to help mentor current students in professional development.

Additional training in Multicultural Counseling and Trauma and Crisis Counseling. To address changes in the field, our multicultural and urban focus, and feedback from students and professionals, we have added a course in Advanced Multicultural Counseling and a course in Trauma and Crisis Counseling. These courses have been improved by the curriculum committee at USF and provide additional training for students in our program. Because our students work almost entirely in urban and multicultural settings (often with high violence, trauma, and poverty), we believe these courses are aligned with our social justice vision.

SUMMA and narrative course evaluations: To address low course evaluations, since 2011, we ask 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 been mentoring and/or replacing Instructors with lower course evaluations.

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). We have been collaborating with other Departments and the Dean's Office to have an Adjunct faculty retreats (since 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 social media sites for Alumni networks. We have panels with current school counselors and alumni to network.

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Professional Development: In addition to the job placement and professional opportunities listed above. We have designed our Program so students have the option of taking an additional 11 credits to be eligible for the Licensed Professional Counselor license in California (LPC). This is effective Fall 2012 and since that time, 6 students have begun taking these additional courses. The LPC option has not compromised or altered our emphasis on school counseling. Rather, it has provided students with an additional option.

Retention Rate: Each year, typically in the first semester, we lose1-2 candiadtes due to finances, personal events, or lack of fit in the program. We have not recently lost any candidates due to poor performance or inability to succeed. Since Fall 2010, we have tried to conduct formal exit interviews with departing candidates. We were able to do this with all departing candidates. 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 candidates 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.

SECTION B

INSTITUTIONAL SUMMARY AND PLAN OF ACTION

This following tables reflect the USF School of Education's review of the reports from all USF Commission-approved educator preparation programs: Preliminary Multiple Subjects with or without a Bilingual Authorization (Spanish) and with or without Intern Option; Preliminary Single Subject Credential with or without a Bilingual Authorization (Spanish) and with or without Intern Option; Reading Certificate; Preliminary Education Specialist (Mild/Moderate) with or without a Bilingual Authorization (Spanish) Option; Preliminary Administrative Services Credential; Clear Administrative Services Credential; Clear School Counseling (PPS) Credential. The summary is submitted by Director for Academic Effectiveness.

1) USF Unit Wide Assessments Matrix

USF Assessments	Instrument	Evaluation Period	Evaluators	TED	READ	SPED	ASC	PPS
Petition to Graduation	Online Survey	End of Program	Graduating Candidates	X	X	X	X	X
Course/Faculty Evaluations	SUMMA	End of each course	Candidates	X	X	X	X	X
3-Year Program assessment Plan linked to WASC Learning Outcomes	Dept./programs select a section of curriculum map to review through survey, rubric, course assessments.	Yearly	Faculty	X	X	X	X	X
Program Review	USF Self-Study Template	Every 3-5 years	Outside Reviewers	X	X	X	X	X
SOE Assessments	**Instrument**	**Evaluation Period**	**Evaluators**	**TED**	**READ**	**SPED**	**ASC**	**PPS**
Entry Survey	Online Survey	Beginning of Program	Candidates	X	X	X	X	X
Exit Survey	Online Survey	End of Program	Candidates	X	X	X	X	X
Field Practicum	Survey, Competency	Throughout	USF Supervisors;	X	X	X	X	X

Evaluations/Assessment (Standards and/or competency based)	Checklist, Rubrics, Written Response to Prompts	Field Practicum	District/Site Placement Employed Supervisors					
Signature Assignments; Embedded Course Assessments	Course Assessments linked to specific program competencies	By Course	Faculty	X	X	X	X	X
Cumulative Course Work	GPA (minimum B average required)	Across program	Faculty	X	X	X	X	X
Program Specific Assessments	**Instrument**	**Evaluation Period**	**Evaluators**	**TED**	**READ**	**SPED**	**ASC**	**PPS**
Teaching Performance Assessment	CalTPA; PACT	During Student Teaching Practicum	Calibrated Assessors	X				
Faculty feedback, e.g. Mid-Semester Check-In	Written Response to Prompts	Throughout program	Faculty	X		X		X
Graduate Survey	Survey	Graduates 1-3 years after graduation	Graduates	X			X	
Employer Survey	Survey	Yearly or Bi-Yearly	Employers	X				
Support Providers (Pilot 2013-2014)	Survey	Yearly or Bi-Yearly	New Teacher Support Providers, USF Fieldwork Supervisors	X		X		
Course Evaluation	Narrative response to questions/prompts	End of each course	Candidates	X	X	X		
RICA	Written Examination or Video Performance Assessment	Prior to end of program	Calibrated RICA Assessors	X	X	X		
3-Way Evaluation	Survey, Competency Checklist, Rubrics,	Each semester in	USF Supervisors; District/Site Placement	X	X	X	X	

