

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
California State Polytechnic University, Pomona**

Professional Services Division

June 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at California State Polytechnic University, Pomona. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership		X	
2) Unit and Program Assessment and Evaluation		X	
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject including Intern Program	19	19		
Single Subject including Intern Program	19	19		
Education Specialist: Mild/Moderate, including Intern Program	22	22		
Education Specialist: Moderate/Severe including Intern Program	24	24		
Autism Spectrum Disorders Added	3	3		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Authorization: (ASDAA)				
Adapted Physical Education Added Authorization (APEAA)	13	13		
Bilingual Authorization (Spanish, Cantonese, Mandarin)	6	6		
Agricultural Specialist	12	12		
Preliminary Administrative Services Credential including Intern	15	15		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: California State Polytechnic University, Pomona

Dates of Visit: April 19-22, 2015

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The decision of the team regarding the nine Common Standards is that Standards 3-9 are **Met**. Standard 1: Educational Leadership, and Standard 2: Unit and Program Assessment and Evaluation are **Met with Concerns**.

Program Standards

The team reviewed nine Cal Poly Pomona credential programs and found that all program standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and student services staff. Due to the findings that 7 Common Standards were met, and 2 met with concerns; and that for the nine Commission-approved programs reviewed, all program standards were met; the team unanimously recommends a decision of **Accreditation**. The team recommends that follow up be provided in the next Biennial Report (after Year 1) to demonstrate that data across programs is analyzed and aggregated at the unit level, and discussed across programs in the unit to support the unit goal of 'closing the loop'.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials; those credentials italicized are in transition, candidates are no longer being accepted and program review will be required prior to enrolling new candidates; therefore they were not reviewed:

Initial/Teaching Credentials

Multiple Subject

Multiple Subject

Multiple Subject Intern

Single Subject

Single Subject

Single Subject Intern

Education Specialist Credentials

Mild/Moderate Disabilities

Mild/Moderate Disabilities Intern

Moderate/Severe Disabilities

Moderate/Severe Disabilities Intern

Education Specialist Added Authorizations

Autism Spectrum Disorder

Adapted Physical Education

Advanced/Service Credentials

Education Specialist Credentials

Professional Level II-22 students

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Administrative Services

Preliminary ASC

Preliminary ASC Intern

Clear (standards-based)

Bilingual Authorization

(Spanish, Cantonese, Mandarin)

Agricultural Specialist Instruction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- California State Polytechnic University, Pomona be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State Polytechnic University, Pomona continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

Cheryl Forbes

University of California, San Diego

Common Standards Cluster:

Robert Perry

Los Angeles Unified School District

Colleen Keirn

St. Mary's College of California

Basic/Teaching Programs Cluster:

Olga Grimalt Moraga

Loyola Marymount University

Carrie Ann Blackaller

CSU Dominguez Hills

Glen Casey

California Polytechnic University, San Luis Obispo

Advanced/Services Programs Cluster:

Patricia Wick

University of Phoenix

Staff to the Visit

Paula Jacobs

Commission on Teacher Credentialing

Sarah Solari Colombini

Commission on Teacher Credentialing

Documents Reviewed

University and College Website University Catalog Common Standards Report Course Syllabi Candidate Files Candidate Program Handbook Fieldwork Handbooks Follow-up Survey Results Program Documents Program Assessment Feedback Sample District Contracts Candidate Work Samples	Intern Pre-service Documentation Meeting Agendas, Rosters and Minutes Organization Charts Biennial Reports and Feedback Field Experience/Assessment Notebooks Schedule of Classes Advisement Documents Admissions Documents Faculty Vitae Faculty Evaluations TPA Data
--	--

Interviews Conducted

Stakeholders	Common Standards	Program Sampling	TOTAL
Candidates	9	87	96
Completers	80	84	164
Interns	4	11	15
Employers	53	2	55
Institutional Administration	6	3	9
Program Coordinators	11	18	29
Faculty	59	19	78
CalTPA Coordinator	17	1	18
Advisors	15	1	16
Field Supervisors – Program	24	18	42
Field Supervisors - District	16	18	34
Credential Analysts and Staff	15	1	16
Advisory Board Members	40	11	51
Other	3	2	5
TOTAL	352	276	628

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

California State Polytechnic University, Pomona (Cal Poly Pomona; CPP) is one of two polytechnic universities in the state of California, located on 1,438 acres on the eastern edge of Los Angeles County on land donated by W. K. Kellogg for educational purposes.

The campus serves more than 20,000 students, faculty and staff who come from diverse backgrounds. The mission of Cal Poly Pomona is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for lifelong learning, leadership and careers in a changing multicultural world. Education takes place both within and beyond the classroom, and students tackle real world challenges, giving them an advantage as career-ready graduates.

The vision of Cal Poly Pomona is to be recognized as a national leader in polytechnic education, where hands-on learning is the foundation of a broad-based educational experience. The vision addresses the following endeavors; graduates will be distinguished by their understanding of theory, the ability to think critically and the capacity to apply that knowledge in a real-world setting. Cal Poly Pomona will embrace change, through teaching, learning, and scholarship that continually addresses the needs of a diverse culture and a dynamic economy. Cal Poly Pomona will be a model of a learning-centered university in all aspects of campus life.

Education Unit

Cal Poly Pomona's credential programs are located in the Department of Education, one of four academic departments in the College of Education and Integrative Studies (CIES). The university's polytechnic focus is on learning by doing, student success, and appreciation for differences and diversity.

The Department of Education houses all Commission-approved programs: Preliminary teaching credential programs with intern delivery models in Multiple Subject, Single Subject, and Education Specialist Mild/Moderate and Moderate/Severe disabilities; Education Specialist added authorizations in Adapted Physical Education and Autism Spectrum Disorder, Agricultural Specialist and Bilingual Authorization and Preliminary and Clear Administrative Services Credential Programs. Credential program faculty includes 23 tenured, and tenured-track faculty. The department also offers a graduate program leading to a Master of Arts in Education degree with focus areas of Curriculum and Instruction, Design-Based Learning, Literacy, Educational Multimedia, Special Education, and Educational Leadership. The department also currently offers an independent doctoral program, the Ed.D. in Educational Leadership.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)	Agency or Association Reviewing Programs
Multiple Subject MS Intern	Initial	49 0	85 4	CTC
Single Subject Single Subject Intern	Initial	71 1	145 10	CTC
Preliminary Ed Sp M/M Ed Sp M/M Intern	Initial	30 8	29 9	CTC
<i>*Ed Sp M/M Level II</i>	<i>Advanced</i>	<i>22</i>	<i>13</i>	<i>CTC</i>
Ed Specialist M/S Ed Sp M/S Intern	Initial	10 5	11 6	CTC
<i>*Ed Sp M/M Level II</i>	<i>Advanced</i>	<i>9</i>	<i>5</i>	<i>CTC</i>
**ASDAA	Initial	48	36	CTC
APEAA	Initial	6	5	CTC
Bilingual Authorization (Spanish, Cantonese, Mandarin)	Advanced	15	3	CTC
Agricultural Specialist	Advanced	3	12	CTC
Administrative Services Credential ASC Intern	Advanced	41 2	32 2	CTC
***Clear Administrative Services Credential	Advanced	0	0	CTC

*The Education Specialist Level II M/M and M/S program is “teaching-out” the final 22 candidates and can no longer accept candidates; this program was not reviewed

**ASDAA Candidates reported for 2014-15 were enrolled and completed during Summer 2014/Fall 2014; there were no candidates enrolled during the site visit.

***The Clear Administrative Services Credential program has no candidates enrolled and has not had any completers in the past two years; CPP intends to implement the new program in Jan 2016 based on recently revised ASC program standards.

The Visit

The Accreditation Site Visit took place Sunday through Wednesday April 19-22, 2015 as is typical for Commission accreditation site visits. Seven accreditation team members convened on Sunday April 19, 2015 for a team meeting prior to attending a Sunday afternoon reception, orientation, and interviews at the Kellogg Conference Center on the University campus. The team was greeted by the Dean of the College of Education and Integrative Studies, the Chair of the Education Department, the Accreditation Coordinator and Fieldwork Coordinator. The Dean provided a welcome at the afternoon poster session, introduced the unit leadership and program coordinators prior to the team interviewing the various constituencies.

A Mid-visit Report was shared with the Dean of CEIS, the Department Chair, and the Accreditation Coordinator Tuesday morning; interviews and data collection continued through Tuesday evening with team members conferring with one another frequently. The careful attention to detail in prior planning provided for a smooth visit and multiple opportunities for team members to gather information on the organization and implementation of Commission-approved programs. Team meetings were held during lunch Monday and Tuesday as well as each evening. On Tuesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The Exit Report was held at the Cal Poly Pomona campus at 11:00 a.m. on Wednesday April 22, 2015. The site visit was completed with no unusual circumstances.

Common Standards

Standard 1: Educational Leadership

Met with

Concerns

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings:

Credential programs at Cal Poly Pomona (CPP) are housed in the Department of Education in the College of Education and Integrative Studies (CEIS). The Chair of the Department of Education is responsible for unit leadership and reports to the Dean of the College of Education and Integrative Studies. Faculty members throughout the university serve as Single Subject Advisors, and may also serve as instructors for content pedagogy courses or supervise clinical practice. The education unit is grounded in the “learning by doing” philosophy that is a hallmark of the institution. The polytechnic emphasis on authentic, hands-on learning and student engagement is particularly responsive to California’s Common Core State Standards and curriculum frameworks. Candidates and graduates provided numerous examples of the ways in which this philosophy was enacted in their preparation programs and influenced their own interactions with students.

