

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

California State University, Monterey Bay Professional Services Division October 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **California State University, Monterey Bay**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulations** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Multiple Subject, Intern	6	6	0	0
Single Subject, Intern	6	6	0	0
Education Specialist, Mild/Moderate, Intern	22	20	2	0
Education Specialist, Moderate/Severe, Intern	24	22	2	0
Added Authorization: Autism Spectrum Disorders	3	3	0	0
Pupil Personnel Services: School Psychology, Intern	5	5	0	0
Pupil Personnel Services: School Social Work	5	5	0	0
Preliminary Administrative Services	9	9	0	0
Bilingual Authorization: Spanish	6	6	0	0
Teacher Induction	6	4	2	0

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 Documentation and Evidence
- 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 University, Monterey Bay

Dates of Visit: October 10-13, 2021

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
March 11, 2014	Accreditation with Major Stipulations
May 4, 2015	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team 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:

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All program standards were **met** for the following programs: Preliminary Multiple and Single Subject; Preliminary Administrative Services; Preliminary Pupil Personnel Services: School Psychology and School Social Work; Added Authorization: Autism Spectrum Disorders; and Bilingual Authorization: Spanish.

All program standards were **met** for the Mild/Moderate Disabilities and Moderate/Severe Disabilities credential programs except for Program Standard 15: Field Experience in a Broad Range of Service Delivery Options and Program Standard 16: Assessment of Candidate Performance which were **met with concerns**.

All program standards were **met** for the Teacher Induction credential program except for Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System and Program Standard 4: Qualifications, Selection and Training of Mentors which were **met with concerns**.

Common Standards

All common standards were **met**.

Overall Recommendation

Based on the fact that the team found two of the Preliminary Education Specialist program standards were met with concerns and two of the Teacher Induction standards were met with concerns, the team recommends **Accreditation with Stipulations**.

The team recommends that within one year of this action, the institution must submit written documentation to the team lead and Commission consultants documenting all actions to remove the stipulations noted below:

1. The Preliminary Education Specialist programs provide evidence that
 - a. candidate experiences reflect the full diversity of grades/ages of students with disabilities as outlined in the credential authorization.
 - b. shows how candidates will be assessed on the Education Specialist Teaching Performance Expectations by an institutional supervisor trained to assess the Education Specialist TPEs.

2. The Teacher Induction program will provide evidence that:
 - a. ensures that the ILP includes defined and measurable outcomes and opportunities to reflect on progress.
 - b. the program has developed targeted ongoing training for induction mentors inclusive of all requirements in program standard 4 and ensure its completion by mentors. Mentor qualifications will be consistently verified by the program.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements.

Preliminary Multiple Subject w/ Intern
Preliminary Single Subject w/ Intern
Preliminary Education Specialist: Mild/Moderate Disabilities w/ Intern
Preliminary Education Specialist: Moderate/Severe Disabilities w/ Intern
Added Authorization: Autism Spectrum Disorders
Preliminary Administrative Services
Preliminary Pupil Personnel Services: School Psychology w/ Intern
Preliminary Pupil Personnel Services: School Social Work
Teacher Induction
Specialist Teaching: Bilingual Authorization Spanish

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.

- California State University, Monterey Bay be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Monterey Bay 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

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Coursework Assignments
Candidate Assignments and Reflections
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

Assessment Materials
Candidate Handbooks
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
APA Results and Analysis
Examination Results
Accreditation Data Dashboard
Program Websites
Orientation Materials
Unit Overview Presentation

Interviews Conducted

Stakeholders	TOTAL
Candidates	70
Completers	48
Employers	27
Institutional Administration	2
Program Coordinators	15
Faculty	24
TPA Coordinator	1
Support Providers	2
Field Supervisors – Program	23
Field Supervisors – District	33
Credential Analysts and Staff	9
Advisory Board Members	8
Add additional rows if needed	7
TOTAL	269

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

California State University, Monterey Bay (CSUMB), founded in 1994 on the former site of Fort Ord by educators and community leaders, is a comprehensive state university that values service through high quality education. The university campus is close to pristine beaches, redwood forests, tidepools and sits halfway between the Monterey Peninsula and Salinas Valley. CSUMB has been recognized as a Hispanic-Serving Institution since 1998. CSUMB is framed by substantive commitment to multilingual, multicultural, gender-equitable learning. Its faculty and staff explore innovative ways to meet the needs of a new generation of students while simultaneously powering the Monterey County economy.