	Written Response to Prompts	field practicum	Employed Supervisors					
School Counseling Competency Attestation Sheet	Competency Checklist w/ narrative	Throughout program	Candidate, Instructor, USF Field Work Supervisor, Site Supervisor					X
School Counseling Final Fieldwork Evaluation Form	Rubric linked to competencies; Written response to prompts	End of program	Site Placement Supervisors					X
TPE Formative Assessment Goals	Rubric	Throughout Program	Fieldwork Coordinator, USF Fieldwork Supervisor				X	
Portfolio	Rubric linked to TPE competencies	Through out program; at end of program	Faculty (READ & SPED), Fieldwork Coordinator (SPED), USF Supervisor (SPED)		X	X		
Job Placement Data	Survey	Yearly	Chair/Program Coordinator				X	X
Mock Interviews	Interview with potential employers	End of Program	Potential Employers				X	

2) Documentation of Unit Assessment System Based on Analysis of Data 2011-12 and 2012-13

| Action Taken	Date	Data Source(s)	Analysis Leading to Action
USF Petition to Graduate Survey Data	2011	Candidates must petition to graduate. To complete the petition process each candidate must respond to a survey (4-point Likert scale).	In writing the response to the Common Standards in 2011 as part of the new Bilingual Authorization, it was discovered that units could request and get data from the graduation survey, disaggregated to reflect only the graduates from the unit or specific programs within the unit. This survey, which had similar questions to a section of the exit surveys being used by most programs, provided additional support for the data analysis of those internal program surveys.
Formation of the SOE Assessment Committee: The group meets monthly during the academic year. Members include staff and faculty from	2011	Feedback from programs related to writing of Program Assessment documents; CTC Feedback on Biennial Report; Common Standards revision;	Programs were working independently on many of the same issues/addressing many of the same concerns. This was particularly challenging for small programs with just 1 or 2 faculty members. The Committee was formed initially to provide support. Through program presentations around assessment, the focus

all credential/licensure programs as well as the Credential Analyst, TPA Coordinator, and Associate Dean overseeing credential programs.		feedback from USF BIR members	shifted to focus on collaborating to refine as well as develop assessment tools that are closely align across all programs, This is leading to better data for unit assessment and improvement that can also be disaggregated for program level assessment and improvement.
Alignment of Likert-scale definitions on field practicum evaluations	2013	Program presentations of field practicum evaluation forms at SOE Assessment Committee meetings	In reviewing field practicum evaluation forms, it became clear that better definitions of the Likert scales being used were needed to give those completing the forms a clearer picture of how programs defined candidate progress toward meeting the competencies set out for each program. It also became clear that it was possible to use the same Likert scale with identical definitions of each point across programs. Revisions are being implemented beginning in Fall 2013.
Entry and Exit Surveys	2011-2012	Program presentations of entry and exit surveys at SOE Assessment Committee meetings	In reviewing the entry and exit surveys as well as the methods used to complete these, it became clear that a unified online system could be developed. A Graduate Merit Scholar worked with the committee to set up an online survey system that collected all the common information and provided a system for candidates from specific credential/certificate programs to answer program specific questions.
Graduate Data Base	2013	Program faculty; USF Alumnae Relations Office	There is no system for collecting and keeping alumni information that is useful to the credential programs in reviewing and analyzing data from program graduates related to their employment, and self-assessment of preparation for the job. The lack of such a system also makes it difficult to contact a wide range of graduates' employers to get feedback on how our graduates are performing in their profession. After several years and multiple attempts to get a system in place through a variety of entities, the SOE Assessment Committee has elected to develop the database with the goal of having a database covering at least the past 2-3 years of graduates and employers completed by May 2014 as a way to begin a more systematic survey of these

