Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at CalStateTEACH

Professional Services Division

October 27, 2011
Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted CalStateTEACH, a CSU teacher preparation program. 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, with Internship	19	X		

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

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Committee on Accreditation
Accreditation Team Report

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Institution:	**CalStateTEACH (visit held at CSU, Monterey Bay)**
Dates of Visit:	**October 2 -5, 2011**
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 on a website; 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
Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met**.

Program Standards
Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Program Standards were met, met with concerns, or not met. The consensus of the team is that all Program Standards are **Met**.

Overall Recommendation
The team completed a review of program documents, program data, and interviewed institution administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board Members. Due to the fact that all Common Standards are met and that all Program Standards are met, the team recommends an accreditation decision of **Accreditation** for the CalStateTEACH credential program.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials

Preliminary Multiple Subject
Preliminary Multiple Subject, Internship

Accreditation Team

Team Leader:	**Edmundo Litton** Loyola Marymount University
Common Standards Cluster:	**Patricia Ensey** University of LaVerne
	Marianna O'Brien Lincoln Middle School
Basic/Teaching Programs Cluster:	**Elizabeth Morris** California Baptist University
Staff	**Nadine Noelting**, Administrator

Documents Reviewed

Aggregated Faculty Evaluations
Annual Teacher Education Exit Survey
Program Assessments Aligned with Program Frameworks Matrix
Biennial Reports
Institutional Self Study
Agendas and minutes from Advisory Board
Agendas and minutes from Regional Groups
Advisory Team Agendas
Online Learning Management System (including course study guides)
Organizational Charts for the Program
Candidate Files
Needs Analysis Results
Schedule of coursework
Advisement Documents
Faculty Vitae
System Annual Report
Budgets
Candidate e-Portfolios
Candidate Work Folios
Candidate Handbook
Documents identifying Faculty Service Requirements and Responsibilities

Interviews Conducted

	Team Leader	Common Standards	Basic/ Teaching Cluster	TOTAL
Candidates		31	15	**46**
Completers	11	35	21	**67**
Employers	13	24	13	**50**
Faculty	9	26	21	**56**
Adjunct Faculty	10			**10**
TPA Coordinator		1		**1**
Field Supervisors Program	10	4	4	**18**
Field Supervisors District	4	25	14	**43**
Advisory Board Members	5	4		**9**
Credential Analysts		1	1	**2**
Other	6	3	2	**11**

TOTAL   313

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

In 1998 the CSU Chancellor's office saw the need to respond to the critical teacher shortage in California and the first cohort of CalStateTEACH candidates entered the program in September, 1999. It is a non-traditional program that offers both a student teaching and an intern program for qualified candidates interested in earning their credential without attending traditional college classes. Instead, the curriculum is delivered primarily online. Once every term, candidates attend a Saturday seminar that focuses on specific issues (e.g. working with English Language Learners).   The program has focused only on the multiple subject credential.

Participants use web, print and CD-ROM materials. They share ideas through web-based "class discussions," and get professional feedback through on-site coaching. CalStateTEACH participants enjoy personal guidance from mentor teachers at their school site as well as CSU faculty. They communicate and share ideas with other participants via a special web site. Beginning in September 2011, candidates also use the iPad for various aspects of the program.

The focus on the E-learning (Electronic Learning) environment has allowed the program to have candidates in all 58 counties, at all ages and levels of experience. The program has started a new venture into M-learning (Mobile Learning) which addresses the unique needs of a mobile learning environment. The first cohort of this new M-learning has begun in September 2011.

Education Unit
The program is housed in the Department of Teacher Education and Public Schools Programs within the Academic Affairs Division of the California State University's Chancellor's Office. The unit leader is the Systemwide Director who reports directly to the Assistant Vice Chancellor for Teacher Education and Public School Programs. The Systemwide Director has the authority and institutional support needed to create effective strategies to achieve the goals of the CalStateTEACH Program and represents the interests of all constituents within the program. The Director oversees and manages the administrative and fiscal operations of the CalStateTEACH program, accreditation, curriculum, and policies.

There are four regional centers: Fresno Regional Center at CSU, Fresno (Fresno State); Monterey Bay Regional Center at CSU, Monterey Bay (CSUMB); Los Angeles Regional Center at CSU, Los Angeles (CSULA); and Fullerton Regional Center at CSU, Fullerton (CSUF). Each Regional Center is directed by a Regional Director who reports to both the CalStateTEACH Systemwide Director and the Regional Center's designated member-campus dean of education. The Regional Director is the chief academic officer responsible for all academic and administrative operations of the Regional Center, who serves as primary liaison for educational affairs within the university and the greater community outside of the Regional Center.

The Systemwide Director, the Regional Center Directors, the Technology Coordinator, the Curriculum Coordinator and the Program Coordinator make up the CalStateTEACH Administrative Team, which is responsible for overall program implementation, facilitation of program curriculum development and revision, program review, development and implementation of faculty and adjunct training. The team meets in person at least quarterly and conferences by telephone at least twice a month. Each Regional Center has a staff that reports to the Regional Director and supports the work at the Center.

Regional Directors meet with Regional Center faculty throughout the year to discuss program issues and to explore changes or modifications that will enhance the effectiveness of the program. The Regional Directors convey information from these meetings to the Administrative Team. The faculty, staff, and relevant stakeholders are actively involved in the organization, coordination, and governance of the CalStateTEACH Program.

