July 3, 1990

Donna M. Gollnick
Interim Executive Director
National Council for Accreditation
of Teacher Education
2029 K Street N.W., Suite 500
Washington, D.C. 20006

Dear Dr. Gollnick:

This is to acknowledge receipt of the NCATE Board of Examiners Report subsequent to their visitation February 25-29, 1990. The following constitutes our rejoinder to the description of decisions for each standard.

I. A. Design of Curriculum

The common models articulated as foundational for the professional education programs are not as yet widely and firmly in place. (criteria #1, 4)

As a response to the criticism of the NCATE Accreditation Team that our foundational models are not yet widely and firmly in place, I met with the school-wide Planning and Evaluation Committee to develop a year-long plan to continue to advance our goal of articulating a school-wide philosophy that is reflected in the curriculum. This will be a continuation of efforts that were begun soon after my arrival at California State University, Fullerton in the fall of 1987. At the time of the site visit, and as honestly stated in our Institutional Report, we took as our challenge the conceptualization of a new theory of practice. We view our continuing effort in this area as an opportunity to address NCATE's concerns and to make our programs even stronger.

Our approach to developing a common model is based on the belief that any meaningful philosophy is interactive and requires numerous community conversations to develop fully and to be "owned" by the faculty. As a community, we look forward to a lively year of discussions about our purpose. The goal of our work is to articulate a common philosophy for the School of
Human Development and Community Service that is reflected in program objectives and in the curriculum. We have established the following activities and time-line in order to meet our goal.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person(s) Responsible</th>
<th>Deadline</th>
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<tr>
<td>Plan faculty retreat including preparation of sample case studies of teaching dilemmas and how they relate to beliefs about teaching</td>
<td>Planning and Evaluation Committee</td>
<td>August 1</td>
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<tr>
<td>Hold faculty retreat, &quot;Our Practice: Why We Do What We Do&quot;</td>
<td>Dean and Faculty Cross-departmental groups</td>
<td>August 29 A.M.</td>
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<tr>
<td>Discussion of department philosophy in relation to school-wide philosophy</td>
<td>Departmental groups</td>
<td>August 29 P.M.</td>
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<td>Develop Plan of Action for year relative to curriculum, course materials and resources</td>
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<td>Continued discussion of school-wide philosophy and impact on department philosophy at annual retreat</td>
<td>Dean and Department Chairs</td>
<td>Sept. 25-27</td>
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<tr>
<td>Continued discussion of school-wide philosophy in small group meetings</td>
<td>Dean and faculty</td>
<td>Sept.- Dec.</td>
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<tr>
<td>Coordination of on-going implementation of departmental plans and formulation of school philosophy</td>
<td>Planning and Evaluation Committee, Department Chairs</td>
<td>Spring 1991</td>
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<tr>
<td>Integrate philosophy into course materials</td>
<td>Department Chairs</td>
<td>Spring 1991</td>
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<tr>
<td>If appropriate, mail school philosophy and other related documents to NCATE</td>
<td>Dean</td>
<td>August 1991</td>
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I. B Delivery of the Curriculum

No rejoinder
I. C  General Education

No rejoinder

I. D  Specialty Studies

No rejoinder

I. E  Professional Studies

The social, historical, and philosophical foundations of education component is not systematically and adequately provided for in the professional studies component at the basic and advanced levels. (criterion #19)

Due to state imposed limitations on the number of units allowable in a teacher credential program, the social foundations of education receive less attention within credential programs in California than in some other states.

In Elementary Education we have attempted to address this issue by including the social foundations of education in two courses which students normally take prior to the basic credential program. The texts and syllabi for the courses EDELM 315, Introduction to Elementary School Teaching, and CHILD 325, Middle Childhood, reflect the social, historical and philosophical emphases given coverage. In addition, the social foundations are covered in a new one-unit course, EDELM 430B, Curriculum and Instruction for Language Minority Students, that teaching candidates take either in the block program or to meet the requirements for a clear credential. In the masters degree program, all students take a core course in curriculum theory and development, EDELM 536, Curriculum Theory and Development, which includes the study of philosophical, sociological, and historical foundations of curricula. Thus, any student completing either a basic credential or a masters degree program will have had a strong introduction to the social foundation areas of education.

