The total number of candidates who completed education programs within NCATE’s scope (initial teacher preparation and advanced preparation programs) during the 2007-2008 academic year?

2008 Part C of the AACTE / NCATE Annual Report

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. change in Title II data that indicates the unit no longer meets the required state pass rates on licensure exams
2. change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency
3. change in institutional accreditation status
4. the addition or removal of programs.
5. changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.
Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

During the 2007-2008 academic year, the College of Education continued its review and update of the conceptual framework. The College's Strategic Planning Committee, with the assistance of the Interim Associate Dean, took a leadership role in reviewing the conceptual framework and identifying areas that needed updating and/or other revisions. All meetings of the Strategic Planning Committee were open and each draft of the revised conceptual framework was shared broadly. Before making final revisions to the conceptual framework, the college held a forum in which all faculty were invited to discuss the conceptual framework and to offer feedback and suggestions to further refine it. The feedback was tracked and incorporated into the subsequent drafts and graphic organizers, which were then distributed for another round of review. Although the process has taken a long time, there has been ample opportunity for deliberative review of the conceptual framework in multiple venues and among our many constituencies. Through the process, the College of Education has reaffirmed the shared vision of the unit and has used the conceptual review process to reexamine how it plays out in the standards, with a particular emphasis on unit accountability. While still true to the original values, the literature review has been updated and the revised conceptual framework reads much better.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
The College of Education and the Department of Communicative Sciences and Disorders made significant headway in reviewing and refining expectations for candidate performance. Each program in the unit examined and articulated or reaffirmed the knowledge, skills, and professional dispositions expected of candidates at every point in the program from admissions through graduation. There was a renewed and enhanced focus on intentional and explicit linkage between NCATE and CTC standards and to ensuring that both the candidate outcomes and the assessments used to measure those outcomes were informed by the conceptual framework and the College mission. Programs created detailed tables and charts showing the outcomes, the point(s) in each program where the outcomes are measured, and the assessments used to measure the outcomes. Many programs also created “cross-walks” to show the connections between NCATE and California standards.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit’s plans for and progress in meeting this standard.

A significant portion of the unit’s work during the 2007-2008 academic year was directed toward improving our response to Standard 2. Great strides were made during 07-08 to improve candidate and graduate performance assessment, data collection, and analysis. For the first time, California’s state credentialing agency, the Commission on Teacher Credentialing (CTC), has instituted a Biennial Report requirement. As the name implies, the reports are submitted every other year. These reports contain detailed breakdowns of candidate knowledge, skills, and dispositions across transitions points (entry, early program, mid-program, program completion), the assessments (including rubrics) used at each of the transition points to measure candidate performance. Thus, all programs in the College of Education and Communicative Sciences and Disorders dedicated significant time and energy to data gathering and analysis and to using the data and analysis to refine assessments and programmatic decision-making.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

As part of the Biennial Report process (See Standard 2 above) all programs reviewed the assessments and practices related to field experiences and clinical practices. In many cases, these reviews led faculty to consider and implement changes to assessment items such as observation forms and rubrics. Some programs reevaluated field practitioner training mechanisms and informational materials.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 4. Diversity

...
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

As with field experiences above, all programs reviewed the assessments and practices related to diversity in preparation for submission of the Biennial Report. In nearly all cases, these reviews led faculty to conclude that preparing candidates for service and leadership in diverse settings remains a strength across programs. Candidate experiences, outcomes, and assessments related to diversity continue to be carefully aligned with the College Mission and the conceptual framework.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

No significant changes in this area.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

In the 2007-2008 academic year, the College of Education experienced a second failed search for a new dean. Dr. Servatius, a well-respected Professor Emerita with a great deal of experience in College leadership from the College of Education, agreed to serve as Interim Dean of the College.

In addition to the interim dean, the College had a new interim associate dean, who left the position to return to teaching mid-year, resulting in another interim associate dean appointment. There have been three failed Dean searches (including one during the 2008-2009 academic year), and, while the College has responded very well to the excellent leadership provided by Interim Dean Servatius, a successful search for the right permanent dean is a universal high priority.

The developing budget crisis began to have some impact during the 2007-2008 academic year. (This has significantly worsened during the current 2008-2009 academic year). Decreased funding, increased student tuition, and new state assessment requirements for the 2008-2009 academic year have raised concerns about the financial resources needed to run programs effectively.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:
1. The unit does not have authority to manage or coordinate the Clinical Rehabilitative Service/Speech, Language, and Hearing program. (ITP) (ADV)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

The Deans and Associate Deans of the College of Education and Allied Studies and the College of Letters, Arts, and Social Sciences continue to meet and communicate regularly about matters related to governance and accreditation. During the 2007-2008 academic year, the College of Education's Coordinator of Assessment and Accreditation met regularly with the chair of the Communicative Science and Disorders (CSD) program, which houses the Clinical Rehabilitative Service/Speech, Language, and Hearing Program. These meetings have been very effective at building bridges and enhancing communication between the College of Education and CSD.

If you have another comments, use the space below: