A1. Institutional Mission and Context for Teacher Preparation Programs:

Now in our second year as a college of education, we remain firmly committed to high quality teacher preparation, recognizing that the teacher is most important variable in K-12 student learning. We are firmly supported by university administration and our surrounding community education partners. Our university and college and university mission statements and fundamental concepts guide our work – “learning is pre-eminent” and “our mission is to teach, to serve, and to engage in scholarship.”

We continue to stress and strengthen the high quality of our programs, reflected in strong assessment results from a variety of measures. Two of these measures are the CSU Chancellor’s Office Teacher Accountability Study and candidate results on the TPAs. Our credential recipients demonstrate strong knowledge of subject matter and strong pedagogical skills that lead to improving learning outcomes for students. The results are newly credentialed teachers who school districts seek to hire.

We attribute our strong credential programs to many factors. These include accepting well-qualified candidates for the teaching profession, strong faculty and master teachers who support candidates’ learning both in the university and K-12 classrooms, and well-chosen student teaching
placement in school environments that support our candidates’ professional development.

Another context for our credential programs includes an intentional focus on candidate and program assessment. We are developing a college-wide assessment system that will assist in taking measures at initial, mid and final points across our programs so that with these data, we will be better poised to make informed decisions concerning program improvements.

A2. Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005:

The Multiple Subject Program included pilot testing TaskStream, discussions with key district personnel regarding ways to enhance student teaching placements and procedures, continued updates to the department’s 2042 website, and block and field supervisor meetings to ensure consistent program effectiveness. Other qualities are mandatory course-alike meetings for all courses, a thorough and organized admissions process, requirement for CSET before admission, formative assessment throughout the program, and feedback from advisory boards used for program improvement.

The Single Subject Program continued implementation of the Teaching Performance Assessment. Tracking student performance data has allowed for improved alignment across coursework, field experiences, and the Teaching Performance Expectations. Increased emphasis on technology has resulted in expansion of Blackboard usage, increased availability of program information on the Web, and increased use of technology-embedded curriculum, instruction, and assessment by university instructors, teacher candidates, and their secondary students.

The Special Education Program has a renewed focus on student outcomes and assessment. Data collection on student outcomes for Pre K-12 students from 140 interns for the last three years shows the benefit of intern candidate teaching on student learning.

A3. New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005:

The Multiple Subject Program New initiatives: TaskStream for most candidates, updates online modules for one-unit seminars, design new SRI form to better access student feedback re supervisors; update and clarify block leader and supervisor manuals; task team to evaluate implementation of TPAs; proposal to support two populations of credential candidates – interns and Latinos - preparing to take the RICA who, based on new ETS data, need more support; proposal to examine longitudinal data regarding students’ feedback about the program. State legislation and funding will determine the implementation of TPAs; grant monies will determine the ability to support candidate preparation for the RICA, and the longitudinal study of student advisory board feedback. The Single Subject Program New emphasis on recruitment, retention, and support of mathematics and science teachers at the federal, state, and system levels has prompted new partnerships and programs. Although these projects are in initial stages, two Web pages document their progress: Mathematics and Science Teacher Project (ed.fullerton.edu/SecEd/MAST/Index.htm) and Increasing Teaching Capacity (ed.fullerton.edu/SecEd/Cedential_Prog/Increasing_Teaching_Capacity.htm). The Special Education Program Because of the success of data gathered by intern candidates, non-intern (traditional) credential candidates will collect student outcome data during the level II preparation.

https://info.ctc.ca.gov/fmi/xsl/Title2/editrecord12.xsl

Overall further support candidate preparation to use technology for instructional purposes and record-keeping. We will develop an assessment measure for credential candidates that assesses their ability to use technology for both purposes at initial and culminating points of the programs.

A4. For further information regarding CSU Fullerton's teacher preparation program, please visit our website at http://ed.fullerton.edu/

---

**Part B:**  
Quantitative Information about Each Teacher Preparation Program

**B1. Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program which Included Supervised Student Teaching or Internship Teaching**

<table>
<thead>
<tr>
<th></th>
<th>Totals</th>
<th>Programs with Supervised Student Teaching</th>
<th>Programs with Internship Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject Candidates</td>
<td>830</td>
<td>822</td>
<td>8</td>
</tr>
<tr>
<td>Single Subject Candidates</td>
<td>335</td>
<td>288</td>
<td>47</td>
</tr>
<tr>
<td>Education Specialist Candidates</td>
<td>568</td>
<td>440</td>
<td>128</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1733</strong></td>
<td><strong>1550</strong></td>
<td><strong>183</strong></td>
</tr>
</tbody>
</table>