CSUMB prides itself on making higher education accessible to traditionally underserved and low-income populations. The university’s diverse student body receives personal attention in small classes with a 27:1 student to faculty ratio while pursuing degrees in 25 undergraduate

and 7 graduate majors. CSUMB spring 2021 enrollment was 7,020 students of which 53 percent are first generation students and 72 percent of the students receive some form of financial aid. The university's spring 2021 ethnic composition showed CSUMB students are 45% Latino, 29% White, 9% Asian American, 9% two or more races, 4% African American, 1% Native American, 1% Pacific Islander, and 2% other/declined to state. CSUMB graduates have an understanding of interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high-quality workforce, the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders.

Education Unit

The educator preparation programs are offered and coordinated in the Department of Education and Leadership (E&L) in the College of Education (COE) with the exception of the Pupil Personnel Services: School Social Work credential which is offered and coordinated in the Department of Social Work in the College of Health Sciences and Human Services. The Department of Liberal Studies in the College of Education supports the integrated undergraduate teacher preparation programs. The Department of E&L coordinates the communication and collaboration among program coordinators and staff, admissions, and credential recommendation processes for all programs at CSUMB. Candidates are supported by twenty full-time faculty members and seven staff members including two credential analysts.

The Department of Education and Leadership exemplifies and actively promotes innovative teaching and scholarship to prepare highly effective, culturally sustaining professionals who serve, engage, and transform communities and schools to promote equity and social justice. The COE provides connections between faculty within and across departments in the areas of elementary education, secondary education, special education, school psychology, education administration, curriculum and instruction, liberal studies and human development and family studies to provide high quality and equitable instruction and field supervision, conduct applied research and scholarship, and deliver meaningful, evidence-based service to educators, schools, districts, county offices of education and the profession at large.

Since its founding in 2014, the conceptual framework, which includes the mission and vision of the COE, was developed collectively by faculty, staff, and key stakeholders. To accomplish the vision and mission, the COE strives to develop caring educators who demonstrate diversity, empathy, and community in order to effectively facilitate learning for all students so that they can fully participate in a dynamic society and world. Candidates receive an education framed by experiential and applied learning, embedding best practices and theory into collaborative and shared learning.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Preliminary Administrative Services	8	9
Preliminary Education Specialist: Mild/Moderate Disabilities	20	20
Preliminary Education Specialist: Moderate/Severe Disabilities	9	10
Added Authorization: Autism Spectrum Disorders	1	0
Teacher Induction	17	5
Preliminary Multiple Subject	93	143
Preliminary Single Subject	46	41
Bilingual Authorization: Spanish	13	29
Pupil Personnel Services: School Psychology	12	51
Pupil Personnel Services: School Social Work	12	12

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple Subject with Intern Preliminary Single Subject with Intern

Program Design

The CSUMB Multiple Subject (MS) and Single Subject (SS) credentials are two-year programs delivered via a hybrid structure with an early completion option. The programs are structured for coursework to be taken concurrently with clinical practice. There are four pathways for the Preliminary MS credential and three for the SS credential. Core coursework is the same for all pathways, with interns and Master of Arts in Education (MAE) candidates having additional seminars or coursework. Also, the accelerated Integrated Teacher Education Program (ITEP) pathway makes it possible for candidates to complete their Bachelor's degree and credential in less time. In addition, CSUMB offers three funded residency programs. Current candidates in the Salinas Valley and Project Poppy residency programs emphasized their gratitude for the financial support.

The CSUMB Department of Education and Leadership (E&L) houses the Multiple and Single Subjects preliminary programs under the dean of the College of Education. The dean provides guidance and support from a global perspective, and the operational management for educational programs is the department chair. The program coordinator directly collaborates with program staff, department faculty, and E&L chair to support candidates, from the initial admission selection to program recommendation to the CTC for the credential.

As part of program modifications over the recent years, CSUMB has tightened the alignment between method courses and the TPEs. While using the program's "gradual release of responsibility" document and TPE rubrics, the candidate can gauge and pace their learning to make the clinical practice more authentic. Adjunct professors and lecturers indicated that the adjustment was necessary and critical in their current course delivery.

Also, there has been an emphasis on English learners, which was echoed during candidate interviews. The claim is supported by completer survey question 4, where 99.1% rated "adequate" to "very well" for meeting the instructional needs of English learners. This goal connects to the institution's vision and mission to promote equity and is highly appropriate given that CSUMB is designated a Hispanic-serving university with 45% identifying as Latinx/Hispanic.

CSUMB's Education and Leadership Advisory Board (ELAB) convenes bi-annually in which discussions and feedback of topics related to admission, curriculum, clinical practice, data, and

other program-related subjects help guide the program and support candidates and program partners. There is a rise in charter school stakeholders, and this growing alliance will help prepare and strengthen teachers and address staffing needs. During the school site administrator interviews, a charter school indicated that they embraced the program and welcomed increased candidate placements at their school site.