CalStateTEACH is divided into four terms of 15 weeks each. Candidates complete a sequence of academic work, organized into integrated modules and activities (also referred to as the spiraled curriculum) rather than distinctive courses, online participation, and supervised classroom instruction. Candidates have field experiences in all four terms.

Table 1
CalStateTEACH Enrollment, Fall 2011, by Regional Center

Regional Center	Interns	Student Teachers	Total
Fresno	8	136	144
Fullerton	5	105	110
Los Angeles	5	83	88
Monterey Bay	13	257	270
Program Total	31	581	612

The Visit
The visit to CalStateTEACH began on Sunday, October 2, 2011 at noon. The CalStateTEACH program is an E-Learning traditional and intern teacher preparation program and has four regional centers – Fullerton, Fresno, Los Angeles, and Monterey with candidates in all 58 counties. The visit was held at the CSU Monterey campus, using video and phone conferencing to interview stakeholders at each of the other sites.

The team met at the document room at the Library on the CSU Monterey campus and debriefed over lunch followed by a reception including administrators, employers, faculty, graduates and candidates. Following the reception, Systemwide Director, Sharon Russell gave an overview of the program, and interviews began. Regional leads were interviewed so they could return to their sites to participate in the videoconferencing at their sites.

Data collection continued on Monday morning with team members conducting onsite interviews, telephone interviews and reviewing documentation. Team members continued their data collection on Tuesday. On Tuesday morning the team lead and Commission consultant presented the Mid-Visit Report to the Systemwide Director. On Tuesday evening the team met to discuss all standards to determine whether or not all standards were met. Consensus was reached on all standard findings, and on the accreditation recommendation. The Exit Report was held on Wednesday, October 5, 2011 at 11:00 a.m.

Common Standards

Standard 1: Educational Leadership

Standard Met

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

CalStateTEACH has a vision of multiple subject teacher preparation that was developed in collaboration with various stakeholders. The vision of the CalStateTEACH program is one of preparing candidates to be practitioners who are critical thinkers, creative, and reflective. CalStateTEACH expects their candidates to be a moral force in a classroom that will help influence the development of students in a pluralistic society. The major components of the vision include equity and access, child development, theories of second language acquisition, the integration of theory and practice, reflective and critical thinking, and technology supported learning. Given that the program is administered on-line, the program is committed to bridging the digital divide so that technology becomes a force for promoting equity. The vision of teacher preparation is guided by the theories of leading researchers such as Sleeter, Banks, Gardner, Piaget, Canter, and Darling-Hammond. In various interviews with administrators, candidates, and other stakeholders, they confirmed that the vision of teacher preparation is infused throughout program administration, coursework, and field experiences. District employed supervisors and employers mentioned that the graduates of the CalStateTEACH program were especially highly competent in the use of technology for teaching and learning.

Faculty, staff, and relevant stakeholders (including advisory board members who are members of the community) are actively involved in the organization, coordination, and governance of the CalStateTEACH program. Regional personnel meet on a regular basis to discuss program issues. Faculty in more remote programs such as Monterey and Fresno meet over three days. In addition to in person meetings, Regional Directors collaborate with faculty and other relevant personnel through electronic means such as newsletters and meetings through Skype. An examination of the minutes of meetings shows that issues such as scores on the Teaching Performance Assessment or relevance of the curriculum for English Language Learners are discussed. Faculty discuss and evaluate the curriculum in a curriculum committee. A Systemwide Curriculum Coordinator also seeks input from faculty who are not members of the committee. In interviews with faculty, they reported that they are able to suggest changes to the modules based on the feedback from the students. An examination of minutes shows that the

curriculum committee makes decisions on programs based on data from the assessment system. Collaboration among stakeholders is also enhanced through a central advisory board.
Program personnel actively collaborate with district personnel. CalStateTEACH has developed a model that allows seamless transition for candidates to a district Induction program. CalStateTEACH also participates in the meetings for regional directors of intern programs.

CalStateTEACH has a leadership structure that ensures the smooth administration of the program. The program is housed in the Chancellor's office of the California State University system located in Long Beach. The unit is led by the Systemwide Director who reports directly to the Assistant Vice Chancellor for Teacher Education and Public School Programs. An interview with the Assistant Vice Chancellor revealed that the Chancellor's Office supports the assessment system of CalStateTEACH. The Chancellor's Office also provides support through resources. The Systemwide Director is involved in decisions relating to curriculum, personnel, accreditation, and also serves as the principal investigator for any state grants that can influence program decisions. In an interview with the Systemwide Director, she confirmed that she works closely with the Chancellor's Office and with the Regional Directors. Other program administrators also confirmed the administrative reporting structure.

CalStateTEACH has a system of four regional centers, each led by a regional director. The regional centers are located at California State Universities in Fresno, Monterey, Los Angeles, and Fullerton. Interviews with the Regional Directors confirmed that they play a key role in the hiring and evaluation of faculty, curriculum development, student support, and professional development.

Each of the regional centers is affiliated with a local California State University (e.g. Monterey CalStateTEACH is affiliated with CSU Monterey Bay). Employees of CalStateTEACH are employees of the local CSU (with the exception of systemwide personnel who are employees of the Chancellor's Office). As such the Dean of the affiliated CSU plays an important role in the leadership structure of CalStateTEACH. Interviews with two Deans confirmed that they play a role in the hiring and evaluation of faculty. They also support the program by supporting requests for resources.