We take seriously the criteria that requires that the content of the social, historical and philosophical foundations of education be adequately taught in our Secondary Education Program. These themes are an integral part of EDSEC 440S, Foundations of Secondary School Teaching and several of our pre-requisite courses, EDSEC 310, The Teaching Experience: Participation and EDSEC 440M, Multicultural Education in Public Schools. One of the unique features of our program is that it is a cooperative educational program housed in Learning Centers in participating school districts that uses the resources of public school districts as well as the university. For example, school district personnel, who are frequent lecturers and discussion leaders in courses offered in the Learning Centers, bring the perspective of a practitioner to our discussions of the social, historical and philosophical foundations of education.
In order to further ensure that these areas are a systematic part of our curriculum, as we believe they should be, the faculty who teach the foundation courses will meet together fall semester 1990 to consider how to further meet the intention of the NCATE criteria. The question we will discuss is: What is the appropriate knowledge base for the beginning teacher in the philosophical, social and historical foundations of education? The content of our deliberations will be integrated into course syllabi by spring semester 1991.

Students in the Reading Masters Program are required to take EDELM 536, Curriculum Theory and Development, which includes the study of sociological, historical and philosophical foundations.

In Education Administration the social, historical and philosophical foundations of education strands are to some extent woven through all of our courses. More specifically, social, historical and philosophical foundations are found in EDAOM 503, Foundations of Administrative Leadership; EDAOM 505, Supervision of Curriculum; EDAOM 561, Governance, Systems, School and Community; EDAOM 563, School Personnel Administration; EDAOM 593, Administration of Least Restrictive Environment; EDAOM 501, Assessment of Administrative Potential; EDAOM 511, Instructional Leadership; EDAOM 522, Policy Development; and EDAOM 532, Multi-Cultural and Socio-Economic Diversity. Syllabi are being updated to reflect these units. Further, faculty (full and part-time) will be instructed to include these units in the above named courses.

In the Special Education program, students are expected to expand and enhance their knowledge of the social, philosophical, and educational factors that impact on the exceptional individual, specifically the social, economic, and cultural realities associated with handicapping conditions. Of particular importance are the ways that culture, gender and ethnicity relate to "exceptionality" within the general cultural milieu of the school and the community. Seminars allow the student to explore major reform movements in the school as they relate to the exceptional individual.

The capstone course in the Master's degree program, SPED 586, Curriculum Issues in Special Education, is designed to explore all critical issues (social, philosophical, and educational) in the field of Special Education. Philosophical considerations, pre-suppositions regarding instruction, as well as ethical, political, legal, and economic considerations are covered.

II. A Clinical and Field-Based Experiences (Basic Level)

The site selection process for placement of student teachers in the secondary programs does not always assure appropriate and adequate placements. (criterion #31)

Field experience placements in more than one setting are not assured for each student during the two semester professional
studies program. (criterion #24)

The weakness cited in this section do not apply to the Multiple Subject Credential Program. Our policy currently requires each student to be assigned to two schools for student teaching.

In the Elementary Education basic program, the policy is to supervise every student teacher on a weekly basis. The policy is the same for regular and emergency candidates. We monitor this policy, and we have been commended on the results.

In Secondary Education we believe that the site selection for the placement of student teachers is generally appropriate and adequate. Some problems were evident in the placement of students in the first semester of the program within one learning center. After consultation between officials in this district and the university, personnel changes were made that will take care of these concerns. Placement of first semester students within this district will be closely monitored to insure that the problems are corrected. Students do receive placements at two different levels within the program.

II. B. Clinical and Field-Based Experiences (Advanced Level)

The unit does not ensure that there is adequate onsite and university supervision in practicum experiences for persons who are concurrently employed on emergency certificates in the schools. (criterion #24)

Regarding the inadequate onsite supervision, especially for emergency credentials, the Special Education Department has initiated a new course: SPED 489, Directed Teaching in Education. For each eight students who enroll, we will be able to provide one quarter time of a faculty position for field supervision. This will ensure that a faculty supervisor will be able to see each student at least once every other week for a period of two to two and one-half hours and allow supervisors to concentrate on servicing those emergency credential students.

The unit does not ensure that the practicums for students in the Educational Administration Program occur in a variety of settings. (criterion #24)

The Education Administration guidelines are expressed in the current fieldwork handbook which reads: "Significant field experiences are to be provided candidates in at least two or three school levels (elementary, intermediate, high school), and cross-cultural settings where the pupils are racial/ethnic populations at least 20 percent different from that of the candidate."

Our department will add the following statement as an addendum to the Fieldwork handbook. "Each fieldwork candidate shall have at least ten percent of his/her administrative experiences at a different level(s). This experience plan shall be approved by
both the university supervisor and the site level supervisor. The candidate with the guidance of the university supervisor and/or the site supervisor shall ensure that such arrangements are made with the other school level(s).”

II. C Relationship with Graduates

While there was evidence of efforts in the planning stage, there is no systematic assistance to beginning professionals as an on-going process. (criterion #35)

There is no support in our system for following up graduates of our programs. One of our current involvements is participation in the California State New Teacher Project, jointly with the University of California, Irvine.