The acronym of LEAD (Leadership, Expertise, Application, Diversity) serves as an organizing principle for the unit’s research-based vision and goal of preparing teacher-scholar-leaders who foster school-community engagement. The Student Learning Outcomes (SLOs) embody the core values of the unit. Aligned with the relevant Commission’s Teaching Performance Expectations (TPEs), CPSEs, or program standards, the SLOs provide direction across the unit for the design of courses and learning experiences, teaching, and assessment of candidate performance as exemplified in program documents reviewed. Interviews with faculty confirmed their engagement in scholarship and service that promotes diversity as a resource and public education as a venue for personal and social transformation. Employers enthusiastically stated that graduates of Cal Poly credential programs are well-prepared to teach and to serve as leaders in local schools representing great ethnic, linguistic and economic diversity.

The Chair of the Education Department sits on the CEIS Leadership Team, consisting of the chairs of each department. The Chair conducts weekly faculty meetings and collaborates closely with coordinators in each credential program as confirmed in interviews with college and unit leaders and tenured faculty within the Department of Education. Tenured faculty members also serve in a variety of capacities contributing to the coordination and governance of all credential programs, including service on the university academic senate

and participation in a variety of external collaborative groups with stakeholders in the local service area. While it seemed that the weekly faculty meetings for tenured faculty within the Department of Education provided a venue for the involvement of faculty in organization, coordination and governance, the involvement of non-tenured faculty and instructional personnel from areas of the unit outside of the Department of Education wasn't clear. Some faculty, instructional personnel and staff expressed a desire for clearer communication about program changes and expectations, as well as opportunities to provide input and to examine candidate performance data.

Interviews with advisory board members and employers provided numerous examples of authentic, ongoing activities in which Cal Poly leadership, faculty members and alumni engage with the community within a strong network of long-standing professional relationships as well as new initiatives. Interviews with members of the Partners in Education (PIE) group comprised of superintendents, business leaders, and college donors demonstrated the high regard of regional stakeholders for CPP programs, including PIE's support of a fellowship designed to provide financial support for 10-15 candidates per year during clinical practice. Other advisory boards include an active Administrative Services Credential Board, and an Education Alumni Board. According to interviews with program leaders, an Education Preparation Advisory Board representing all programs has recently been convened, and although not implemented, plans to examine unit-level data among other activities thereby offering the potential means to providing a venue for accountability and active participation of stakeholders and faculty. Program leaders reported that a planning committee including adjunct faculty met during the summer. The accreditation site visit took place during a time of great transition with the conversion to a semester system, and it was evident that a great deal of collaboration across the unit was dedicated to re-visioning credential programs.

The University President and Provost have delegated responsibility and authority for the credential programs to the Department of Education. In addition, Cal Poly Pomona has a model of all-university responsibility for educator preparation. The ability of unit leadership to represent the interests of all programs was confirmed through interviews with campus and unit administrators. Further evidence of the university commitment to educator preparation includes the employment of science educators with K-12 classroom experience in each of the areas of science in the College of Science, and the College is also the home of the Center for Excellence in Math and Science Education (CEMaST) serving in-service as well as preservice teachers. The Department of Kinesiology and Health Promotion, also located in the College of Science, houses the Adapted Physical Education undergraduate program. Discipline-based faculty who teach undergraduate courses specific to those wishing to teach secondary English, music, social sciences and world languages are located in the College of Letters, Arts and Social Sciences. The College of Agriculture houses the supporting content courses for the Agriculture Specialist credential.

Interviews with candidates and graduates confirmed that a very clear process for monitoring and assuring that candidates meet all requirements is in place within CEIS. The Credential Services Office contains four credential analysts who are each responsible for a

credential program. This “one-stop-shop” provides a centralized service for candidates while ensuring that each candidate meets all requirements prior to credential recommendation. Graduates communicated high praise for this innovative approach, commenting that along with the high quality of the faculty and field experiences, their interactions with the program credential analysts and other office staff were among the highlights of their experience at Cal Poly Pomona.

Rationale:

While the team found evidence of a vision that provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, and collaboration, “unit accountability” was not apparent. While faculty, instructional personnel, and relevant stakeholders reported participation and input in a variety of activities in some programs, it is not clear how they *are actively involved in the organization, coordination, and governance of all professional preparation programs.*

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings:

A review of program documents and interviews with program leaders and faculty confirmed that all commission-approved programs participate in a comprehensive assessment and evaluation system although each program participates at different levels. The College of Education and Integrated Studies’ (CEIS) extensive system of assessment and evaluation is overseen by an Assessment Committee comprised of key stakeholder/leaders. The committee functions in a consultative, collaborative; and supportive role: advises the dean on resources; collaborating on interdepartmental assessment projects, and supports all programs through managing the entire assessment and evaluation process.

The Assessment and Evaluation process for the CEIS is framed and guided by the College of Education Assessment and Evaluation system, a 5-step process for gathering, analyzing, and utilizing data. The CEIS employs a fulltime Assessment and Evaluation Coordinator who works with department leadership to provide support at the unit-level throughout all departments and programs.

A key process within the assessment and evaluation system is the utilization of data gathered from a wide variety of sources at the program-level to inform decisions about operational and/or programmatic changes across the unit. The Biennial Reports provided evidence that for most programs, but not all, data have been collected systematically, reviewed extensively, and used to institute change. For example, the Single Subject and Multiple Subject programs moved Task 2 in the Teacher Performance Assessment to earlier in the program based on an analysis of candidate data.

A Review of Biennial Reports, document archives, and onsite interviews, provided evidence that the unit and programs formally and informally gather, analyze, and use data. All programs in the unit have a formal system to collect data in order to make informed decisions about candidates at key transition points throughout the program as appropriate: program admission, admission to clinical practice/ field experience, completion of clinical practice/ field experience, and completion of state requirements for credentialing. Additionally, the unit uses the CSU Center for Teacher Quality Surveys to gather data from both program completers and their employers for programs that elect to use these data. The unit has regularly scheduled times to analyze data, especially at department retreats and meetings. The unit provided charts showing timelines for change implementation based upon utilization of unit, program, and candidate data. The unit has a goal that is referred to as “closing the loop” defined as using data to support change as clearly described in the unit assessment system.

The unit has developed a calendar summarizing the assessment activities of the credentialing programs. Each program also has a system of ongoing monitoring of their programmatic data (e.g. admissions, clinical practice, key assessment) to make adaptations and changes as the data indicate would be beneficial.

While the education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement, the data at the unit level as presented to the team are inconsistent across all programs.

Rationale:

While the team found evidence that data were being collected across all programs, evidence was not found that the data collected were being consistently and systematically analyzed and used by the unit for improvement purposes.

Standard 3: Resources

Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings:

Budgets for all colleges at Cal Poly Pomona, including the College of Education and Integrative Studies (CEIS), are determined by a formula using the variables of full-time equivalent student (FTES) targets, fixed salaries of faculty and staff, and tenure track faculty capacity at the level of the university average student faculty ratio (SFR). A review of documents and interviews with campus and CEIS administrators indicated that despite overall budget cuts during the recent recession, no credential programs at CPP were discontinued and no faculty members were laid off or staff members eliminated.

Furthermore, the institution recognizes the need for growth in educator preparation programs, particularly in light of coming teacher shortages as well as prospective faculty retirements. Three new faculty members were hired last year and the department is currently engaged in searches for an additional three new faculty members. The college moved into one building with additional offices and another in 2013 in order to consolidate departments and to give it higher visibility of the colleges and its programs on the campus. Credential analysts as well as faculty members have individual offices, and eight classrooms in the home building with additional classrooms around campus are available for scheduling.

Sufficient resources are consistently allocated to the college based on expected FTES. Assigned release time is provided for faculty to coordinate a program or complete special projects. The Chair of the Department of Education may request additional funding to cover needs for any additional temporary faculty as needs change throughout the year. Within the campus budget process, unique resource needed for the effective operation of credential and certificate programs are negotiated with the Provost. For example, an additional allocation is provided for the implementation of the Teaching Performance Assessment (TPA), as well as funding for special projects such as the Math, Science Teacher Initiative (MSTI) and the Teacher Recruitment Project (TRP). Eight years ago, the college was also able to hire a full-time professional staff member who serves as assessment coordinator. As verified through interviews with program faculty and staff, the majority of the assessment coordinator's time is dedicated to work with the education unit, such as managing the assessment system in collaboration with the CEIS assessment committee in addition to managing federal and state reporting requirements. The college is also able to maintain a Credential Services Office supported by permanent salary funds with four credential analysts, each of whom manages a credential and/or certificate program from admissions through credentialing. Candidates and program completers consistently expressed a high degree of satisfaction with the support they received from this office. Resources for supervision of clinical practice are part of the FTES allocation with a unit compensation rate per teacher candidate per quarter factored into faculty workload.

The current work of revising all programs that is required by the University's transition to the semester system is being supported through an allocation to each credential program. The majority of the funding for this effort is provided by the CSU Chancellor's Office with additional funds from the University and from CEIS.

Candidates in all CPP state-approved programs have access to numerous information resources. All holdings in the comprehensive university library are accessible online to enrolled students, and on-campus wireless access is now provided in all outdoor spaces as well as buildings. The Blackboard learning management system was in evident use for a variety of purposes, including some online courses. Classrooms available in CEIS also have up to date SMART technology.

The Chair of the Department of Education serves as unit head and manages funding from CEIS for the operation of educator preparation programs and ensures equity of access to resources across programs. As confirmed through interviews with program faculty and administration, the Chair consults regularly with all credential program coordinators and in this way is able to learn of program-specific needs beyond the base allocation. In consultation with the Dean, the Chair is able to access additional funding sources, including revenue derived from summer session. Faculty initiative provides additional resources in the form of indirect cost recovery from grants and donations.