**B2. Number of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005**

<table>
<thead>
<tr>
<th></th>
<th>Totals</th>
<th>Enrolled Candidates in Supervised Student Teaching</th>
<th>Enrolled Candidates in Internship Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject Candidates</td>
<td>680</td>
<td>677</td>
<td>3</td>
</tr>
<tr>
<td>Single Subject Candidates</td>
<td>289</td>
<td>243</td>
<td>46</td>
</tr>
<tr>
<td>Education Specialist Candidates</td>
<td>226</td>
<td>160</td>
<td>66</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1195</strong></td>
<td><strong>1080</strong></td>
<td><strong>115</strong></td>
</tr>
</tbody>
</table>

https://info.ctc.ca.gov/fmi/xsl/Title2/editrecord12.xsl  
### B3. Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

<table>
<thead>
<tr>
<th></th>
<th>Student Teacher Supervisors</th>
<th>University Intern Teacher Supervisors</th>
<th>District Intern Student Teacher Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Subject</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Academic Positions with Rights and Responsibilities</td>
<td>89</td>
<td>3</td>
<td>0</td>
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<tr>
<td>In Non-Academic Positions without Rights and Responsibilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Single Subject</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Academic Positions with Rights and Responsibilities</td>
<td>32</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>In Non-Academic Positions without Rights and Responsibilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Education Specialist</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Academic Positions with Rights and Responsibilities</td>
<td>23</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>In Non-Academic Positions without Rights and Responsibilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

---

### B4. Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005 *

<table>
<thead>
<tr>
<th></th>
<th>Student Teacher Supervisors</th>
<th>University Intern Teacher Supervisors</th>
<th>District Intern Teacher Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Subject Programs</strong></td>
<td>7.6 :1</td>
<td>9.3 :1</td>
<td>.1</td>
</tr>
<tr>
<td><strong>Single Subject Programs</strong></td>
<td>9.5 :1</td>
<td>3.3 :1</td>
<td>.1</td>
</tr>
<tr>
<td><strong>Education Subject Programs</strong></td>
<td>8.8 :1</td>
<td>4.4 :1</td>
<td>.1</td>
</tr>
</tbody>
</table>

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

---

### B5. Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

<table>
<thead>
<tr>
<th>Average Hours</th>
<th>Minimum Weeks</th>
<th>Total Minimum</th>
</tr>
</thead>
</table>

https://info.ctc.ca.gov/fmi/xsl/Title2/editrecord12.xsl
<table>
<thead>
<tr>
<th></th>
<th>per Week</th>
<th>Required</th>
<th>Hours</th>
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</thead>
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<tr>
<td>Multiple Subject</td>
<td>35</td>
<td>14</td>
<td>490</td>
</tr>
<tr>
<td>Single Subject</td>
<td>13</td>
<td>18</td>
<td>234</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>14</td>
<td>22</td>
<td>308</td>
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</tbody>
</table>

B6. Duration of Required Candidate Participation in Intern Program in 2004-2005

<table>
<thead>
<tr>
<th></th>
<th>Number of Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject</td>
<td>1.5</td>
</tr>
<tr>
<td>Single Subject</td>
<td>1.5</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Part C: **See below for Part C results.**

Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level 1) Credentials Program.

Part D:

Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Your confirmation number for this submittal is: 14221003232006

Confirmation Transmittal

I certify that, to the best of my knowledge, the information in the report is accurate and complete and conforms to California's Official State Plan for Federally-Mandated Reports About Teacher Preparation Programs in California Pursuant to Section 207, HEA of 1998. This plan was approved by the United States Department of Education and is consistent with the definitions and instructions used in the Reference and Reporting Guide for Preparing state and Institutional Reports on the Quality of Teacher Preparation.

Report Confirmation Number

(Signature)

Name of Responsible Institutional Representative for Teacher Preparation Program

Ashley Bishop

https://info.ctc.ca.gov/fimi/xsl/Title2/editrecord12.xsl

<table>
<thead>
<tr>
<th>Acting Dean, College of Education</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Certification of Review of Submission**