CalStateTEACH has a systematic process for monitoring to ensure all candidates have met the requirements for the teaching credential before being recommended for a credential. Regional personnel have access to the CalStateTEACH Administration Manager (CAM). This management database stores information on candidates and faculty. Larger regional centers (such as Monterey Bay) employ their own credential analyst. Smaller regional centers are supported by the credential analyst from the local CSU. CalStateTEACH uses CAM effectively to monitor program requirements.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

> 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

CalStateTEACH has a robust assessment and evaluation system that reflects the program vision statement, the California Academic Content Standards for students, California Curriculum Framework, the California Standards for the Teaching Profession, and the Teaching Performance Expectations. The assessment and evaluation system is also guided by the tenets (e.g. equity, technology) of the program vision statement. Furthermore, the assessment system is guided by the work of Misicacki and is therefore grounded on evaluative research.

The assessment system evolved over time. The system started with measures of candidate competence and a summative portfolio. Later on the assessment system included data from program completers and employers. In recent years, data from the California Teaching Performance Assessment (CalTPA) was added to the evaluation system. The data of the system is stored in a database developed by CalStateTEACH personnel so that the software is tailored to the needs of the program. All data is stored in the CalStateTEACH Administration Manager (CAM). Data is also stored in the Academic Affairs server within the Chancellor's Office.

The evaluation and assessment system follows an evaluation cycle where various program participants are actively involved. The major components of the system include: a) administration assessment, b) program evaluation, c) district based supervisors assessment, d) faculty assessment, and e) candidate competence assessment. The Systemwide Director who ensures data collection, utilization, and dissemination oversees the assessment system. Various administrators coordinate the assessment activities including managing assessment of the CalTPA responses.

Interviews with program administrators showed that the evaluation system has the adequate resources so that program faculty and staff are able to utilize data for program improvement. CalStateTEACH has a dedicated Technology coordinator who designed the assessment database. The assessment system is also supported by the Center for Teacher Quality (CTQ) of the California State University Chancellor's Office. The CTQ collects employer data that is used for program improvement. Furthermore, the CTQ reached out to program completers who are asked to complete the annual systemwide evaluation of teacher preparation. This survey is administered one year after a candidate has completed the program. An interview with the Assistant Vice Chancellor of Teacher Education and Public School Programs confirmed the assessment activities held in conjunction with the Chancellor's Office.

CalStateTEACH collects, analyzes, and utilizes data on candidate performance. The following data is collected:

a) Module evaluations

b) Summary Observation Evaluations
c) Online Forum Evaluations
d) E-Portfolio
e) CalTPA scores
f) RICA scores
g) Seminar Evaluations
h) Annual Teacher Education Exit Surveys
i) Faculty evaluations
j) Evaluations of Placements and Site Mentor/Cooperating Teacher/Master Teacher.

Faculty are responsible for grading the on-line activities (e.g. module evaluations, online forum evaluations).

Program operations are evaluated using procedures established by policies of the California State University. Faculty evaluations and candidate exit surveys are also used to assess program operations including initial program orientation, support from the credential office, and advice from faculty and advisors.

The program utilizes data related to candidate qualifications, proficiencies, competence, and program effectiveness. Some examples of these data collection and utilization activities include using:
a) RICA scores to determine gaps in the reading curriculum. The program responded by making review sessions available to students.
b) Field experience survey data to determine that the candidate's placements were not appropriate for the work expected in technology, diversity, and students with special needs.
c) Data from the Teaching Performance Assessment and Employer surveys showing a gap in the teaching of English language learners. To address this need, program personnel added a language objective to the lesson plan.

The Advisory Board members play a role in the assessment system. Interviews with Board Members reveal that the agenda for meetings include the presentation of data. Board members participate in discussions using the data to provide feedback to the program. For example, before the program integrated the use of the iPad 2, board members were consulted.

Standard 3: Resources

<div align="right">**Standard Met**</div>

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

Budget monies come from three sources: (1) general fund of the institution, (2) tuition and fees from candidate enrollment, and (3) the CTC Intern Grant. In collaboration with the Program Analyst, the Systemwide Director develops an annual general fund budget based upon what the program can realistically achieve and what funds are available in the system. During development the budget is shared with the Regional Directors for their input. The general fund budget is then submitted to the Dean of the affiliated California State University for final approval. The Systemwide Director uses these general funds to administer and maintain the program. The second funding source consists of candidate fees which go directly to each Center. The third source of revenue is the Intern Grant from CTC which is administered by a local education agency and supports intern costs.

One-third of the proposed tuition increases at the California State University will be set aside for financial aid in an effort to support candidates in dealing with tuition increases due to State budget shortfall. Although the budget reflects economies that have had to be made due to State budget difficulties, technological advances have enabled the program to streamline costs without endangering program quality. For example, the cost of textbooks for candidates was reduced by 52% with the introduction of electronic textbooks with the iPad. Interviews with key personnel show that budget resources are reported to be adequate to the extent that the program is able to accomplish desired goals.

Faculty members have background in both theory and practice. Most hold Master's degrees or Doctorates and have 3 years or more experience in P-12 schools. Members of the Administrative Team are experienced in their areas of responsibility. Credentials analysts are current in their training and certified to recommend credentials. The program based data system CAM is used to compile admission records and academic records enabling the analyst to monitor progress during the program and to ascertain when the candidate has completed all credential requirements.