Standard 4: Faculty and Instructional Personnel

Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings:

The faculty of the unit includes tenure track and temporary faculty, adjunct lecturers, and supervisors of clinical practice. The tenure track has an extensive, well-developed process of recruitment, selection, and retention. The rigorous recruitment process involves all levels of stakeholders in the unit beginning with allocation from the Provost, and extending to teaching a lesson to a class. Temporary faculty – adjuncts and clinical supervisors – are hired according to criteria developed by each program from a pool of applicants that have been carefully screened for their qualifications. Candidates for a tenure track position must hold a terminal degree in their field, while temporary faculty must possess at least a Master’s degree. All faculty are expected to have P-12 experience. The department chair makes all assignments with full consideration given to the faculty member’s background and experience.

The in-depth application process for a tenure track instructional position incorporates the presentation of current written research in the field for the hiring committee to review, as well as an oral presentation of research during the on-campus phase of the interview process. To ensure temporary instructional faculty also has current knowledge, there is a requirement to have demonstrated expertise in the content area and also a record of modeling best practices in teaching and learning through a successful P-12 teaching experience.

The unit puts a strong emphasis on diversity through its advertising, recruitment, hiring, and retention processes. The Office of Diversity and Compliance assists the unit in creating recruitment tools and strategies that will attract a widely diverse candidate pool. The twenty-three current tenure-track faculty of the Department of Education are comprised

of representatives from groups that are generally underrepresented among university faculty and in the teaching profession as a whole.

Many faculty members conduct research that involves studying issues of diversity and using the findings to inform change movements within P-12 settings where applicable. Those faculty members who supervise clinical/field experiences have considerable experience working in P-12 settings with students of diverse backgrounds. Many of the unit's faculty members regularly provide professional development or create tools for teachers in P-12 schools who work with English learners. This practice keeps the university staff connected to current standards, frameworks, and accountability systems in the P-12 setting. Additionally, the Cal Poly Pomona Teacher-Scholar model in the Department of Education provides further opportunity for staying abreast of current trends and issues affecting P-12. Faculty members also serve as editors and peer reviewers for professional research journals in their respective fields, and continue to engage in research around issues specifically related to P-12 education. Membership in a diverse group of professional organizations is also evident among those who teach courses and/or supervise clinical practice/field experience.

The unit faculty collaborates with colleagues in P-12 settings by pursuing dedicated partnerships to provide a variety of mutually beneficial services. The documents indicate that faculty members provide onsite professional development and consultation, facilitate events like Family Literacy Night, serve on WASC accreditation review teams and advisory boards for the schools. Faculty also collaborate with P-12 colleagues through the Center for Excellence in Mathematics and Science Teaching housed in the Department of Science, which procured a grant to support schools in the STEM fields.

Overall faculty professional development needs are determined through the departments in their regular meetings or through a self-reflection process such as preparing for accreditation. There are many opportunities for both new hires and all other faculty members to develop professionally, which is supported and often funded by the institution. Orientations, on-boarding, and ongoing mentoring are available to all new hires to Cal Poly Pomona, and accommodations are built into the recently negotiated collective bargaining contract. Tenure track and temporary faculty have access to a number of university centers and programs: Faculty Center for Professional Development, Teacher-Scholar Model trainings, eLearning group, Kellogg Legacy Endowment, Special Projects for Improving the Classroom Experience, and The President's Travel fund. There are Institution-wide allocations for faculty to attend conferences and to present papers at professional association meetings. The faculty of the unit has had the opportunity to participate in extensive professional development around themes of Common Core State Standards, 21st Century learning, and the Next Generation Science Standards.

The unit regularly monitors the performance of course instructors and university clinical practice/fieldwork supervisors through the use of departmental and program assessments and observations. When a faculty member is having challenges, it is the responsibility of the dean, department chair, and program coordinator to provide guidance and assistance.

Every course that is taught throughout the unit is evaluated by candidates using the approved course evaluation form. The levels of faculty, tenured, untenured, temporary, are all evaluated on expertise in the content area, ability to engage candidates, ability to give meaningful support to teachers in the field, and ability to train the candidates in the use of specific methods. Research and service to the Institution and community are also key components to faculty evaluations. Untenured faculty members are evaluated through two peer observations every academic year. Temporary faculty are observed and evaluated each term.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings:

All Cal Poly Pomona credential programs have a well-defined admission process. All candidates must first apply to the university. Once applicants are admitted to the university, they must then apply to a credential program. Current candidates and credential analysts confirmed that there is well-defined process including submission of documents, an interview and an on-demand writing sample. In most programs, there is an established group interview and writing sample rubric. The purpose of the interview is to evaluate the candidate's readiness to teach, awareness of issues of diversity and inequity, and ability to work in groups. Program coordinators and faculty typically conduct the screening interviews.

After admission to the university, teacher credential candidates must take prerequisite coursework and complete early fieldwork. Faculty confirm that upon successful completion of the credential program prerequisites, the candidate may apply to a teaching credential program. Upon successful completion of the prerequisite coursework, the candidate must also submit proof of passing the basic skills requirement, subject matter competency, a statement of purpose, letters of recommendation, and a TB clearance. The Administrative Services Credential program does not have prerequisite coursework outside what is required by the state of California and the program has an admission evaluation process.

The criteria for admission to the credential programs are well defined. Interview questions, rubrics, writing samples, and their corresponding rubrics were provided for the Multiple Subject (MS), Single Subject (SS) and Education Specialist (ES) programs. Current candidates confirm that clear information is provided to candidates through the web, email, and printed documents. Credential analysts, program coordinators, and candidates reported that the credential analysts serve as admission counselors and retain advisory and advocacy connections with the candidates throughout the unit. Credential analysts

and program coordinators also shared that the admission procedure for the program is described online and in an online application orientation power point presentation.

The internship teaching credential programs have a separate admission process that is used after the candidate is admitted to the teaching credential program. The Intern Coordinator and the credential analyst reported that the credential analyst determines whether the candidate has all of the internship requirements including prerequisite coursework. The Program Director conducts an interview specific to each credential program.

The interview questions used for the MS, SS, and ES programs reflect appropriate pre-professional experiences and personal characteristics including sensitivity to California's diverse population, recognizing the potential for a candidate to teach a population very different from their own. The interview rubric is used to evaluate the candidate's communication skills and professional presence. The admission procedure reviews the candidate's prior academic performance, as well as writing abilities through a writing sample.

Standard 6: Advice and Assistance

Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings:

The unit provides both staff and faculty advisors for all credential program candidates. Credential analysts, current candidates, and program coordinators confirm that each candidate is assigned a faculty advisor, depending on his or her program. That advisor is available during posted office hours. Cal Poly Pomona has a unique model wherein the credential analyst acts as advisor for the candidate from admission to credential application and beyond completion. Both candidates and the credential analysts reported their appreciation of this model because of the continuity of advising that is provided.

Student support services including writing support and counseling services are available. Staff indicates that they regularly refer candidates to both writing and counseling services. Additionally, there are many university resources available to candidates, including the Career Center, which is available to candidates after they have graduated.

University rules and procedures are provided through the catalog published on the web site. Credential analysts, coordinators, and candidates reported that credential information is communicated through the web site, email communication, and individual advising meetings with candidates. Candidates reported that they are sent information by email on a regular basis regarding their progress through program and credential application requirements.

Credential analysts and fieldwork coordinators reported that there is a formal procedure in place for advising candidates who are not making satisfactory progress in their fieldwork. Fieldwork coordinators reported that typically, the fieldwork coordinator communicates with the school district to find a reasonable solution, which can include a new cooperating teacher, a new school site or district or a complete removal from student teaching. A *Statement of Concern* is issued only if an issue arises that may prevent the candidate from successfully completing the credential program. Depending on the needs of the candidate, they may be referred to student support services for writing support or for counseling services.

Standard 7: Field Experience and Clinical Practice

Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings:

There is sufficient evidence of collaboration between the programs and their numerous outside partners regarding design and implementation of the programs. Site and district personnel reported that the candidates come well prepared to teach. It was evident in interviews that some partners were a part of collaborations and contributed feedback regarding the design and implementation of field-based and clinical experiences. Partners spoke highly about the Unit’s collaboration around Common Core in the form of program faculty in-services.

Fieldwork coordinators reported that the unit collaborates with district representatives to select appropriate sites. The unit collaborates with district offices to identify and select school sites, clinical personnel, and site-based supervising personnel. The districts take responsibility for the majority of the multiple subject, single subject and education specialist fieldwork placements including identifying appropriate and qualified district-employed supervisors or mentors.

Through meetings with their advisory boards, the unit’s programs solicit feedback regarding, amongst other topics, the planned sequence of field-based and clinical experiences. Specifically, the unit recently received feedback from program focus groups about the types of experiences that candidates should have during fieldwork; and the kinds of tasks CPP candidates should perform while in the field.

District leaders reported that candidates are very well prepared to work with diverse student populations. They felt the candidates represented a wide variety of backgrounds themselves and were able to bring this knowledge into their K12 classrooms. Candidates spoke thoroughly about social justice and their awareness and commitment to issues of

diversity and inequity. Faculty reported that teaching credential candidates are required to complete one of their student teaching placements in a school with a significant EL population. Additionally, faculty reported that course assignments require the teaching credential candidates to focus on students with identified special needs in order to deepen their knowledge about addressing unique learning needs.