| | | | individuals for data for unit and program improvement. | |

3) Common Standard Implications Fall 2013

Identified Issue	Program(s) Involved	Area of Strength or Area to Improve	Applicable Common Standard
Database of Graduates and Employers	All (TED,READ, SPED, ASC, PPS)	Area for Improvement: The lack of a university-wide database that can be disaggregated by unit and program has been a deterrent to consistently collecting information from our graduates and their employers. An "in-house" database, specific to credential programs, will provide better data for use in unit and program assessment and improvement	2
Alignment of Likert scales used to assess candidate competence in field placements	All (TED, READ, SPED, ASC, PPS)	The use of Likert scales to evaluate candidate demonstration of competency in field settings has been a challenge. Area of Strength: First, the definition of each point on the Likert scale has varied from program to program. That has been/is being addressed. Area for Improvement: The next step is to more effectively orient District/Site Placement Employed Supervisors to these definitions and what each level "looks like" in practice as a way of both informing the program and the candidate of areas of strength and areas that need improvement.	6, 9
Exit Survey Data Collection	All (TED, READ, SPED, ASC, PPS)	Area for Improvement: When programs were collecting their exit survey in a paper, face-to-face, mode (typically in a last class), the return rate was extremely high. The decision to go to an electronic format was made for a wide range of reasons but has resulted in an inconsistent, and often lower, rate of return that program specific. This is an issue the SOE Assessment Committee will be examining in the coming year.	2
Better assessment tools that are valid and reliable	All (TED, READ, SPED, ASC, PPS)	Area of Strength: TED has an advantage in the assessment tool area due to the TPA. Area for Improvement: The challenge for the other programs is to find tools that provide a high level of valid and reliable data, similar to the TPA, as part of the program and candidate assessment. Data of this caliber would also provide solid unit-wide assessment data.	2, 6, 9
SOE Assessment Group	All (TED, READ, SPED, ASC, PPS), Dean's Office,	Area of Strength: The establishment of this group and its ongoing work on assessment for unit and program improvement has had a profound impact on how we collaborate on program development.	1, 2, 9

	Credential Analyst, TPA Coordinator		
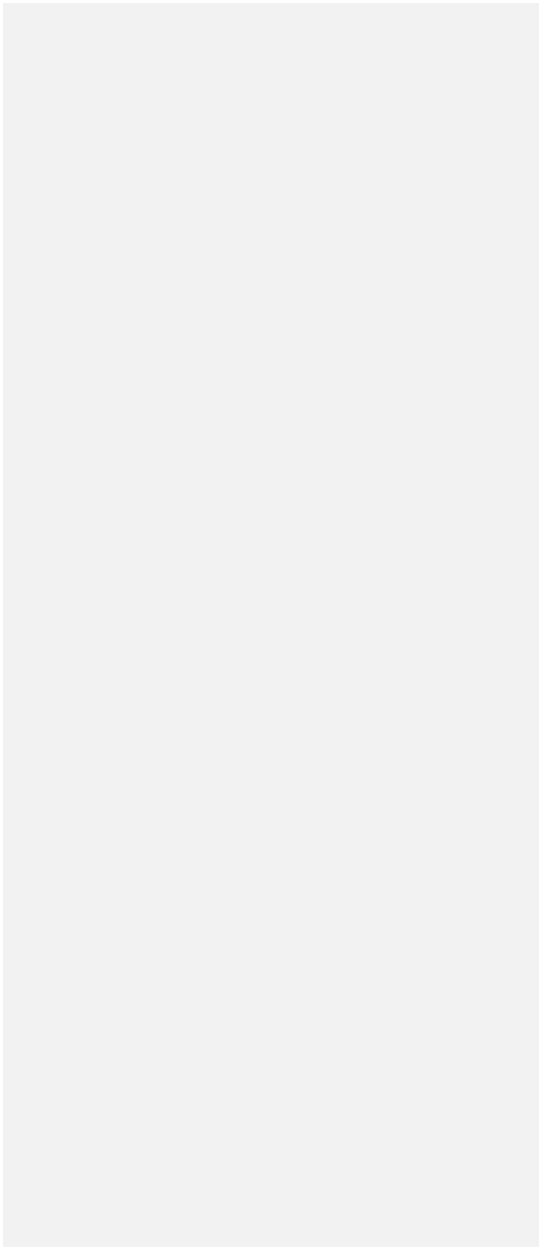
Commission on Teacher Credentialing
Biennial Report

University of San Francisco