Course of Study (Curriculum and Field Experience)

The curriculum builds on itself as the candidate moves and progresses through the classes, the involvement required in the field increases. The year-one candidates expressed that the newly hired placement coordinator had greatly improved the matching process. The new position has also become a resource regarding concerns with the clinical coaches, specifically with observations.

The TPEs are embedded in every aspect of the program. The program structure provides candidates the opportunity to prepare for the edTPA continuously. The TPE rubric is an essential tool that helps candidates and program staff monitor progress. The course matrix clearly shows where the TPEs are introduced, practiced, and assessed. Candidate support is embedded in a "statement of concern and action plan" and is initiated when a candidate is not doing well in the program.

The completer survey shows that the CSUMB teacher preparation program as a whole has had a significant impact on the candidate training, specifically in the content areas of English Literacy and Language Arts and Mathematics, based on a 99% approval rating ("adequate" to "very well").

Also, the completer survey demonstrates that 91% "agree" or "strongly agree" that there is a strong correlation between the integration of coursework and fieldwork application. Clinical coaches engage in six informal and two formal observations focused on the TPEs. During candidate feedback, a TPE rubric is utilized as the measuring tool. This rubric was created through a collaborative process with program faculty and clinical coaches. As a collective process, clinical coaches and school site supervisors assess candidates on a host of competencies related to the TPEs and teaching abilities.

Assessment of Candidates

Signature assignments are an essential component of the assessment protocol. Stage I candidates expressed that signature assignments, as part of the coursework, had engaging practice activities that helped assess their mastery level in the program. Rubrics are assigned to each signature assignment and provide clear expectations. Ultimately, candidates must complete, submit and pass the edTPA to be recommended for the preliminary credential.

CSUMB has built a community of support to monitor, assess, and ensure candidate success. For instance, clinical coaches, during observations, gain an insight into candidate performance. But in addition, school-site administrators, adjuncts and lecturers, cooperating teachers, advisors, program coordinators, and other support staff also measure candidate progress in their roles.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, program staff, instructors, employers, and mentors, the team determined that all program standards were **met** for the Preliminary Multiple Subject and Single Subject programs.

Preliminary Education Specialist: Mild/Moderate Disabilities with Intern Preliminary Education Specialist: Moderate/Severe Disabilities with Intern Added Authorization: Autism Spectrum Disorders

Program Design

The Mild/Moderate (MMD) and Moderate/Severe (MSD) Disabilities credential programs and Autism Spectrum Disorder Added Authorization (ASD) are under the leadership of the E&L department chair and special education program coordinator. Candidates report a generally positive experience in the type and frequency of communication from the program. University fieldwork supervisors, called clinical coaches, report a high degree of communication between them and the program faculty, citing examples of collaboration and information sharing with course instructors, seminar faculty, and clinical coaches. Cooperating teachers, or mentors, report much of their communication with the program is conducted through email and online platforms with a focus on professional development opportunities aligned with the credential focus on collaboration, co-teaching, and the general education Teacher Performance Expectations (TPEs). However, both cooperating teachers and administrators expressed a desire to have increased communication between the credential program and the local educational agency (LEA). Bimonthly meetings between the program coordinator and the E&L department chair offer opportunities for collaboration and information sharing across the departments and with the university.

While the MMD and MSD credential programs share many common courses, there is a specific pathway for each authorization area. Within the MMD program pathway are three integrated courses that also comprise the ASD authorization. Pathways for intern and traditional candidates are clearly laid out, typically recommending 18 months to 2 years for completion. A recommended condensed course sequence is available for candidates who already hold a Multiple or Single Subject Clear Credential, highlighting the program's response to the teacher shortage. For candidates in the intern pathway for MMD and MSD, intern specific coursework is provided through the intern seminar, which is held each semester prior to their final practicum. Admission cycles for both credentials have a common application deadline of March 1: for summer admission only. ASD Added Authorization applicants can apply through the university extended education program and complete the three required courses. ASD candidates may enter the program at any time and are not required to meet credential program admission deadlines. Faculty report that the decision to have only one admission date per year leads to robust cohorts of candidates. Candidates participate in both an initial and final seminar with accompanying practicum clinical fieldwork experience. Completer survey data showed that 80% of candidates who responded (n=39) state the program was effective or very effective in providing tools needed to become an education specialist.