Standard 8: District-Employed Supervisors

Standard Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings:

The unit has well-established connections with numerous local public school districts. Given the increasing difficulty that all institutions face when trying to find placements, this institution has shown great resolve in their commitment to finding the best placements for their candidates. There is new work being done to further strengthen this connection. The institution has recently hired someone to focus on public relations with the school districts. Through district contracts, the teaching and intern credential programs establish a relationship with the district offices, then develop connections to select district-employed supervisors. Per the MOU, the district takes responsibility for verifying the credentials and experience of district-employed supervisors.

Fieldwork coordinators reported that the unit has identified criteria for selecting district-employed supervisors. Identified criteria include knowledge and support of academic content standards; requisite credential for the subject matter taught; tenure; at least three years of teaching experience and an ability to select, evaluate and adapt instructional materials that are appropriate to the student's language, culture, interest and cognitive and affective development; ability to work effectively with faculty, staff, parents and the surrounding community; and knowledge and evidence of appropriate reading and language art instruction to English language users, English language learners, and learners with special needs which is systematic, explicit and meaningfully applied within a balanced, comprehensive reading and language arts program, and consistent with the field of literacy research and the state's content standards for reading and language arts. These criteria are communicated to the school districts through the MOU and program documents so the districts can select appropriate district-employed supervisors.

Training materials exist for cooperating teachers for the Multiple Subject, Single Subject and Education Specialist programs. The training materials provide an orientation to the role of the cooperating teacher. This training material is in the form of an FAQ document about many topics including: how to prepare for the arrival of a student teacher; how to access training in supervisory practices; professional expectations for the student teacher; and contact information for Cal Poly personnel.

Multiple Subject, SS, ES and internship candidates complete an annual survey to evaluate the district employed supervisor. Survey questions vary depending on the program and include a mix of qualitative and quantitative responses. University-based supervisors and advisory board members who were employers indicated that site-based supervisors were selected and retained based on their expertise and work with candidates. District-employed supervisors are provided a stipend following their role as a cooperating teacher or mentor.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings:

All courses, clinical practice, and fieldwork across all credential programs support the candidates in developing the professional knowledge and skills necessary to successfully support all students in successfully meeting state achievement standards. Each program within the unit has disaggregated specific knowledge, skills, and dispositions that candidates should acquire in the course of their study and has implemented a variety of assessments to determine candidate competency.

Assessments across programs indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards. Course learning outcomes across all programs are aligned with Commission-adopted competency requirements as specified in the program standards. Through planned course and fieldwork assignments candidates are able to receive regular, systematic feedback on their progress toward meeting the standards throughout their program. Recently, a color-coding scheme has been implemented for the syllabi: Green for anchor assessments, blue for fieldwork, and red for each of the 4-6 key assessments monitored and reported to the Commission on the Biennial Report. Each program also maintains a competency matrix that summarizes the key program assessments. The unit has established a system whereby candidates can receive feedback on the TPA tasks; that feedback is also useful for faculty to guide targeted support. The unit monitors the RICA scores for all candidates and also uses the results to guide support.

Credential Programs

Multiple Subject and Single Subject Credential Multiple and Single Subject Intern

Program Design

The Multiple Subject (MS) and Single Subject (SS) program offers two pathways: preservice post-baccalaureate and intern graduate. The MS/SS credential programs are each led by a Program Coordinator who oversees all aspects of the program.

Documentation and interviews confirmed that the course structure for the MS and SS credential programs including their intern programs is the same. Courses for the MS program are taught by faculty within the College of Education and Integrative Studies. The SS Program Coordinator collaborates with the academic departments to offer either the subject matter pathway that leads to a waiver or preparation for the appropriate content exam. Additionally, the SS Advisors, who are faculty members from throughout the university, meet regularly with the Department faculty to ensure that the program operates smoothly, is articulated, and candidate needs are addressed. The SS Advisors teach the content area methods course for the specific discipline, play a key role in the program admissions process and the placement of candidates in appropriate clinical practice sites.

MS/SS candidates who secure employment can be admitted to the Intern program. Candidates may become intern-eligible at any point while pursuing the MS or SS credential program. Document review and the Intern Coordinator interview confirmed that required support for English learners has been included in the intern program as well as a systematic way of collecting and reviewing data to ensure the requirements for support and supervision have been met.

From the admissions process to the credentialing process, the Credential Services Office (CSO) remains in contact with each candidate and the program coordinator to ensure that the candidate's progress is closely monitored. Each candidate is also assigned a faculty advisor.

Stakeholder feedback is sought via an advisory committee that includes representatives from the MS, SS, ES and Bilingual Authorization programs. Interviews confirmed that an alumni advisory board provided feedback along with professional development for candidates such as organizing a human resources panel discussion and a presentation of Common Core Standards.

Course of Study

All programs begin with a series of prerequisite courses and experiences. After completion of prerequisite courses, candidates are admitted to their credential program and continue on to core courses before advancing to clinical practice. The introductory phase of the program sets the stage for understanding education as an endeavor to promote the acquisition of literacy and the application of content knowledge through the development

of academic literacy for the full range of learners in the classroom. Document review and interviews revealed a strong focus on diverse student populations throughout coursework.

The Program Coordinator and candidates confirmed that content related to English learners, students with special needs, and technology are infused throughout the program beginning with the prerequisite courses.

Candidates participate in two blocks of clinical practice, ten weeks each. Along with the cooperating teachers, university supervisors provide feedback for candidates during clinical practice observations. Cooperating teachers meet with candidates formally during a mid-term and final evaluation where the cooperating teacher reviews the candidate's competence based on the TPEs. As part of the ongoing commitment to English Learners and diversity issues, all clinical practice experiences include at least one placement in a classroom where there are English learners and a culturally and linguistically diverse population. Most often, candidates have both placements in diverse settings.

Candidate Competence

Candidate competence is assessed through a series of anchor assignments embedded in courses that assess the outcomes of the course and provide a snapshot of the critical elements of the candidates' experience against the standards and TPEs.

The unit reviews CalTPA data; these data serve to inform the program so that courses stay focused on performance-based development of the knowledge, skills, and dispositions necessary for individual professional competence.

Candidates are also assessed during clinical practice. Cooperating teachers provide candidates a mid-term and final-term assessment based on the TPEs. Cooperating teachers share the assessment with candidates who in turn share the information with their University Supervisor. The Clinical Practice Office collects the data

At the conclusion of the program, teacher candidates complete a series of surveys to provide data on candidate perception of the effectiveness of all elements of the programs. After one year following completion of the program, teacher candidates and their employers receive a survey that provides information on perceived effectiveness and level of preparation for the teaching profession.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all Multiple Subject and Single Subject Credential Program Standards were fully **Met**.

Education Specialist: Mild and Moderate (M/M) Disabilities Credential
Education Specialist: Moderate and Severe (M/S) Disabilities Credential
Education Specialist: M/M and M/S Disabilities Intern Credentials

Program Design

Cal Poly Pomona's (CPP) Special Education Program is located in the Department of Education. The Special Education program's mission is in concert with the university's polytechnic focus on learning by doing, student success, and appreciation for differences and diversity. To this end, the program has three core tenets: 1) Career focus supported by a comprehensive curriculum to prepare graduates for professional careers, 2) Applied learning blending theory with practice to produce innovative solutions to real-world problems, and 3) Collaboration with the broader community to anchor programs in real world settings while leveraging community resources to advance student learning. The Education Specialists (ES) credential programs link theory to practice through field experiences, coursework with anchor assignments, and clinical practice. The Special Education Program has two preliminary credential programs: Mild/Moderate (M/M) and Moderate/Severe (M/S), each have three main options for both intern and student teaching candidates. Option 1 is the Credential and Master's Degree; Option 2 is the Credential and Master's Degree for Candidates with Multiple or Single Subject Credentials; and Option 3 is the Credential and Master's Degree for Candidates with ES Credentials.

Due to retirements, the program recently was left with only one full-time faculty whose area of expertise is with students with moderate/severe disabilities. The addition in Fall 2014 of two tenure-track faculty with expertise with students with mild/moderate disabilities will now provide more opportunities for on-going program development. The Special Education Program Coordinator oversees the program and collaborates with many constituencies. To this end, she attends the following meetings: weekly meetings with special education program faculty, weekly meetings with College of Education faculty, meetings with MS and SS coordinators, and quarterly meetings with clinical supervisors.

In addition, the program coordinator collaborates with the credential analyst, the Department of Education administrative assistant, and several undergraduate programs (e.g., Liberal Studies, Department of Ethnic & Women's Studies) regarding program recruitment, admission, candidate progress throughout various stages of the program from pre-service to completion.

Cal Poly Pomona's Preliminary ES Credential programs begin with four prerequisite courses, move to eight or nine core courses with accompanying fieldwork, and end with clinical practice fieldwork. Prerequisite courses provide a foundation of the knowledge, skills, and dispositions necessary to support student success in general and special education settings. In the prerequisite courses, teacher candidates engage in 45 hours of structured fieldwork. In both general and special education settings, candidates examine schools and classrooms at various levels to analyze the factors that support student learning, the interaction of schools, families, culture, and language on student learning,

and access, accommodations, modifications, and engagement in a variety of special education classrooms and inclusive general education classrooms. The core courses for the ES Credentials consist of eight courses for the Mild/Moderate credential and nine courses for the Moderate/Severe credential. Core courses focus on special education curriculum and instruction, legal foundations, collaboration, and behavior/classroom management. The M/S program has one additional course to address the specialized teaching strategies and health standards for this credential. All core courses include five to ten hours of fieldwork. There are anchor assignments in each class and a 20-week clinical practice requiring two different placements. Candidates stated that all courses had fieldwork experiences and the assignments were found to be of practical use when applying that they had learned in theory.