This project provides services to school districts, including mentoring, peer coaching, curriculum workshops, and support seminars.

The department of Elementary Education is currently seeking funding for a pilot project with the Fullerton and La Habra school districts to develop a new teacher support and assessment project. The goals and purposes of the project will address the needs of new teachers through a connection between the university which provided the preservice training and the districts and school sites where the teachers are employed. The transition into full-time teaching will be eased by bridging the academic and theoretical training received as student teachers with the practical and immediate realities of beginning teaching. A weekly university seminar designed to assist in blending the two and establishing a link between theory and practice will be developed. This weekly seminar will also provide an opportunity for new teachers to exchange ideas, voice concerns, and share problems in a supportive environment. The seminar will include areas known to be of interest to new teachers, of importance to their professional growth, and consistent with their preservice training.

A second area of focus will be to find ways of providing new teachers with support, assistance, and advice at their school sites, in order to help them successfully cope with daily concerns and questions. During the planning period, means of delivering this support will be explored. One possible method to be considered is establishing partners within the new teacher group to serve as peer support at the school site. A second form of on-site support would involve linking each new teacher with an experienced teacher at the school. These teachers would utilize their skills and knowledge as another source of support by serving as mentors or guides to the new teacher. The planning phase would involve establishing special criteria for selection of support teachers, and developing methods to provide them with appropriate training in working with beginning teachers.
Another involvement is through the partnership network, a collaborative effort of many area colleges, universities and school districts.

Many of our former students become master teachers for teacher-candidates in succeeding years, and these former students participate in master teacher scholarship and stipend programs offered by the department.

Two of our faculty sponsor a faculty-research group that includes several current and former students.

This topic will be discussed by Secondary Education and as funding and resources become available, application will be made for grants, etc. that render assistance to beginning professionals.

II. D Relationship with Schools

No rejoinder

III. A Admission

No rejoinder

III. B Monitoring Progress

No rejoinder

III. C Advisory Services

No rejoinder

III. D Completion of Programs

No rejoinder

IV. A Qualifications and Assignments

No rejoinder

IV. B Faculty Load

There is no distinction in computing loads between basic and advanced (graduate) courses, resulting in faculty who teach graduate courses having loads exceeding nine units. (criterion #61)

While there are distinctions for computing loads between basic and advanced courses, resources are inadequate to insure graduate instructors a nine unit course load. (The Dean is currently working with the Vice President for Academic Affairs to assign nine units of teaching to faculty who teach graduate courses.)

IV. C Faculty Development

No rejoinder
IV. D Evaluation
No rejoinder

V. A Governance
No rejoinder

V. D Resources
No rejoinder

Perceptions and Procedural Concerns

Our preliminary orientation meeting twenty-three months prior to the visit was very helpful and none too soon. The complexity of the interaction between the California Commission for Teacher Credentialing (CTC) and NCATE, presented problems throughout the process. Although we approve of the move to a parallel and towards a joint accreditation, the problem in finding both common and divergent standards made it difficult to know what was required. Since the procedure was new this is understandable, however.

The "joint" preparation had the effect that both organizations were sending information and requesting preliminary reports simultaneously—the sheer volume of material was difficult to digest. In the future a complete set of forms and standards from each agency, together with their timelines would make compliance easier. For example we only found out about the forms for the folios through a chance phone call.

Of special concern was the issue of whether folios were needed and what role they would play. The final outcome that folios must be submitted but that approval by the professional groups was not required is somewhat understandable. However, the subsequent approval of our programs by the CTC in place of folio approval makes the actual role of folios confusing.

The NCATE team was highly professional and under the chairs' leadership, it was extremely well organized.

The concurrent visit by the seven NCATE team members and the twenty-four CTC team members presented a different difficulty. It was obvious and understandable that neither team was experienced at joint efforts and although they did meet for discussions, joint interviews were often logistic nightmares. One team or the other might be late due to time constraints and much of the discussion would have to be repeated, thus further constraining time and confusing the presentation.

Although all team members were extremely courteous, they had difficulty appreciating that another team was simultaneously asking for attention and materials. We were concerned that we might appear unresponsive.
States such as California that have a five year program (and no education majors) are very confusing to team members from states with undergraduate education degrees. Teams need training prior to the visitation in order to understand how some aspects of some standards are specifically prohibited by California state mandate.

Overall, the visitation was effective, and the team highly professional, knowledgeable and cooperative.

Sincerely,

**Mary Kay Tetreault**

Mary Kay Tetreault, Dean
School of Human Development and Community Service

cc: Jack Coleman, Vice President
    Academic Affairs
    Department Chairs

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