The primary data sources used by the program to assist in developing its goals include: the program completer survey, the one-year out survey, and the edTPA. In interviews faculty shared an example of how the completer survey data led to more support to meet an identified gap in effective teaching practices. Education Specialist and General Education faculty collaborated with practice-based instruction training provided by Teaching Works. Modeling these strategies for candidates led to an increase in this score on the survey and is continuing to be monitored. One area that stood out on the completer survey was assessing students for learning, where 39% of candidates reported they were poorly to adequately prepared to understand and use assessment data. The edTPA rubric on measuring student performance showed a similarly low score. This data led the faculty to add a practice activity to the initial practicum utilizing assessment data, and activities to the final seminar course on how to support candidates' performance. The Education Specialist department brings data to monthly meetings with full-time and adjunct instructors to discuss feedback from students, program goals, and how to make course changes. Program improvement goals are predominantly tied to the edTPA and the completer survey. Program goals and updates on progress are shared with the E&L department chair. Opportunities for faculty professional development are abundant across CSUMB and the faculty utilize these resources. Endowed funding is available to faculty to support their ongoing professional development training in critical content areas to ensure currency in special education topics. Ongoing program modifications are also evidenced in the credential program movement towards a residency model. Although few candidates choose this option, as most pursue an internship, 1-2 candidates per year have chosen the residency model. Candidates are advised of this option and supported through the application and placement process if accepted to a residency model. In the first year, candidates are placed in a year-long co-teaching experience under the direction of a credentialed teacher. During their second year, candidates are offered the option of an internship with the LEA. The program is currently pursuing an option of the residency model for candidates who are part of the integrated teacher pathway.

Course of Study (Curriculum and Field Experience)

For both the MMD and MSD credentials, candidates in the traditional pathway complete fifteen courses, which include methodology and practicum courses that are completed across summer, fall and spring semesters. Candidates in the intern pathway take an additional 2-3 courses for their program. While the ASD Added Authorization does not have any candidates this year, the authorization pathway remains open for potential candidates who need this stand-alone authorization. The foci of ASD course content include supporting students with autism, assessment, and inclusionary practices. Interviews confirm that the three courses in the ASD Added Authorization are integrated with the current MMD credential pathway, ensuring that the relevant content related to autism is covered. For the MSD credential pathway critical content in autism is covered in the assessment courses that candidates complete.

All candidates enroll in semester-long initial and final practicum courses for clinical fieldwork. The initial practicum is supported with an accompanying seminar course, which ties the experiences in the field to coursework and preparation for candidate assessment. The final practicum includes a minimum of eight observations by university supervisors. These include six

informal observations guided by gradual release guidelines outlined by the program and two formal observations providing formative and summative feedback on candidate progress toward the general education TPEs and edTPA. Written feedback is provided on the platform S4, which offers opportunities for feedback and reflection on an online platform. Concurrently, candidates participate in a seminar during their final practicum that both connects fieldwork to coursework and offers support for the edTPA.

Classroom observations across the spectrum of special education service delivery options and for the range of disability categories are a requirement of the program. Interviews confirmed that both university fieldwork supervisors and instructors required evidence that the observations occurred across the range of disabilities and candidates confirmed these experiences. Interviews revealed that candidates independently decide on the grade and age range of disability categories for the observations. Program faculty confirmed there is no system currently in place to ensure that candidates are meeting the Standard 15 requirement for doing these observations across grades and ages for students with disabilities. Interviews with completers indicated that they felt they had a well-balanced program that covered the introductory elements of special education teaching. A strength evidenced in the completer survey data showed that candidates found the program assisted in their development as a professional educator. Faculty report a focus on weaving instruction and intervention for English learners into the majority of course content. Proficiency in EL support was cited by administrators as an area of candidate strength needed to respond to the needs of the local community. Standards surrounding case management and IEP development were highlighted as an area not found in the initial program review. Additionally, interview reports from completers and mentors indicated that experiences with IEP development and case management remains a struggle for candidates. While current candidates also reported challenges in bridging the gap between content and practice related to IEPs and case management, they confirm that course experiences did provide them with the needed foundation and support from district-employed supervisors which was critical in closing this gap. Eighty percent of candidates who completed the survey (40), agreed, or strongly agreed that the field experience helped them integrate and apply major ideas developed through program coursework.

Interviews confirmed the efficacy of the process for ASD candidate advisement and recommendation. While there are no currently admitted candidates, typically their coursework is completed through extended education. Potential applicants receive the ASD Added Authorization application checklist from the credential analyst. This checklist of items is provided to ensure all appropriate documents are present for candidates that are completing the program. Once the three courses are completed, candidates submit the checklist to the program coordinator who signs off, and then the credential analyst recommends candidates for the authorization.