During the two-year period, 2008-2011, courses were updated based on new ES credential standards and in 2013 to address revised standards for the teaching of English learners. Candidates in formerly approved Level II ES programs are completing coursework, and no new candidates are being accepted. The ES Program designed a new class to ensure that all candidates would meet math competency standards. The course is *Teaching Math to Students with Disabilities*; this course has been submitted to the university curriculum approval process. As the Department of Education is transferring from a quarter to a semester system, program faculty report that course content is being revised to provide enhanced opportunities for candidates to have information related to characteristics and developmental issues unique to students with mild/moderate and moderate/severe disabilities.

The Special Education Advisory Board includes the following stakeholders: ES Program Coordinator, Intern Coordinator, Special Education SDC teacher and K-12 Special Education Administrator. Additional information from program stakeholders is obtained in the following ways: candidates (course evaluations, exit surveys), fieldwork supervisors and faculty meetings. Data and meetings minutes were available for review.

Course of Study

Coursework begins with introductory information and is followed by a common core of courses taken by candidates in both M/M and M/S preliminary credential programs. Fieldwork in special education settings has two fieldwork experiences in Clinical Practice (Block 1 and Block 2). Interns may enter the program any time after the preservice coursework is completed and are supervised each quarter in their Intern Clinical Practice course. More specifically, 45 hours of early fieldwork are embedded in the following courses: Educational Psychology: 15 hours teaching a student or a small group of students consistently in one or two educational contexts; Education in a Diverse Society: 15 hours of observation and participating in one school serving at least 30% second language learners in one class matching the candidate's area of specialization, and Introduction to Special Education: 15 hours of observation in a wide range of special education settings (one mild/moderate and one moderate/severe). When students successfully complete the course and the anchor assignments in the preservice sequence, they have met the 45 required preservice requirements.

The program collects information to address and document Intern requirements for English learners (ELs). Intern candidates are provided with a menu of activities and instructions on how to complete the 144 preservice hours to better serve ELs. The candidates log their experiences, receive signatures from appropriate persons, and submit this information to the Intern coordinator.

Education Specialist Credential candidates complete 20 hours of literacy fieldwork in Theory and Practice in Literacy Instruction where they are required to teach phonics and other literacy skills to either beginning or struggling readers. ES candidates are evaluated both formatively and summatively during all clinical practice fieldwork experiences. Candidates are evaluated in clinical practice using a three point Likert scale on TPEs. Analysis of the results informs program review and improvement.

Cal Poly Pomona arranges clinical practice placements for Education Specialist candidates with regional school districts with whom they have contractual relationships (MOUs). The Clinical Practice Office, in collaboration with the program coordinator, works with partner districts (and their placement liaisons) to assist in selecting cooperating teachers, university supervisors and intern support providers. Cooperating teachers mentor student teachers, Intern support providers coach university interns, and university supervisors observe and evaluate both student teachers and interns. All hold credentials in the area in which they are mentoring, coaching, or supervising.

University supervisors, who are former school district principals, cooperating/master teachers, and subject matter experts, take part in an application and screening process. Minimum requirements include: a Master's degree, a minimum of 3-5 years as a credentialed teachers in public schools, demonstrated expertise in the content area and academic content standards, and a record of successful teaching in P-12 settings. The department chair, in consultation with the ES Program Coordinator, selects applicants from a pool and forwards a recommendation of hire to the dean who makes the final appointment offer. Program coordinators and the staff in the Clinical Practice Office provide initial orientation to the role of the university supervisor. At quarterly meetings university supervisors review co-teaching expectations, address working with adult learners and facilitating relationships with school site personnel and review *Statement of Concern* procedures. In addition, trainings and evaluations were provided at a Co-Teaching Workshop.

Cooperating Teachers have been recommended by their site principal, are appropriately credentialed, have a minimum of 3 years of successful teaching experience, and have exhibited knowledge of the academic content standards verified by the outcomes of their students.

Intern Support Providers are fully qualified credentialed teachers who can provide coaching for a candidate seeking the same credential. Support Providers must demonstrate effective instruction of adult populations, understand and support the

policies and philosophy of the University program, and be employed by a district that has signed the *Intern Teacher Program Agreement*.

The *Clinical Practice Handbook* provides information on expectations for the teacher candidate, cooperating teacher, and the university supervisor. There is an on-line copy of the *Clinical Practice Handbook*. All individuals meet at the beginning of supervision to review policies and procedures. The cooperating teacher and university supervisor sign a *Verification of Cooperating Teacher Orientation* form. In addition, university supervisors and cooperating teachers receive training on the co-teaching model. Beginning fall, 2015 support providers received a stipend and participated in a two-hour on-line mentoring training module developed by the *Inland Empire East Los Angeles Training Consortium*.

Teacher candidates receive an email from the College Evaluation and Assessment Coordinator with a link to evaluation forms for both the cooperating teacher and the university supervisor. These data are compiled by the Coordinator of Assessment and provided to the dean, department chair, and program coordinator to be used as part of the program assessment process. Trends in data contribute to the topics covered at the quarterly supervisor's meeting. This information becomes part of the evaluation process. Cooperating teachers and university supervisors whose evaluations indicate concerns are either mentored for improvement or separated from the program.

Candidate Competence

Candidates are evaluated over the breadth of the program (beginning classes, core classes, and clinical practice). They are informed about program requirements in a variety of ways that include a web link, orientation session, student and clinical practice handbooks. Additional information is obtained in course expectations, during admission interviews and program/clinical orientations, and in course syllabi noting anchor assignments. Students have individual meetings with staff and faculty to learn program requirements and outline their course of study. Exit interviews determine whether or not candidates have successfully met all program requirements. Candidates are determined to be eligible for the preliminary credential when they have successfully completed all course anchor assignments, received a competent rating in all clinical practice, and met additional credential requisites.

The ES program utilizes a matrix summarizing anchor assessments and highlighting candidate areas of strength and needed improvement. The matrix identifies evidence that reference Commission-adopted competency requirements, as specified in the program standards (i.e., candidates meet the competency requirements by performing well above the mean or in the top per cent on all key assessments).

A faculty member uploads the required information to *Taskstream* and the data are used for both candidate and program assessment. Coursework assignments in designated classes and TPE assessments from clinical practice are to be used to assess program effectiveness and program improvement. Candidates are assessed with these assignments: a Comparative Observation Report, Functional Behavior Assessment & Intervention Plan,

and End of Quarter TPE assessment from Clinical Practice Block I. In addition, course evaluations of instructors and exit surveys will inform the program.

Responses are evaluated to determine program effectiveness and any need for program improvement. In the past, the program coordinator reviewed the results. With the addition of two full-time faculty at the beginning of this academic year, the program plans to complete more in-depth analysis.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all Education Specialist program standards, Mild to Moderate Standards and Moderate/Severe Standards were fully **Met**.

Education Specialist: Added Authorizations (AA)

Autism Spectrum Disorder (ASD)

Program Design

Cal Poly Pomona's Autism Spectrum Disorder Added Authorization Program (ASDAA) is the result of a collaborative partnership between the Education Specialist (ES) Program located in the College of Education and Integrative Studies (CEIS) and the College of the Extended University (CEU). The program is designed to prepare candidates to identify the characteristics of students with autism spectrum disorder, implement appropriate methodologies and strategies, and demonstrate their ability to collaborate as a member of a multidisciplinary team interacting effectively with families. The CEU schedules the courses, registers students, and provides technical support for the totally on-line program delivery. In addition, the ES Program Coordinator and CEU work closely with the credential analyst to coordinate the program and monitor student progress. Courses are presented using the Blackboard online learning environment and weekly learning modules that employ the following: Adobe Connect, SoftChalk, embedded videos, and websites (e.g., AIM and IRIS). The Education Specialist (ES) Program Coordinator and two Education Specialist Program Emeritus Faculty members teach in the ASDAA Program. Due to significant diminishing enrollment, the ASDAA classes are not currently being offered currently. The decision to put the program on "inactive" status is under consideration.

Course of Study

The ASDAA Program consists of three 4-unit courses lasting 11 weeks per course. The ASDAA Courses are: Introduction to Autism Spectrum Disorders, Teaching Students with Autism Spectrum Disorders, and Home/School/Community Collaboration in Special Education. The introductory course is a pre-requisite for the two remaining program courses. In each course there are signature assignments that emphasize the ASDAA standard associated with the course. Course evaluations provide insight into needed program changes. Five hours of fieldwork are embedded in each of the three required

program courses, primarily through field-based observations and other assignments. The majority of candidates are currently employed in educational settings that include students with Autism Spectrum Disorders and, therefore, use their job setting for their fieldwork assignments. When needed, candidates are assisted in locating appropriate fieldwork opportunities.

Candidate Competence

Each course's signature assignment assesses a candidate's ability to meet the ASDAA standard associated with the course. Candidates are informed of assessment requirements through course syllabi. In addition, this information is posted on Blackboard. Students have access to feedback on their grades. The ASDAA has a matrix identifying the key assessments and highlighting areas of strength and areas in need of improvement. These data are determined by the following assignments: Connecting Course Content with Field Observations, Case Study and Video Demonstration of EBP, and course evaluations aggregated across all three classes. The Special Education Coordinator and the Credential Analyst track student progress, monitor course equivalency requests, and make recommendations for the authorization.

Findings on Standards

After review of the institutional report, supporting documentation, and interviews with faculty, the team determined that all program standards are fully **Met**.