<table>
<thead>
<tr>
<th>(Signature)</th>
<th>Name of President/Chief executive (or Designee)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Milton A. Gordon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>President, CSU Fullerton</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
### Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Number Tested</th>
<th>Number Passed</th>
<th>Pass Rate*</th>
<th>Statewide pass rate</th>
<th>Number Tested</th>
<th>Number Passed</th>
<th>Pass rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBEST</td>
<td>716</td>
<td>716</td>
<td>100%</td>
<td>100%</td>
<td>91</td>
<td>91</td>
<td>100%</td>
</tr>
<tr>
<td>Aggregate</td>
<td>716</td>
<td>716</td>
<td>100%</td>
<td>100%</td>
<td>91</td>
<td>91</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Professional Knowledge/Pedagogy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>RICA</td>
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<td>98%</td>
<td>31</td>
<td>29</td>
<td>94%</td>
</tr>
<tr>
<td>Aggregate</td>
<td>556</td>
<td>550</td>
<td>99%</td>
<td>98%</td>
<td>31</td>
<td>29</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Academic Content Areas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Art S* (12)</td>
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<td>--</td>
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<td>--</td>
</tr>
<tr>
<td>Biology Praxis II (0233 + 0433)</td>
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<td>--</td>
<td>94%</td>
<td>1</td>
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<tr>
<td>Biology S* (04 + 05)</td>
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<td>--</td>
<td>100%</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>CSET English I</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>100%</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>CSET English II</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>100%</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>CSET English III</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>100%</td>
<td>1</td>
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</tr>
<tr>
<td>CSET English IV</td>
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<td>--</td>
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<td>--</td>
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</tr>
<tr>
<td>CSET Sci III Physics</td>
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<td>--</td>
<td>100%</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>CSET Science I</td>
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<td>--</td>
<td>--</td>
<td>99%</td>
<td>1</td>
<td>--</td>
<td>--</td>
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<tr>
<td>CSET Science II</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>99%</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>English S* (01)</td>
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<td>--</td>
<td>--</td>
<td>99%</td>
<td>0</td>
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</tr>
<tr>
<td>Math Praxis II (0063 + 0064)</td>
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<td>--</td>
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</tr>
<tr>
<td>Math S* (02)</td>
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<td>--</td>
<td>100%</td>
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<td>--</td>
</tr>
<tr>
<td>Aggregate</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>99%</td>
<td>3</td>
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<tr>
<td><strong>Other Content Areas</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Business S* (15)</td>
<td>1</td>
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<td>--</td>
<td>97%</td>
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<td>--</td>
</tr>
<tr>
<td>CSET MSE I</td>
<td>325</td>
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<td>100%</td>
<td>100%</td>
<td>9</td>
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<td>--</td>
</tr>
<tr>
<td>CSET MSE II</td>
<td>325</td>
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<td>100%</td>
<td>100%</td>
<td>8</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>CSET MSE III</td>
<td>325</td>
<td>325</td>
<td>100%</td>
<td>100%</td>
<td>9</td>
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<td>--</td>
</tr>
<tr>
<td>MSAT (0140 + 0151)</td>
<td>35</td>
<td>35</td>
<td>100%</td>
<td>99%</td>
<td>7</td>
<td>--</td>
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</tr>
<tr>
<td>Aggregate</td>
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<td>100%</td>
<td>99%</td>
<td>18</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

Summary Totals and Pass Rate:

<table>
<thead>
<tr>
<th>Regular Program Completers</th>
<th>Alternative Route Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Tested</td>
</tr>
<tr>
<td>716</td>
<td>91</td>
</tr>
</tbody>
</table>
Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates because the effect of one candidate's performance can have a larger impact on smaller programs.
### Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002 Cohort Update

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Regular Program Completers</th>
<th>Alternative Route Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Passed</td>
</tr>
<tr>
<td>Basic Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBEST</td>
<td>579</td>
<td>578</td>
</tr>
<tr>
<td>Aggregate</td>
<td>579</td>
<td>578</td>
</tr>
<tr>
<td>Professional Knowledge/Pedagogy</td>
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<td></td>
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<tr>
<td>RICA</td>
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<td>462</td>
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<td>Aggregate</td>
<td>462</td>
<td>462</td>
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<tr>
<td>Academic Content Areas</td>
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<tr>
<td>Soc. Studies Praxis II (0082 + 0083)</td>
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<tr>
<td>Social Science S* (03)</td>
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<tr>
<td>Spanish S* (10)</td>
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<td>Other Content Areas</td>
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<td></td>
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<td>MSAT (0140 + 0151)</td>
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<td>280</td>
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<td>Aggregate</td>
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<td>280</td>
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<tr>
<td>Summary Totals and Pass Rate</td>
<td>579</td>
<td>578</td>
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</tbody>
</table>

*Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates because the effect of one candidate's performance can have a larger impact on smaller programs.*