Admission and advising for the MMD and MSD credential programs are initially done by the admission counselor. Applications are reviewed and recommended by the admission counselor to the Education Specialist credential program. Candidates are advised of their admission status

through a letter sent by the program welcoming them to the program. Candidates are advised of their intern eligibility status and the required course(s), depending on their previously completed experiences. Mid-semester progress reports are provided by the credential analyst, which keeps candidates informed of their progress. Utilizing this, the credential analyst directly reaches out to interns potentially not in good standing to inform them of the jeopardy of their intern status. The program coordinator communicates with traditional candidates on their progress to ensure they are advised of their academic standing. Candidate concerns are captured through program meetings and if needed, an action plan is created with the program coordinator. The fieldwork coordinator manages fieldwork placements and relies on principal or county office expertise in recommending placements. The vetting process for selecting cooperating teachers predominantly utilizes principal or county office expertise in recommending placements. Once a placement is secured, a match survey is completed to provide opportunities for the cooperating teacher and candidate to reflect on the appropriateness of the placement. The field coordinator utilizes the platform Air Table to record and assess the match data, and problem solve and if necessary, by determining if a new location needs to be secured. Candidates and mentors complete a pairs training and virtual orientation. At the completion of coursework, candidates who are not yet recommended due to an outstanding assessment are tracked by the credential analyst, and direct contact with the candidates is made to remind them of outstanding requirements. Institution data shows a pass rate of 85% for RICA.

Assessment of Candidates

MMD and MSD interns are provided weekly feedback from their site mentors. This feedback is documented in a number of ways, including district logs and specific mentor created tracking forms. Interns have a handbook that outlines program expectations, credential requirements, and an assessment protocol. All candidates are apprised of the program expectations for professional dispositions from the point of admission through the entirety of the program. The Candidate Professional Disposition Evaluation tool is used to inform, remediate, and evaluate candidate dispositions across the arc of the program. Candidates have a program handbook that guides them on how they will be assessed and what will be expected throughout the program. Informal assessment and feedback during the practicum field experience occur through observations (virtual or in person) conducted by the clinical coaches. Written feedback provided to candidates highlights strengths in meeting teaching competencies. Candidates report that feedback during practicum is always accompanied by steps and suggestions for improvement. Candidates are held to successful completion of the special education edTPA to be recommended for their credential. Clinical coaches are invited to participate in the final seminar for candidates to ensure that there is a direct link between field experience and seminar content. Candidates and completers report a positive sense of access to faculty and support throughout the program to assist them in meeting competencies. During their initial practicum, candidates review the final practicum assessment rubric, called the Overall Candidates Evaluation Tool, which evaluates candidates on the general education TPEs and is tied to the edTPA. However, since the tool centers the edTPA rubric and the California general education TPEs, there was no evidence that candidates were being systematically assessed on the current California special education TPEs as required by program standard 16.

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 program standards are fully **met** for the Preliminary Mild/Moderate and Moderate/Severe Disabilities Credential Programs, and Added Authorization: Autism Spectrum Disorders except for the following:

Standard 15: Field Experience in a Broad Range of Service Delivery Options – Met with Concerns

There was no evidence that candidates consistently experience the full diversity of grades and ages authorized by the credential in settings that serve students with disabilities.

Standard 16: Assessment of Candidate Performance – Met with Concerns

There was inconsistent evidence that candidates have demonstrated satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as applicable to their credential authorization.

Preliminary Administrative Services

Program Design

The Preliminary Administrative Services Credential (PASC) program is housed within the Master of Arts in Education (MAE) program in the Department of Education and Leadership (E&L). Faculty for the PASC participate in the E&L meetings as well as hold monthly meetings led by the MAE coordinator that include all credential program coordinators and faculty as a way to provide an opportunity for bidirectional sharing of information.

Candidates take coursework and complete fieldwork experiences simultaneously. Candidates complete a one-year (fall and spring semesters) field experience while they are in the program. During this fieldwork, candidates are required to document their experiences which align with their coursework and the California Administrator Performance Expectations (CAPEs). Over the past two years, program modifications have been made to allow for candidates to complete the PASC during one academic year. Previously, it would take candidates one and a half years to complete the credential. The changes included shifting coursework so that candidates participate in academic and practicum experiences simultaneously throughout the program.

CSUMB has maintained previously established partnerships with school districts throughout Monterey, Santa Cruz, San Benito, and Santa Clara counties. The Education and Leadership Advisory Board (ELAB) meets twice a year. The fall meetings of the ELAB focus on curriculum change proposals, candidate recruitment, selection and advisement, design of courses and field experiences, and updates to the program assessment data to identify areas of candidate and program performance in need of improvement.

Course of Study (Curriculum and Field Experience)

Admitted candidates are asked to take a summer special topics course (EDL 695) that supports their ability to plan for the California Administrator Performance Assessment (CalAPA) cycles and their field experience. Candidates begin the full program in the fall semester with EDL 610: Educational Leadership in PreK-12 Educational Organizations, EDL 650: Professional Learning and Growth Leadership, EDL 660: Field Experience, and MAE 611: Effective Practices in Instructional coaching. Content supporting the required assessment through the CalAPA cycles is supported throughout the courses. During EDL 660 course meetings, candidates engage in peer review and faculty workshops, governed by the acceptable support for candidates policy. EDL 660 also features triad meetings with site supervisors, one-on-one meetings with the university supervisor, and reflections based on each of the CAPEs.