Adapted Physical Education (APEAA)

Program Design

The Adapted Physical Education (APE) program is housed in the College of Science, Department of Kinesiology and Health Promotion (KHP) and is part of the Kinesiology major, Pedagogy option, and Adapted Physical Education track. Teacher candidates may earn an APE Added Authorization in several ways: 1) CPP undergraduate candidates are enrolled in two credential programs - Single Subject Physical Education and Adapted Physical Education, 2) non-CPP post baccalaureate credential candidates are enrolled in both the Single Subject Physical Education credential and Adapted Physical Education programs, 3) Candidates may enroll in only the Adapted Physical Education Program if they already hold an initial credential (Single Subject, Multiple Subject, Educational Specialist, or Supplemental in Physical Education).

The Cal Poly Pomona APE program was redesigned to reflect a non-categorical model of working with students with disabilities. There are four prerequisite courses and twelve courses in the program, which includes clinical practice and portfolio completion. The program design follows the newly approved APE AA standards (November 2014). This design allows the teacher candidates and university instructors to focus on the overall course topic and then bring in the application aspect for each disability. This program change was introduced to alumni and teachers in the field as well as piloted during the 2012-13 academic year. The changes produced favorable responses from former

candidates, current APE teachers, candidates and faculty alike.

Coordination of the APE program is trusted to the Program Coordinator who is a full-time tenure track faculty member in the Kinesiology and Health Promotion Department. At times, this person will also coordinate the Single Subject Physical Education credential program to ensure that candidates who are attaining both credentials are adequately served through appropriate advising, clinical practice placement, and supervision during all experiences (fieldwork, service learning, clinical practice or student teaching).

The APE Program Coordinator oversees the entire program for consistency as well as candidate recruitment, application, acceptance, and enrollment procedures. Close communication exists with the university graduate admissions office since the coordinator is the one who admits the candidates into the APE credential program. Consistent conversations between graduate admissions, the Adapted Physical Education Program Coordinator and the Credential Services Office occur about student admission, processes, procedures, clinical practice placement, and meeting the exit criteria.

Interviews with recent program completers indicated the program design was effective. Completers reported that they felt well prepared to enter the teaching profession. The Adapted PE program is well planned and presented to the students via a program handbook and other advisement materials. Completers stated the faculty and support staff were available to assist with their progress throughout the program. Measures, such as adoption of newly approved APEAA program standards, consistent communication among the Kinesiology & Health Promotion Department, the College of Education and Integrative Studies, Credential Services office and graduate admissions, were in place to assist in assessing the program's design and making adjustments to the program as it migrates from a quarter system to a semester calendar. In addition, the Kinesiology and Health Promotion Department hosts an annual "Reception" with district supervisors, university supervisors and CPP faculty that provides informal input to inform program improvement.

Course of Study

The twelve courses in the APEAA are offered in a coordinated manner. Credential candidates are only admitted to the APEAA program during Fall Quarter due to the sequential nature of the program and course offering. Candidates begin with the course "Introduction to Students with a Disability," which is a prerequisite for subsequent courses. It is possible for candidates to progress through the program in one year as most do. However, part-time candidates may select a two-year program. The coursework covers all the 13 APE AA standards.

Candidate fieldwork is completed in fieldwork experience courses that include the requirement of 20 hours of fieldwork for each unit awarded. Grades are earned by completion of at least 20 hours per unit/course with proper documentation. Rubrics for grading fieldwork have been developed and are implemented.

For candidates attaining both the SS credential and the APEAA, clinical practice is completed through the Education Department with university supervision by the pedagogy faculty in the Kinesiology and Health Promotion Department. All policies and procedures set forth by the TED program is followed including placements, evaluation, and TPAs. In addition, the KHP department has a master teacher/student teacher reception at the beginning of the first block of clinical practice so that all criteria, expectations, and questions can be answered. This consistency is important not only for the candidates, but for the district personal who serve as master teachers. After this meeting the networking occurs between the candidate, the cooperating teacher and university supervisor. The Adapted Physical Education Coordinator is available for consultation.

Candidates who already have an initial teaching credential as identified by Title 5 and are adding the APEAA have an introductory class in which they are required to complete clinical practice in adapted physical education experience of 180 hours, at a site approved by the program coordinator and under the supervision of an assigned APE credentialed teacher and university supervisor.

During interviews, candidates and program completers frequently praised the quality of instruction in credential coursework, and the expertise of program faculty. They reported that the field experiences linked to specific courses were well-designed, and relevant to their instructional needs. Candidates and completers expressed that they gained valuable experiences prior to beginning Block I via the prerequisite coursework and the opportunity to work on the summer program. The two phases of the post baccalaureate program were scaffold to produce candidates who had a good grasp of their roles as PE and Adapted PE teachers, and in working with students with disabilities.

Candidate Competence

The Adapted Physical Education program has a course titled “Candidate Assessment.” This course is for candidates to complete the requirement of the Adapted Physical Education portfolio that reflects the CTC requirements of the Added Authorization. At the successful completion of the portfolio, candidates are recommended for the CTC Adapted Physical Education Added Authorization.

The assessment of the candidate occurs at two different stages of learning: knowledge and application. To assess the application of the APE AA standards, the candidates are asked to present a portfolio that include between 3 – 5 quality samples currently used in their teaching for each APEAA standard which occurs in their clinical practices courses.

Candidates are informed of the results of each course when grades are posted or when journals, papers, exams, etc. are returned during the quarter. Those that are struggling are asked to visit individually with the APE Program Coordinator to discuss concerns, remedies for success, or alternative program changes.

Candidates and program completers reported that they were assessed numerous times during their phases of graduate work. Faculty reported using the final assessment to

inform changes to the Adapted PE program. Candidates and completers felt supported during their course, and believe fieldwork activities and key assessments have strengthened their abilities as teachers.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met**.

Specialist Certificates and Credentials

Agricultural Specialist

Program Design

The Agricultural Specialist Instruction Credential program at Cal Poly Pomona is designed to provide a well-rounded and complete education for teacher candidates by providing instruction in all areas of secondary agriculture program management, secondary student supervised agricultural experiences, program funding, laboratory and classroom design, teaching methods and inclusion of the Future Farmers of America (FFA) activities and academic requirements in secondary agriculture departments. Students who complete both the Single Subject (SS) Credential in Agriculture and the Agriculture (Ag) Specialist Credential programs have acquired the knowledge, skills, and dispositions necessary to teach a variety of course subject matter in secondary agriculture program and uphold the nationally recognized format of agriculture education, recently updated by the National Council for Agriculture Education, commonly known as "The Three Circle Model of Agriculture Education".

The fifth year Ag Specialist Program is structured beginning with introductory courses in teaching skills and early field experiences, including classroom observations, student interaction, school personnel interviews and guest lecturing. Additional coursework in teaching methodology, agricultural program planning and development, curriculum development, and youth leadership programs help build candidates foundational knowledge and skills in agricultural education. When this sequence of coursework is completed successfully, along with the coursework required of all teacher candidates through the College of Education and Integrative Studies, teacher candidates apply to and, once admitted, complete two quarters (one high school semester) of Clinical Practice at a California Department of Education (CDE) staff-approved school site. Candidate competencies and knowledge in these areas are also assessed extensively during the Clinical Practice experience by both university and onsite supervisors.

Since 2010, there have only been 9 individuals completing all requirements for both the SS Credential in Agriculture and the Ag Specialist Instruction Credential. One of the main causes for this low number of program completers stems from the lack of a regular full-time faculty facilitator in the College of Agriculture beginning in 2010. Since the placement

of a tenure-track faculty member in the Fall of 2011 serving as the Agricultural Science undergraduate advisor and the university supervisor for clinical practice for SS in Agriculture and the Ag Specialist Credential it is expected that the program will begin to see a steady rise in the number of students seeking to earn both the SS Credential in Agriculture and the Ag Specialist Credential.

Interviews with an Agricultural Specialist Advisory Board member, candidates and program completers all indicated the program design was effective in producing high quality graduates. The program utilizes an Advisory Board that meets often to provide feedback and direction to the program. The Ag Specialist program is well designed to meet the needs for employable teachers. To assist candidates through the program, a planning guide is provided to all credential candidates to aid them in completing all the requirements for the SS and Ag Specialist credentials. Candidates and completers expressed that faculty and support staff were available to assist with their progress through the program. Measures were in place via formative and summative assessments to improve the program's design and make adjustments to the program during the transition from a quarter system to a semester calendar.

Course of Study

Students begin their studies in early field experience courses under the direction of university staff and with the assistance of selected onsite secondary teachers. As candidates progress from these initial introductory courses, study intensifies and focuses on the mastery of knowledge and skills required for the subject area.

Coursework for the Agriculture Specialist Instruction Credential provides a cumulative base of knowledge and abilities to ensure students are well prepared for their Clinical Practice (student teaching) responsibilities. To obtain an Agricultural Specialist Credential, the candidate must complete 28-quarter units of coursework directed specifically at Agricultural Education, and 22-quarter units of Clinical Practice and related coursework.

Credential candidates completing an Agricultural Science Bachelors of Science Degree complete the following Agriculture Specialist Instruction Credential courses during their undergraduate education: *Introduction to Agricultural Education Programs, Special Problems for Upper Division Students, Agriculture Skills and Facilities* and *Early Field Experiences*. Students have the option to complete *Teaching Methods in Agricultural Systems Technology*, and *Development of Youth and Adult Leadership Programs*, during their senior year as an undergraduate or their first quarter in the credential program. Upon completion of their undergraduate studies, and in addition to their single subject coursework, students complete *Procedures in Agricultural Education*, prior to clinical practice (student teaching) and *Program Planning and Development*, and *Field Practices and Supervision*, during clinical practice (student teaching).