A three-tiered program and candidate support system is in place. The Systemwide Office containing the administrative and technical support is housed in the Chancellor's Office. Regional center facilities are housed on each of the four lead campuses. Both candidate and faculty support are also housed at each lead campus. Support for full-time faculty includes the provision of an iPad and ongoing training.

Information resources and related personnel are available to support the candidate. The website is kept current. Resources are budgeted on an ongoing basis to provide for the necessary components. Advancement in technology compensates for loss of some funds in the instructional program. This technology has provided curricular support through an electronic *Work Folio*, an E-Portfolio and an internal Help Desk for management of technical difficulties. Migration to E-Texts provides further savings. Funds from matriculation support admission and advisement. Responsibility for administration of the clinical experience in the program lies primarily with the Regional Center Directors. Conversations with the Regional Directors stated that they have the resources and tools necessary to provide a "sequenced interrelated set of clinical experiences". Assessment is managed and reported from the Systemwide Office with data being used as the basis for program modification. Data is compiled in the programwide CAM data base.

A variety of print and non-print information resources are available to the candidates to support them from the admissions process until TPA 4 and the RICA. These include handbooks, Study Guides, an online Program Technology Guide, pacing guides, electronic textbooks, RICA Center, electronic Work Folio and E-Portfolio. Program personnel have been involved in the development of these resources and are regularly updated on program developments through meetings, a newsletter, and staff development. The program employs a Technology Coordinator, a Curriculum Coordinator, a Program Analyst, and Program Assistant to support the program.

Standard 4: Faculty and Instructional Personnel

Standard 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
CalStateTEACH faculty members have a unique role in the program. Unlike traditional university faculty, program faculty not only work with candidates on academic matters, but they also work with candidates in fieldwork. Program faculty are also required to assist with recruitment and assessment activities. Because program faculty are involved in all aspects of the candidate's experience in the CalStateTEACH program, faculty and candidates develop a close

relationship that enriches the learning experience of candidates. Candidates and graduates complemented the dedication of their faculty.

Faculty members have advanced degrees in their professional fields or possess exceptional expertise that is needed within the program. In addition, they are certified in their field of specialization and have at least 3 years experience in P-12 education. They maintain current knowledge in content and practice through staff development activities and work in partnership with site-based supervisors. Most are involved in research and/or the creation of new curriculum. Faculty are not only knowledgeable about diversity of abilities, culture, language, ethnic and gender, but they also are successful in modeling diverse and inclusive classroom practices. Faculty lead online modules that include relevant readings on cultural diversity. Additionally, there is a deliberate and ongoing effort to recruit diverse faculty, and at present 14% of the faculty is Hispanic, 18% is African American, 18% is Asian.

In conversation with the faculty it was found that they work constantly with the standards and frameworks governing the program. They collaborate with the schools in which candidates do their clinical experience. Professional development is regularly planned for faculty enrichment through conference attendance and staff meetings. Each faculty member is assigned 23 candidates to mentor. Their responsibilities include supporting their group as they work through online modules of the coursework, and assisting the candidates when necessary with technology. Even if a candidate works primarily with one faculty member, candidates are exposed to diverse viewpoints and other faculty through the Saturday seminars that are held once per term. Furthermore, various faculty and candidates are grouped together in learning modules and discussion boards. Therefore, candidates are able to interact with faculty who are not their assigned faculty.

Collaboration is enhanced through a structured system of faculty meetings, staff development, and cooperation between the unit members and the schools in which they place candidates. In conversations with candidates, Site mentors, and school administrators, it was clear that the faculty members are highly regarded for their professionalism and accessibility. Candidates, site mentors, and school administrators consistently remarked about the superior organization and transparency of the program. Some employers even stated that they had a strong preference to hire CalStateTEACH graduates, and many graduates remarked about how the program prepared them effectively for their teaching career.

Professional development occurs in the summer and as needed throughout the year. Online follow-up and systemwide faculty meetings enable communication among the staff at the regional centers. In these meetings, content for the upcoming modules and Saturday seminars is explained and planned.

Evaluation of faculty is systematic, comprehensive and consistent with the vision of the program. Faculty members state that candidates evaluate them at the end of each term and each Saturday Seminar. The data is reviewed by the Regional Director in conjunction with the annual reviews. In addition, each faculty member compiles a Professional Portfolio designed to show professional growth and contributions. The Portfolios contain artifacts, evidence of job

performance along with a narrative explaining relevance to their job. These are evaluated every three years. Data from evaluations are used to drive decision making.

Standard 5: Admission

<div align="right">**Standard Met**</div>

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

Admission criteria are a combination of data gathering in the areas of academic performance and personal characteristics. Admission to the program is a two-step process: (1) conditional admission to the pre-service program (interns) or (2) admission to the pre-professional program for student teachers. After successful completion of the preliminary stage, candidates are fully admitted to the professional program.

The admission procedure is clearly defined with the process being triggered by an application submitted online by the prospective candidate. The application is forwarded to the Regional Center closest to the applicant's location. A faculty advisor is assigned and the required documentation is collected. An interview is conducted by the faculty advisor to ascertain the applicant's suitability for the profession, and his/her suitability for the CalStateTEACH independent learning program. Interviews are scored for dispositions using a program developed rubric. All data is compiled on CAM which allows easy access. Having met all of the requirements the candidate is sent an acceptance letter and the necessary instructions for registration. Students who are not accepted may petition for conditional admission. All must pass the Term One seminar to be fully admitted.