During the spring semester, in addition to EDL 660, which supports the refinement and submission of all CalAPA cycles, candidates take EDL 630: Education Law and School Finance, MAE 642: Multicultural Community Partnerships, and MAE 645: Educational Policy and Advocacy for Students and Families in K-12. At the conclusion of the spring semester, candidates have completed the coursework required for the PASC.

CalAPA cycle one is submitted during the fall semester and no later than the beginning of the spring semester. Cycles two and three are submitted during the early spring. Interviews and document review confirmed that this schedule leaves time for remediation and support provided by the CalAPA coordinator, for candidates who do not pass. During the semesters of participation in fieldwork, the candidate is expected to complete their fieldwork learning experiences with sufficient depth and breadth as to extend across all of the six CAPEs.

Fieldwork takes place over two semesters in the program. The candidate develops and completes a fieldwork action plan with identified activities for the assigned program standards and maintains a log to document at least fifteen hours of involvement for each standard. The candidate documents fieldwork progress through written reflections highlighting “take-aways” and connections to professional practice, project artifacts, and term updates submitted to the CSUMB program supervisor. The field supervisor and the CSUMB program supervisor provides ongoing feedback on the candidate’s progress toward meeting requirements and demonstrating advancement in professional practice. The summative documentation of the candidate’s fieldwork progress is evaluated by the field supervisor and the CSUMB program supervisor and documented on the fieldwork performance assessment.

Issues and challenges pertaining to working with special student populations (migrant students, English learners, students with disabilities, foster/homeless youth) as well as issues and challenges pertaining to equity, diversity, and access are addressed in coursework through readings, reflection assignments, and signature assignments.

Candidates' primary placement for field experiences is within their work sites. The site supervisor is typically the candidate's supervising site administrator. The supervising site administrator is asked to provide leadership opportunities to the candidate for administrative planning, organization, and implementation to gain knowledge and experience that will

enhance competence to assume a future leadership position. Due to the variety of placements, each field experience is unique to the candidate while also ensuring that all components of the CAPEs are met. This is supported by the interviews conducted as well as the documents reviewed.

Candidates complete the program in a lockstep cohort which allows for links between all courses and the field experience requirement. Each course provides multiple opportunities for candidates to bridge theory and practice using field experience as a platform for engaging in equity and learning-focused leadership. In addition, coursework and the field experience class support the development of the CalAPA cycles.

Results from completer surveys suggest a great deal of satisfaction with their course of study and field experiences. The respondents felt adequately prepared to assume school leadership roles. This finding is also supported through interviews conducted with program completers and site-based supervisors.

Assessment of Candidates

Candidates are assessed throughout the program in both academic and practicum courses. Signature assignments are used routinely in courses and stored in Taskstream. Prior to recommending each candidate for the credential, the program determines that each candidate has demonstrated satisfactory knowledge and understanding and satisfactory performance on the full range of CAPEs. Candidates must obtain a “B” average in content courses and a passing grade in fieldwork and successful completion of the CalAPA to be recommended for the credential.

To promote successful completion of all three CalAPA cycles, candidates participate in EDL 695 during the summer prior to the start of the fall semester. During the course, the candidates are informed of all program components, including assessments, at the outset of the program. For each class, the candidate also has a signature assignment to complete that is assessed to determine to what extent the candidate meets the CAPEs embedded in the course. All of the signature assignments form part of the E-folio created by the candidate. Results from interviews conducted with program completers and current candidates suggest a great deal of satisfaction with the assessment process and support received to successfully pass all the required assessments.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with current candidates, program completers, university supervisor, program faculty, program adjunct faculty, site supervisors, PASC coordinator, and the department chair the team determined that all program standards are **met** for the Preliminary Administrative Services Credential.

Teacher Induction

Program Design

CSUMB's Teacher Induction program is housed within the Master of Arts in Education (MAE) program in the Department of Education and Leadership (E&L). The Special Education Emphasis strand of the MAE program is combined with the Clear Education Specialist credential so that the candidates are earning a Master's degree while simultaneously completing the induction program. Recruitment into the combined MAE and induction program is via the final seminar course for the Preliminary MMD or MSD credentials. At this time, CSUMB only provides induction for the Education Specialist Credential.

The 12-unit induction program begins with an Individualized Learning Plan (ILP) that outlines goals and objectives. The professional growth goals developed in the ILP are based on the candidate's self-assessment using the California Standards for the Teaching Profession (CSTP) and guidance from the Individualized Development Plan developed in the preliminary program. Candidates are required to take a minimum of 4 courses for 2 semesters and are given the opportunity to choose from a menu of courses to support the implementation of their professional growth goals. The ILP is linked in the required portfolio, one of the summative assessments that the candidate submits upon completion of the program. The candidate, mentor, and university advisor collaborate to develop the ILP, which includes the professional growth goals. In addition, a Local Educational Agency (LEA) representative can provide input on the professional growth goals and is required to sign off on the ILP.