Credential candidates admitted to the program that hold an undergraduate degree in any other subject area must complete all of the above courses as a credential candidate. These courses are completed by the credential candidate in addition to required single subject

credential courses. Recommendations with regard to the order in which coursework will be completed for dual credential completion are made by the program director upon a credential candidate's acceptance into the credential program.

Candidates are required to hold documentation through transcripts of the degree granted that verifies subject matter knowledge in one of the areas of specialization. Teacher candidates who hold a Bachelor of Science degree in Agricultural Science, through the subject matter waiver program (renewed May 2012) are considered to have met subject matter competencies and specialization. In cases where candidates do not have the appropriate Bachelor of Science degree or subject matter competencies, subject matter course work that must be completed is discussed with the candidate and a plan for completion is created. Candidates must submit transcripts as proof that the required course work has been completed prior to entering the credential program. In addition, Ag Specialist candidates are required to meet an occupational experience standard of working in excess of 3000 hours in the agriculture industry. Verification of having met this requirement is conducted by the Program Coordinator and an Agriculture Education representative from the CDE whose office is on the Cal Poly Pomona campus.

Credential candidates are required to complete early field experience prior to applying for Clinical Practice and being placed as a student teacher. Candidates enroll in *Early Field Experience in Agriculture Education*, and are assigned, with consultation, a high school agricultural program to work with for one, ten-week quarter. The teacher candidate is required, under the supervision and evaluation of the university Agricultural Science faculty member, to complete a minimum of 40 hours of field work that includes but is not limited to lesson plan development and teaching, attending FFA meetings, assisting with project supervision, attending faculty meetings, meeting and interviewing non-Ag school personnel, including principals, counselors and Career Technical Education program coordinators. This experience is essential to the future success of the candidate during the Clinical Practice experience in Agriculture.

All candidates must complete one high school semester (two Cal Poly Pomona University quarters) of on-site Clinical Practice (student teaching). Candidates are required to fully participate in all aspects of the agriculture program at their Clinical Practice site. This ultimately includes taking on a full teaching assignment, full involvement in all host school FFA activities, both on and off site, supervision of a variety of student activities, and participation in professional activities, including general school site activities (WASC, PLC's, faculty meetings) and California Agricultural Teachers' Association (CATA) activities (section, region and state meetings and conferences).

During interviews, candidates and program completers frequently praised the quality and expertise of the agriculture education faculty. Candidates and completers expressed that they gained valuable experiences prior to beginning Block I via the prerequisite coursework, especially that which was received in coursework provided by the agriculture education faculty. The phases of the graduate program were scaffolded to produce candidates who had a good grasp of basic teacher competency, as well as the specific skills

needed for agricultural educators who must be able to supervise student projects and conduct leadership activities in their roles as agriculture teachers. Candidates were supervised during the field experiences, with at least a minimum of four site visits during each block of clinical practice.

Candidate Competence

Candidate competence is determined in a number of ways, the first being the completion of all of the coursework required for the Specialist Credential while maintaining a minimum of a 3.0 grade point average in these courses. Earning acceptable grades in all course work is considered the foundation for verifying competence. Candidate competence is also assessed using the California Teaching Performance Assessment (TPA). Throughout Tasks 1 through 4, Agriculture Specialist Instruction Credential candidates focus on the context and content of agriculture education as they address each task. It is the philosophy of the program that demonstration of competence is most valid when assessed in the Clinical Practice setting under real teaching conditions.

Each teacher candidate is evaluated by the university supervisor a minimum of eight times during clinical practice utilizing the required forms designated and approved by the Single Subject Program faculty. Evaluations are completed at the conclusion of each observation and discussed with both the candidate and the school site cooperating teacher. In addition, the cooperating teacher submits a final grade recommendation to the university supervisor as an independent source of evaluation. The teacher candidate is not considered competent and prepared to receive a credential unless the final grade recommended is a B or higher. In addition, a final meeting is held between the university supervisor, the teacher candidate and the cooperating site teacher to discuss the candidate's strengths and areas for improvement in agriculture education.

When all competencies have been met by the candidate at the conclusion of clinical practice and verified through clinical practice reports, candidates work with the Credential Services office to verify completion of all state requirements including but not limited to correct documents on file, verification of course work completion, and appropriate forms filed with the credentialing offices. The university supervisor forwards the appropriate documents along with a written recommendation to the TED credential analyst that the candidate be granted the Agricultural Specialist Credential. At this time, the candidate also submits an application for both the Single Subject Credential in Agriculture and the Agricultural Specialist Credential.

Candidates and program completers indicated there were numerous times when they were assessed during both blocks of clinical practice. The primary assessment in Block I addresses a two-week teaching event that focuses intensively on quality teaching. The TPA is used as the summative assessment for the SS program, whereas a final report on the specific standards for the Agricultural Specialist program is assessed at the end of student teaching. Candidates and completers felt supported during their courses and fieldwork activities.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met**.

Bilingual Authorization (Spanish, Mandarin, Cantonese)

Program Design

The Bilingual Authorization in Spanish, Mandarin or Cantonese functions within the context of the three credential programs: Multiple Subject, Single Subject and Education Specialist and is offered in two pathways: one pathway for teacher candidates and a second pathway for post-credentialed teachers wanting to add the authorization. Concurrent pathway bilingual teacher candidates complete coursework and clinical experiences toward the SB 2042 Multiple Subject, Single Subject or Educational Specialist credentials while pursuing the Bilingual Authorization requirements. Candidates who already hold a Multiple Subject, Single Subject or Education Specialist teaching credential with an English Learner Authorization or a CTEL certificate are eligible to add the Bilingual Authorization through the second pathway. Coursework for both pathways is the same with the exception of the Bilingual Practice Seminar.

The Bilingual Coordinator stated and bilingual authorization candidates confirmed that they participate in an online Bilingual Program orientation and meet with the Bilingual Program Coordinator prior to admission in the program. The Bilingual Program Coordinator ensures that candidates interested in adding the authorization meet the minimum language requirements for entry and before clinical practice. In the event that candidates do not meet the minimum language requirement for entry, the Program Coordinator advises the candidate of ways to strengthen their proficiency in the non-English language.

The Bilingual Program Coordinator confirmed that changes were made to the program to allow higher flexibility for Multiple Subject, Single Subject or Education Specialist candidates to add the Bilingual Authorization. Bilingual candidates can complete the three Bilingual Authorization courses at any point prior to clinical practice. Bilingual candidates must add the Bilingual Authorization before clinical practice.

Faculty members in both the Department of Education and the Department of Ethnic and Women's Studies teach in the bilingual program. On occasion, adjunct lecturers teach courses and supervise clinical practice. The coordinator interfaces with all instructors who teach the bilingual authorization courses. The coordinator also works with the Asian Bilingual Teacher Education Program Consortium across CSU campuses to ensure that Chinese Bilingual candidates from various campuses have the option of completing their authorizations.

The Bilingual Program has a strong partnership with neighboring schools providing bilingual placements during clinical practice as well as providing opportunities for candidates to complete early fieldwork requirements.

The Bilingual Program Coordinator advises all bilingual teacher candidates. Bilingual Authorization Single Subject candidates are also assigned a faculty advisor in the area of their single subject credential. The credential analysts support candidates upon entry into the program and at the end of the program.

The Program Coordinator shared that a separate exit survey was created in order to collect data from bilingual candidates and provide information for program improvement.

The Bilingual Coordinator works closely with partnering schools that offer bilingual programs, along with cooperating teachers and University Supervisors supporting bilingual candidates. The advisory committee includes a bilingual stakeholder who provides feedback for the program.

Course of Study

Spanish, Chinese or Cantonese Bilingual candidates in both the pre-service and in-service pathway are required to take courses in methodology related to their language of concentration as well as two courses to fulfill the culture requirements of the Bilingual Authorization. Spanish bilingual pre-service candidates have the option of enrolling in the bilingual methods course prior to being admitted into a credential program. In the event that a candidate takes the bilingual methods course prior to being admitted into a credential program, the candidate must sign a form indicating that they understand that completing the Bilingual Authorization is contingent on being accepted into one of the three credential programs. Spanish bilingual candidates confirmed that they added the Bilingual Authorization at different points in their Multiple Subject program. Most candidates learned of the Bilingual Authorization once enrolled in the pre-requisite course taught by the Program Coordinator. Currently there is one Mandarin candidate and no Cantonese candidates.

Spanish candidates stated that the course *Bilingual Education: Reading, Language-Arts and Content Instruction*, the Spanish methodology course, was a critical course in their development as a bilingual teacher. The writing of lesson plans in Spanish provided the opportunity to use academic language in Spanish. They also stated that as part of the methods course fieldwork requirement, they visited a two-way immersion program in a neighboring school district. This experience benefitted candidates in observing instruction in two languages as well as preparing them for their own clinical practice.

The Mandarin or Cantonese Bilingual Methods courses are available at the neighboring California State Universities (CSUs) with approved bilingual programs in those languages (e.g., CSU Long Beach, CSU Northridge) through the consortium. CPP teacher candidates may enroll in these through concurrent enrollment options available to all CSU students.

Bilingual candidates may also opt for taking the CSET LOTE IV instead of taking the methods course.

Two courses are required to fulfill the Culture requirement of the Bilingual Authorization. Candidates may fulfill this requirement in three ways: enrolling in two culture courses, an independent study course, a combination of one culture course and one independent study course or by taking the Commission-approved examination, CSET:LOTE Subtest V.