Multiple measures that create a more complete profile of the candidate are used to support applicants from diverse populations. Multiple measures utilized for this purpose include the CBEST and CSET tests, performance on Term One curriculum, and achievement in a CSET class if they have not passed the CSET. Candidates are evaluated individually by personnel at the Regional Centers. The program allows for a 15% exceptional admission by petition for candidates who do not meet GPA requirements.

Characteristics of admitted candidates are a cross section of academic performance, personal characteristics and recommendations from individuals who are knowledgeable about the applicant's personal characteristics and potential. To determine if candidates have the prerequisite dispositions and experiences, the program requires that candidates provide an essay where they reflect on their potential in education, explain why they would like to teach, and demonstrate how their personnel interest will help them become a good teacher. To verify that the candidate is able to work with diverse students, they are asked to describe prior classroom

experience or volunteer work with children of diverse backgrounds. Information in the essay is verified in the interview.

Standard 6: Advice and Assistance

Standard 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

Information regarding the program is available online and at the Regional Centers. Regional faculty also conduct information sessions in their area. These sessions are publicized on EDJOIN. The original application is submitted online to the CalStateTEACH program site and then forwarded to the regional center closest to the applicant. Once a prospective candidate has submitted an application online, the Regional Director assigns a faculty advisor.   It is the job of this faculty advisor to provide any information needed and to conduct the Application Interview.

Information regarding program requirements is supplied through a variety of recruitment efforts. After admission, an enrollment packet is supplied to the candidate by the Regional Center. The candidate is to read, agree to, and sign the Student Terms of Agreement. The first semester in the program the candidate enrolls in a seminar which provides an overview and introduction to the program and assessment processes, and support for technology that will be utilized by the program. As the course of study progresses, students are provided needed information through handbooks, websites, and electronic communication. Interns are provided with information on the Early Completion Option during recruitment through the program web site.

Support is provided to candidates who have not passed the basic skills examinations in the form of workshops from the home campus. In all four terms of the program, candidates are provided with close approved program and district-based supervisory support. Formative assessment occurs throughout the program through frequent faculty and site mentor observations and examination of the *Work Folio*. A progressive support plan is in place to aid in remediation.

The Statewide Director is responsible for overseeing the appeals process should it become necessary. A programwide appeals board, consisting of a faculty representative from each Regional Center makes the final decision on appeals. They are provided with background information on the candidate's appeal by the Regional Center where the candidate attends. A conference call is scheduled with the candidate, the Regional Director and the Appeals Board. Both the candidate and the Director present their arguments. The Board then deliberates privately and comes to a decision. It was reported that there are 3 – 4 cases a year systemwide. Most appeals deal with grades.

Administrators, faculty, and staff have accurate and timely data to advise and support candidates in all phases of the program. The CAM database houses program and candidate data while *Work Folio* houses candidates' academic work. Faculty members have access to class rosters, admission status, academic standing, examinations passed, CalTPA scores, *Work Folio*, and clinical experience data. Faculty input data related to clinical experience into the CAM database. Regional Directors also use CAM to provide support to candidates and to monitor exchanges between faculty and candidates.

In interviews with candidates, appreciation for the support from faculty was mentioned consistently. Faculty were praised for the individual support they provide. Responses to requests for assistance are answered promptly. Visitations to classrooms are frequent and helpful. Site Mentors and building principals are also complimentary about communication and accessibility.

Standard 7: Field Experience and Clinical Practice

Standard 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
Information collected through interviews with program leadership, faculty, staff, candidates, alumni, district–employed supervisors and employers indicate that CalStateTEACH designs and implements a planned sequence of field-based experiences. These experiences incorporate the California Standards for the Teaching Profession and the state-adopted content standards. The formal evaluation of the field experiences is based upon candidate feedback via end of term surveys. Informal evaluation is conducted via conversations with faculty, district employed supervisors and candidates. This communication indicates a high level of commitment to make the field experiences coherent and meaningful. For example, candidates are provided individual attention by faculty advisors to ensure exposure to diverse student populations. Interviews with district personnel revealed that faculty are dedicated and accessible. A spiraling curriculum design using modules, activities and Teaching Performance Assessments (TPA 1 - 4) provides candidates with increasingly sophisticated opportunities to apply classroom management, learning theory and pedagogy to fieldwork experiences. Examination of the 2010 Biennial Report reveals that multiple sources of data (such as TPA scores) are collected to determine the extent to which candidates develop and demonstrate the knowledge and skills necessary to educate and support all students effectively.

Interviews with program and partner leadership reveal that CalStateTEACH collaborates with its partners in the selection of school sites, effective clinical personnel and district employed supervisors. Each regional office has an agreement with partner districts. In this agreement, the partner district agrees to provide a qualified district based support. A review of the field experience personnel through interviews and documents indicates a process that is individualized for the students needs and the district or site needs. For example, one district has a relationship with the Human Resources Director and in another district a relationship is made directly with the site principal. Interestingly, a CalStateTEACH alumnus became a site principal and has initiated a relationship with the CalStateTEACH to bring candidates to the school site. The criteria for identifying district employed supervisors such as principals, site mentors and master teachers, is delineated by each of the cooperating school districts and respective school site. For example, a school district requires all master teachers to have three years of experience and be highly qualified as described by NCLB. The final placement decision rests with the faculty advisor in consultation with the candidate and district employed supervisor to ensure that all fieldwork requirements are met.