The mentor is self-matched by the candidate within 30 days of the first semester in the program. Candidates either asked a colleague to mentor, or their employer chose the mentor. Mentor and candidate interviews confirmed this process of mentor selection. Candidates mentioned they preferred to choose their mentor since they were able to choose someone they "were already familiar with and had a relationship built." Initial communication with the mentor is the responsibility of the program coordinator but inconsistencies were found in determining how the program confirms mentor qualifications. Mentors receive an email from the program with an overview of responsibility and access to the technology needed to submit candidate evaluations. The induction candidate and the mentor are expected to meet at least one hour per week on average. The induction candidate keeps a log to track the meeting content and time. The log is linked to the portfolio. Mentor logs were provided to support this tracking of communication.

During interviews it was noted that program modifications were made over the 2020-2021 program year and moving into the 2021-2022 program year. Induction support was added to spring 2021 course MAE 644. Candidates participating in induction were split into student work groups for the last 30-45 minutes of the class. These groups were given specific instructor support and peer support to complete the portfolio requirement. Based on feedback from the added support in MAE course 644, the program coordinators designed two one-unit specific induction courses: SPED 680 and SPED 689. SPED 680 is being offered for the first time in fall 2021 and SPED 689 is projected to be offered spring 2022. This course will include the

candidate's final self-assessment, mentor observation, mentor final assessment, and final portfolio development.

Course of Study

The sequence of coursework is balanced between what is required for the MAE and choice of coursework that should support implementing the professional growth goals documented in the ILP. The required courses of study and course options to choose were found on the MAE and Special Education websites and in the Teacher Induction program handbook. A benefit to the embedded MAE induction program is that candidates have opportunities to engage in professional learning and resources provided to COE students, such as an ongoing speakers series on education topics, and university resources available to graduate students such as library services, academic support, and career development counseling along with whatever professional development opportunities are available from their employer.

The induction program begins with SPED 683. This course introduces the candidate to specific induction requirements like the ILP, self-assessment on the CSTP, creation of learning goals and section 1 of the portfolio. The ILP provides areas for CSTP self-assessment, goal development, and implementation plan. There is also an area to track the required coursework, portfolio and candidate, mentor, and LEA review components. The portfolio provides a place to "link all evidence for the learning goals" and additional induction requirements. The newly developed course SPED 680 encompasses the induction requirements from SPED 683 and also includes mentor observation and mentor mid-point assessment requirements. The syllabus describes an opportunity for candidate reflection on the observation in discussion forums with peers, but interviews were unable to verify this activity since the course is brand new and the semester is still ongoing. The continuation of the 12-unit Induction program is dependent upon courses chosen by the candidate.

The ILP is not aligned with the Standard 3 components of, "defined and measurable outcomes for the candidate and planned opportunities to reflect on progress..." Another misalignment for Standard 3 is the required portfolio assignment. Portfolio Section 1 is a narrative introduction and requires linking the ILP. Section 2 requires evidence of progress towards induction goals. Sections 3 and 4 refer to older BTSA program standards 5 and 6 and require narratives to meet those sections. Section 5 requires reflection on growth and competence in the professional learning goals established in the ILP.

While mentors are provided the opportunity to participate in various co-teaching trainings, the program was unable to find evidence of initial or ongoing training specifically designated for induction mentors covering coaching and mentoring, goal setting, use of appropriate mentoring instruments, support for mentoring challenges, etc. Ongoing communication beyond the initial introductory email from CSUMB to the mentors was not found. The initial email (mentor letter) introduces the mentor to the program, general expectations and provides links to the mentor handbook and induction program handbook. Continued program communication is viewed as coming from the candidate. The candidate and mentor interviewees all supported that the weekly communication between them is a strength that provides time for "just in time" support

and opportunity for reflection on the ILP and portfolio requirements. This was also evidenced in the CTC completer surveys.

Assessment of Candidates

During the Induction program, the candidate completes self-assessments on the CSTP, and mentors are required to complete two candidate evaluations. One is based on their observations of the candidate's professional dispositions, and the other is based on the CSTPs. This data is gathered and reviewed by the candidate, mentor, and university advisor within the ILP and portfolio. Candidates are given ongoing feedback about their progress throughout their courses from professors with candidates and completers commenting that “they are very supportive, responsive, and understanding instructors. They are like having an extra resource.”