Bilingual Authorization teaching credential candidates apply for clinical practice in the middle of the final quarter of methods classes, approximately six weeks prior to the start of the first block of clinical practice. Bilingual candidates are placed in a non-bilingual classroom for their first block of clinical practice and are placed in a bilingual classroom for their second block of clinical practice. In order for bilingual candidates to be admitted to their block of bilingual clinical practice, candidates must first pass the CSET: LOTE Subtest III. Since the partnering districts and schools overwhelmingly serve linguistically and culturally diverse K-12 students, bilingual candidates work alongside their cooperating teachers and university supervisor to design and implement lessons for linguistically diverse students in English as well as in a bilingual setting. Multiple Subject bilingual candidates in the Spanish, Mandarin and Cantonese programs are placed in dual immersion programs. Multiple Subjects bilingual candidates found it very effective to have one non-bilingual setting and one bilingual setting in order to be prepared to teach in a classroom where the language of instruction is English-only or in a dual language classroom.

When secondary dual-language immersion sites are not available, SS Bilingual Clinical Practice placements occur in secondary sites that use English as the language of instruction for English learners whose native languages are Spanish or Chinese. The selected sites must allow bilingual, SS teacher candidates to provide native language support for beginning and intermediate English learners as needed and on occasion to teach individuals or small groups in the students' native languages. In this case, bilingual SS Subject candidates are either observed by a University Supervisor teaching in the target language or the bilingual candidate videotapes themselves teaching a lesson in the target language, the lesson is then reviewed by the Bilingual Program Coordinator. There have yet to be Education Specialist candidates pursuing the Bilingual Authorization. In the event that an Educational Specialist candidate chooses to pursue the Bilingual Authorization, the same principles as the secondary program will be followed due to the difficulty of finding a bilingual placement for Education Specialist candidates. The program has yet to enroll a student selecting Cantonese as the target language.

Multiple Subjects candidates are supervised by University Supervisors who are bilingual and who have experience teaching and/or administering bilingual programs. Single subject candidates are observed by qualified bilingual University Supervisors. To ensure progress in teaching in the language other than English, the Bilingual Coordinator (who is Spanish-English Bilingual) visits these candidates between two and five more times conducting observations and documenting the visit using the same clinical practice forms

that are used across the program to ensure uniformity in the support and evaluation processes for all candidates. Chinese bilingual faculty from the Ethnic and Woman's Studies Department support the program by providing supervision of Chinese language bilingual authorization candidates.

Candidate Competence

Through key assessments in bilingual coursework, including the methodology course and the bilingual seminar course candidates demonstrate competence. Results of anchor assessments in all courses also provide evidence of candidate competence.

The Bilingual Coordinator conducts a formative review of all candidates' progress to document their movement towards the program benchmarks. In addition the Bilingual Coordinator reviews the mid-term and final assessments during clinical practice.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met**.

Services Credential Programs

Preliminary Administrative Services Credential Preliminary Administrative Services Intern Credential

Program Design

In 2014-15 the Educational Leadership Program at Cal Poly Pomona (CPP) transitioned the preliminary credential program to align with the new Administrative Services Credential (ASC) Standards: California Content Expectations (CACEs) and California Performance Expectations (CAPEs). The program uses the Great Leaders for Great Schools Academy (GLGSA) "Community of Leaders" program model. The thematically integrated, problem-based curriculum focuses on real world problems and issues and the application of relevant academic theories and concepts.

The mission of the Department of Education is to exemplify and "send out" teacher-scholar-leaders with the ability and commitment to accomplish transformative change in schools and communities as evidenced by strong student academic achievement, social wellbeing, and positive school-community engagement. Current candidates and graduates enthusiastically praised the cohort delivery model stating they learned from each other, and built long standing personal and professional relationships and received individualized attention. Candidates and graduates reported that the program was rigorous and challenging and prepared them to be 21st century school leaders.

The Department Chair and Program Coordinator explained the transition to the GLGSA model that includes changing the formerly flexible start option to once a year to support

the program's three distinctive strands: theory and practice; content modules and fieldwork; and utilizing a cohort model with classes at local schools sites meeting one day per week. Candidates take a theory and practice course concurrently with the content modules and start fieldwork immediately upon entry (fall quarter) and complete the final capstone project in spring quarter. During interviews, candidates shared their experience and highlighted the benefits of the fall start, cohort cohesion, and orientation to the program.

The curriculum is designed to leverage fieldwork activities and the *School Wide Change Project* for leadership development, which provides local districts the opportunity to "grow their own future leaders." The program uses a problem-based learning model embodying the University mission of "learning by doing." Graduates specifically cited examples from coursework (i.e. law, finance) as current, relevant, and demanding; and appreciated the integrated thematic program.

The 32 learning activities, four capstone projects, and capstone *School Wide Change Project* ensure that candidates engage in "real-world" activities anchored around the program themes; Theory to Practice, Learning to Lead, and Fieldwork. These fieldwork activities provide ample opportunities for candidates to link theory to their daily practice. Candidates complete a series of assignments that give them multiple opportunities to demonstrate mastery of the CACEs and CAPEs.

Candidates and recent graduates said fieldwork is rigorous, demanding, relevant, and time consuming, particularly, since it is completed in two quarters (fall and winter). Candidates complete 80 hours of fieldwork, receive feedback and coaching from the site supervisor and regular support from their fieldwork supervisor.

Candidates and recent graduates said the program trains them to be sensitive to their communities and requires them to make a difference *now*. Graduates said the University provides robust support and local districts choose CPP graduates. The program is further strengthened by the utilization of guest speakers who are leaders in their fields and provide current, relevant, and practical information. Recent guest speaker topics include "*What Every Administrator Needs to Know about Common Core*", and "*What Every Administrator Needs to Know about English Language Development*." Recent graduates said the program prepared them to be an effective leader ready to take on a school leadership role.

Site supervisors echoed the program relevancy and the quality of the candidates. In interviews conducted, employers stated that 90% of their administrators come from Cal Poly Pomona. One employer reported, "Our district is so vested that classes are held at our district." Principals who serve as site supervisors describe the program as creating professionals that are pragmatic, relationship-oriented, problem-solvers and committed to leadership.

The ASC Intern Program includes individuals who are hired as administrators and employed with an Intern Credential. Candidates can be enrolled in the intern program at any point during the year. ASC Interns take Independent Study, a one-unit course, each quarter until program completion. This independent study course provides tailored coaching and support to the intern. The Program Chair meets with the school district to review intern responsibilities, paperwork, and to clarify program goals.

As stated by faculty, candidates, completers, site supervisors and employers, the CPP ASC program is well-designed and well-planned and far exceeded their expectations. The curriculum made sense, was cohesive and rigorous. All stakeholders agreed that the CPP graduates were well prepared to take on a leadership role.

Course of Study

The Preliminary Administrative Services Credential program reflects the transition to the new program standards for all ASC programs and incorporates the best practices of the GLGSA. The 34-quarter unit cohort-based preliminary program extends over four quarters and includes a well-planned sequence of courses, assignments, and fieldwork leading to the credential. The course of study is organized into three themes: Theory and Practice; Learning to Lead; and Fieldwork with each theme being offered each quarter. Candidates take two courses at a time combining theory and practice and learning to lead.

The GLGSA coursework is anchored around a unifying theme. For example, the Fall theme is law and students; Winter is law and personnel; and the Spring theme is law and finance. The Theory and Practice module extends over three quarters and emphasizes academic and theoretical perspectives of school leadership and administration aligned to the CAPEs. The second module, Leadership Perspectives extends over three quarters and focuses more heavily on the CAPEs aligned to leadership. The third module, Fieldwork, is completed over two quarters and includes 37 learning activities aligned to the CACEs and CAPEs. These learning activities were identified by candidates and graduate as the most practical and relevant program elements. The final capstone fieldwork experience, *The School Wide Change Project*, links theory to practice and demonstrates program proficiency.

The five capstone projects are evaluated using a recently developed embedded rubric. Fieldwork begins in fall quarter and requires candidates complete 18 CAPE/CACE aligned learning activities. The Fieldwork Coordinator conducts an initial site visit with the site supervisor. The Fieldwork Coordinator meets with students during their course, reviews the learning activities, and reviews paperwork requirements. The Fieldwork Coordinator conducts a minimum of three additional fieldwork visits and communicates with candidates electronically.

Candidates meet weekly at one of the two cohort locations taking two classes at a time. The program faculty models collaboration, real-time activities, role-playing, and

application. Candidates are enrolled in the fieldwork class working independently with their site and faculty supervisors.

Candidate Competence

With the recent changes in CPP's preliminary credential offerings including the recent change of program standards, development of the CAPEs and CACEs and the impact of changing the format of the entire program from a traditional model to the GLGSA program model, program faculty have been working to strengthen and revise many of the primary data collection points of the now significantly revised preliminary ASC program.

Candidates complete two quarters of fieldwork and complete 32 embedded learning activities. These activities are due at the end of each quarter and are evaluated using a rubric. Candidates receive informal feedback on these learning activities along with ongoing feedback from the fieldwork supervisor. An additional four capstone assignments are completed during fall and winter quarter. These are formally evaluated using an embedded rubric developed by the faculty and the advisory board. Spring quarter candidates take the *Administrative Apprenticeship* course and complete the final capstone *School Wide Change Initiative Project* which is evaluated using an embedded rubric.

Candidates confirmed they received regular advisement on their program. They identified the clear communication and accessibility to the Program Chair and Program Dean as program strengths. Personal connections were highlighted as another strength of the program by all stakeholders.

Candidates complete an Exit Survey evaluating the program and providing specific feedback on the relevance and value of the fieldwork activities and capstone assignments.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met**.