District employed supervisors, program leadership, candidates, and alumni reported that field-based experiences provide candidates with opportunities to understand and address issues described in Standard 7. Many candidates stated that the introduction of field experience from the beginning of the program was an important component that helped them understand the realities of teaching. Information collected through interviews also indicated that candidates are given opportunities to understand and address diversity, teaching and learning, and research-based strategies for improving student learning.

If candidates are placed in a setting that does not include opportunities to address diversity, they are required to gather this experience through approved observations in other settings. For example, a student had multiple grade-level fieldwork in a high performing school, but was also placed in a school with a more diverse population and lower socioeconomic status to address the diversity aspect of the Standard 7. Interns who do not have access to students with special needs in their own classroom are required to have a summer school placement where they can experience working with the target population.

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.

A review of curriculum vitae as well as interviews with alumni, candidates, program leadership, human resource director, faculty advisors, district employed supervisors, revealed that each site mentor and master teacher is certified and experienced in teaching the specific content and performing the services authorized by the credential being sought with whom he/she is working. For example, each candidate indicated that the district employed supervisor with which they worked possessed the credential they sought. District employed supervisors need to meet criteria agreed upon by the program and district or site administrator. This criterion usually consists of a clear credential, three years of successful teacher experience, and current employment as a multiple subject teacher with authorization to teach English language learners.

Information obtained through a review of documents and interviews with program leadership, district employed supervisors, school-site based administrators, faculty advisors, alumni, and candidates indicated that each supervisor has experience teaching the specific content and performing the services authorized by the credential being sought by the respective candidate. Interviews with program leadership, human resources and master teacher/site mentors, as well as documentation review of the Terms of Agreement clearly identify criteria for selection of cooperating teachers, as well as, defining the roles and responsibilities of the CalStateTEACH program and faculty, district employed supervisors and candidate.

Interviews with program leadership, faculty advisors, district employed supervisors, alumni, candidates, and document review indicate orientation to the supervisory role and resources for cooperating teachers, master teachers and site mentors. Initial meetings include at least four partners: the university faculty advisor (university employed), site supervisor (district employed), site principal, site mentor/cooperating teacher/master teacher (district employed) and teacher candidate. Program leadership and faculty advisors reported that they orient district employed supervisors during this initial meeting utilizing the CalStateTEACH Handbook. In addition, at this meeting, CalStateTEACH provides principal, Cooperating/Master/Mentor Teacher Access to the Program Site. The Program site is an online resource center which provides site mentor training, exposure to weekly Teacher Performance Expectations and understanding of associated field-based tasks in order to serve candidates and interns effectively. Site Principals, faculty advisors, master teachers, site mentors, candidates and interns report the extensive communication that exists between and amongst each other. District employed supervisors evaluate the candidate assigned to them twice a year. If concerns surface during the placement program leadership is contacted. The faculty advisors and cooperating/master teacher may meet one on one with a candidate to address the concern. If a satisfactory resolution is not met, then program leadership will become involved. In the case of an intern, district progressive discipline is utilized as the intern is a district employee. Candidates and alumni report evaluating

their district employed supervisors at the end of each term. Evidence collected indicates that program faculty and district employed supervisors are consistently evaluated.

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

Candidates are assessed several ways; with both formative and summative assessments. A review of program documents indicates that candidate competency is achieved with the satisfactory completion of all coursework (including fieldwork) which includes activities, all academic modules, Cal TPA Task 1, 2, 3, and 4 and submission of an E-Portfolio. Program leadership and document review indicate that candidates receive one grade at the end of each term. Candidates must achieve a satisfactory grade to progress to the next term. An examination of IRIS modules, the learning management system (http://mycalstateteach.net), and candidate and alumni interviews indicate that assignments are closely tied to the Teaching Performance Expectation and the California Standards for the Teaching Profession (CSTP). For example, Module 1: Planning for Classroom Management within the mycalstateteach.net site clearly indicates the expected outcome, TPE focus, required activities and professional reflection components. The previously mentioned assessments are also utilized to assess the knowledge, skills, and abilities in field experiences.

Candidates prepare an E-Portfolio during Term Four which showcases candidates' accomplishments in relation to the TPEs and CSTP. Reflection is a major aspect of all activities and assessments, and performed by all partners with in the program. The spiraling curriculum provides the context in which the needs of all K-12 students and the California state academic content standards are met.

Calibrated assessors evaluate candidate TPA submissions. Each candidate must demonstrate they understand and can demonstrate all aspects of the TPEs through the TPA tasks. Although it is acknowledged that initial TPAs will not demonstrate exemplary work, it is expected that significant growth will be shown from TPA 1 to TPA 4.

Interviews with faculty and district employed personnel confirm that various personnel are involved with candidate assessment. In order for the program to recommend a candidate for a credential, candidates must successfully complete all coursework (including fieldwork), pass all state required tests (RICA, CBEST, CSET, US Constitution) and CPR certification.

CalStateTEACH Multiple Subjects Credential Program

Program Design
The CalStateTEACH Multiple Subjects Credential Program was expressly designed through legislative financial support and the support of the California State University System Chancellor's Office to meet the critical need for elementary grade teachers in the State of California. The program is housed in the Department of Teacher Education and Public Schools Programs within the Academic Affairs Division of the California State University's Chancellor's Office. The unit leader is the Systemwide Director who reports directly to the Assistant Vice Chancellor for Teacher Education and Public School Programs. The Systemwide Director has the authority and institutional support needed to create effective strategies to achieve the goals of the CalStateTEACH Program and represents the interests of all constituents within the program. The Director oversees and manages the administrative and fiscal operations of the CalStateTEACH program, accreditation, curriculum, and policies.

There are four regional centers: Fresno Regional Center at CSU, Fresno (Fresno State); Monterey Bay Regional Center at CSU, Monterey Bay (CSUMB); Los Angeles Regional Center at CSU, Los Angeles (CSULA); and Fullerton Regional Center at CSU, Fullerton (CSUF). Each Regional Center is directed by a Regional Director who reports to both the CalStateTEACH Systemwide Director and the Regional Center's designated member-campus dean of education. The Regional Director is the chief academic officer responsible for all academic and administrative operations of the Regional Center, who serves as primary liaison for educational affairs within the university and the greater community outside of the Regional Center.

The Systemwide Director, the Regional Center Directors, the Technology Coordinator, the Curriculum Coordinator and the Program Coordinator make up the CalStateTEACH Administrative Team, which is responsible for overall program implementation, facilitation of program curriculum development and revision, program review, development and implementation of faculty and adjunct training. As verified through interviews with the Regional Directors and evidenced by meeting agendas, the team meets in person at least quarterly and conferences by telephone at least twice a month. Each Regional Center has a staff that reports to the Regional Director and supports the work at the Center.

Regional Directors meet with Regional Center Faculty throughout the year to discuss program issues and to explore changes or modifications that will enhance the effectiveness of the program. The Regional Directors convey information from these meetings to the Administrative Team and changes are made accordingly. Interviews with the faculty confirmed that their "voice was heard" and always "considered important".

CalStateTEACH is divided into four terms of 15 weeks each. The learning management system that candidates use to complete a sequence of academic work confirms the integrated modules and activities rather than distinctive courses as well as online participation through discussion boards. The candidates begin fieldwork immediately in term one with each term adding more responsibilities in the classroom. Both candidates and completers expressed the value of the sequenced fieldwork and it's facilitation for linking theory to practice.

Program modifications over the last two years include:

- Infused Web 2.0 technological applications into curriculum (2010)
- Created online RICA preparation seminar (2010)
- Created preparation seminar for the RICA video assessment (2010)
- Implemented the use of iPad and Ebooks (Fall 2011)
- Improved EL instruction by adding requirements linked to language objectives and more professional training available for candidates (2011)
- Partnered with IRIS to give candidates a better resource for working with special needs students (2011)

The Program has an Advisory Board comprised of stakeholders from participating school districts' administration, site mentors, master/cooperating teachers, parents, BTSA/Induction Programs, County Offices of Education, the community, business representatives, subject matter specialists, bargaining units, the CalStateTEACH curriculum committee, educational research centers, and the Regional Center Directors. The minutes of the last four meetings show how the Program shares clinical experiences and evaluation data with its school partners formally in the Advisory Board meeting. Interviews with district employees confirmed that data is shared informally with the many school partner contacts arranging clinical placements. Regional Directors meet regularly with local school administrators, directors of induction programs, and other stakeholders in county offices of education to collaborate. Interviews with district administrators confirmed the collaboration and implementation of ideas and projects.

Course of Study
The design of the CalStateTEACH Program is unique in that it has no discrete courses. Faculty advisors, district supervisors and candidates all confirm the curriculum is designed as a spiral so that content is integrated throughout the four terms. They also explained how the curriculum increases in complexity and sophistication as candidates progress through the program demonstrating an effective sequence of content.

These modules and activities, published in four *CalStateTEACH Study Guides,* are provided to the candidates online, are clear and thorough. These *Study Guides* serve as both the syllabus and directions for completing the CalStateTEACH program modules. Assignments are turned in via a learning management system and all academic work is completed under the direction of the candidate's faculty advisor.

A clear path to all of the modules was reviewed and the following confirmed. *Term One* provides instruction in areas of immediate need for the beginning teacher, such as the foundations of schooling, basic school law, the State Academic Content Standards and State Frameworks, classroom management and the essentials of instructional planning. Additionally, in Term One, candidates begin their study of reading/language arts, English learner instruction, and mathematics. *Term Two* builds on the instructional planning foundation established in Term One by expanding instructional planning to include sequential lesson planning. The curriculum also begins the study of science, mathematics and the building blocks of literacy. Additionally, candidates expand their knowledge of cultural studies and the history of education as well as

school health and special needs instructional strategies. During this term students complete CalTPA task 1: subject specific pedagogy. During *Term Three*, candidates revise and expand their knowledge of classroom management as well as explore standardized testing components. They also expand their knowledge of literacy, complete a literacy case study, and build on their understanding of assessment in the subject areas of reading and math. During Term Three students complete CalTPA task 2: designing instruction. During *Term Four*, candidates explore the visual and performing arts, build on their expertise in all curricular areas including learning about specific disabilities, and plan and teach a community-based integrated unit. During this final term, students complete CalTPA tasks 3 and 4: assessing learning and culminating activity. Additionally students build an electronic portfolio demonstrating their best evidence of knowledge of teaching and learning. Finally, special education, English learner instruction, multicultural education, technology, and ethics and values are interwoven throughout all four terms.

Candidates spend approximately 1,000 hours completing fieldwork in a K-8 classroom, starting from the first week of the program and continuing to the last. With course work and field-based work interrelated, candidates and supervisors believe how an emphasis on seeing theory applied to practical first-hand experiences was vital to the success of the program. Candidates experience curriculum that is planned with the understanding and intent that they will apply and implement the knowledge they acquire. Candidates in the intern track are full time classroom teachers and are supported by the program to draw on their academic assignments and discussions to plan and practice multiple strategies for delivering classroom instruction aligned with the state-adopted content standards and frameworks, addressed to students' needs, interests, and accomplishments, and accounting for the results of the strategies. Candidates in the student teaching option spend one full day per week in a classroom in Term One and two days in Term Two. In Term Three, their initial student teaching is half time, and during Term Four, the candidate teaches full time for ten weeks.

Throughout the CalStateTEACH program, candidates participate in a variety of instructional models, assessments, field experiences, and accountability measures designed to ensure thorough knowledge of critical areas. With 11 of the 25 modules concentrating on reading/language arts, English learners and students with special needs, the candidates feel prepared to teach in the diverse California school system. As candidates develop lesson and unit planning skills they shared how they are expected to implement a variety of strategies they have learned to support English learners and the accommodations they have studied for students with special needs. The literacy coaches echoed this feeling when they described the case study that a candidate completes in *Term 3* after completing numerous assignments that were previously spiraled in the curriculum during *Term 1* and *Term 2.* Incorporating technology is also an expectation of the candidate and the district administrators validated this need. "If a candidate doesn't learn to use the technology, we won't consider hiring them".

Candidates, as student teachers or interns, are assigned to a district supervisor. Although a formal placement coordinator does not exist, the faculty advisors place candidates according to their specific needs and requirements for the Term. The faculty advisors explained their role as the liaison between the program and the district and "communication" was the explanation for the success of this process. The faculty advisor is at the beginning of the process interviewing

the candidate and learning their dispositions. This information is used as a basis to assign the candidate a district supervisor during their first Term. Candidates remain with the same faculty advisor throughout the program so placements progress accordingly.   The faculty advisors explained that they can change placements if the relationship is not in the best interest of either party.

Faculty observe candidates teaching, whether they are student teachers or interns, at least four times per Term. These visits may include E- Supervision, using the newly implemented iPad's. Candidates submit a lesson plan at least 72 hours prior to the observation and a pre-conference is held with the candidate, faculty advisor and district supervisor. Any changes are discussed that would ensure student engagement and learning. After the observation, the three individuals hold a post-observation conference analyzing the lesson, reflecting upon the effectiveness, and identifying next steps. All three groups verified this sequence. The observation forms, based upon the four point developmental TPE performance rubric, provide formative feedback to the candidates and a basis for the groups discussion. At the end of each term, faculty advisors and district supervisors explained that they complete a summary of the candidate's teaching progress during the Term using the 13 TPE's.

Candidate Competence
The assessment process is seen through the mission statement explained by a Regional director; candidates complete this program as reflective practitioners who understand the importance of equal access for all students and can incorporate technology to enhance the learning process. This program assesses the candidates to determine their ability to: 1) demonstrate sufficient content knowledge to teach the CA Academic Content Standards; 2) demonstrate effective classroom teaching in diverse classrooms; 3) collaborate regularly in online discussion forums; 4) complete *Study Guide* activities in a timely manner; 5) provide evidence of satisfactory completion of academic work in all Modules; 6) reflect on teaching practice and student learning; 7) collect and assemble documentation in a final E-Portfolio that provides substantial evidence of accomplishments in relation to the TPEs organized by each of the six CSTP domains; and 8) demonstrate content pedagogy and theoretical knowledge by passing the CalTPA and RICA.

Faculty explained how the assessment of academic competence includes the grading of Modules; CalTPA Tasks 1, 2, and 3; and the summative E-Portfolio. Instructional competence is measured by the CalTPA Task 4 and faculty and site based supervisors' assessment of teaching performance. Each term candidates receive one grade based on summative evaluations on Modules, online discussion forums, and the Summary Classroom Observation. The CalTPA Tasks must be passed for candidates to progress in the program.

Candidates described how the Orientation Seminar provides all necessary information, including the assessment process, for the CalStateTEACH program. Faculty echoed this information and added that they are responsible to ensure that their candidates understand the program and are available to answer any question the candidates may have. Formative assessment is achieved through online discussion forums and the many opportunities for reflection that is embedded into the program.   Faculty described how the reflection process takes place in emails, Skype conversations, video reviews and annotations, and placement observations.

Candidates also learn about the CalTPA process early in the program. Faculty introduce the CalTPA process with candidates as they are learning about students, designing lesson plans, and learning about and making modifications for students with special needs. A faculty member described a website, www.caltpe.com, which has been created to support the candidates and the faculty advisors. Students and faculty also use the online discussion boards to discuss and clarify issues regarding submission of the tasks. Candidates get feedback on their assignments through the Work Folio, a learning management system created just for CalStateTEACH.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met.