At the end of the program, the candidate’s overall performance is assessed to determine whether it is appropriate to recommend the candidate for the clear credential. Interviews confirmed that the credential analyst and the program coordinator complete a thorough review to verify successful completion of the requirements. The evaluation includes a review of the ILP, mentor reports of observations and professional dispositions, non-university activities, portfolio, and above satisfactory performance in courses.

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 program standards are fully **met** for the Teacher Induction Program except for the following:

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System – Met with Concerns

The Individualized Learning Plan lacks defined and measurable outcomes for the candidate and planned opportunities to reflect on progress.

Standard 4: Qualifications, Selection and Training of Mentors – Met with Concerns

There was insufficient evidence of initial or ongoing induction mentor training and support covering coaching and mentoring, goal setting, use of appropriate mentoring instruments, support for mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks. Qualifications for mentors were not consistently identified and tracked by the program including possession of a Clear Teaching Credential and a minimum of three years of effective teaching experience.

Specialist Teaching: Bilingual Authorization Spanish

Program Design

The Bilingual Authorization: Spanish (BiLA) is designed to offer the opportunity to add the authorization to candidates who are (a) concurrently earning their Preliminary MS or SS credential; (b) have just completed their preliminary credential; (c) are post-credential (e.g., in-service teachers) already teaching in a bilingual program; or (d) are post-credential, (e.g., also in-service teachers) but not currently teaching in a bilingual program. Interviews with completers and employers highlighted a strength of the BiLA in its offering of post-credential certification outside of the traditional credential pathways.

The current program design began with its first cohort in 2019. Since 2019, the program has consistently grown from an initial enrollment of 9 candidates to a 2021 cohort of 31 completers. Interviews with employers indicate strong support from the educational community to see the program continue to grow to meet the demand for growing bilingual programs in surrounding schools.

Each member of the faculty brings diverse and specific areas of expertise, skills, and teaching experiences. Interviews with program staff indicated support for the bilingual authorization program based on feedback from employers' demand for certified bilingual instructors. At the time of the program review, there was one full-time faculty and two designated adjunct faculty. Each has participated in teaching one or more of the three required courses. Interviews with faculty, the program coordinator, candidates, completers, and employers confirm that the program coordinator and the adjunct faculty members are highly effective in sharing responsibility for fieldwork placements, monitoring fieldwork, and advising students.

The BiLA program incorporates a purposeful, logically sequenced structure of three core courses that support candidates to: develop, implement, and adapt instruction for bilingual, dual language, and cross-cultural settings; prepare teachers to work in bilingual, dual language, and cross-cultural settings, particularly those working with English learners; and demonstrate cross-cultural and pedagogical knowledge and skills acquired in the bilingual authorization program via coursework and fieldwork requirements. In addition, faculty provide coordination of the administrative components of the program such as participant support and assessment, and program evaluation. Website review, confirmed by interviews, validate that the program coordinator is responsible for admissions screening, orienting new candidates, curriculum development, advisement throughout a candidate's credential program, and troubleshooting any issues related to completing the recommendation for a credential.

Stakeholders have structured opportunities for providing input. All candidates in the program are invited annually to fill out a survey and rate their satisfaction with advising, course rigor, and program delivery. Candidates rate their instructor's effectiveness for each course they are taking. Interviews with employers indicated that the program has reached out to school leaders in surrounding school districts for input and feedback and to establish

relationships for recruitment and fieldwork placements. The educational unit hosts a community advisory board where community members are invited to discuss issues affecting local districts as well as provide suggestions for improving all programs. All coordinators meet monthly with the E&L department chair to coordinate efforts across programs and provide input to the department as confirmed by interviews. The department chair also holds individual meetings with the program coordinator to provide opportunities for feedback and support.

Course of Study (Curriculum and Field Experience)

The BiLA coursework is comprised of three courses to be taken in sequential order over the summer session. A comprehensive review of course syllabi, interviews with faculty, candidates, and completers indicate that the signature assignments in each course and fieldwork experience illustrate student competency and understanding of the areas identified in the program standards. All courses emphasize the needs of English learners and dual language learners. Candidates and completers comment that they feel particularly well prepared to implement bilingual pedagogy and understand how to be inclusive and meet diverse students' needs including the culture of emphasis as experienced in the country or countries of origin and in the United States; understanding of cross-cultural, intercultural and intracultural relationships and interactions; knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.; and the ways in which these affect trends of migration, immigration and settlement in the United States.

Twenty hours of fieldwork in a bilingual classroom is linked to the development of two lesson plans in the target language: one in language arts and one in mathematics which are reflected on in assignments. When possible, teachers currently in the field find placements in their bilingual classroom with mentors at their own school site. Website review and interviews with program faculty indicated that mentors are required to be either BiLA credentialed teachers and/or have at least two years of teaching experience in a bilingual classroom. Candidates, completers, and mentors affirmed that the strength of placement of candidate and mentor at the same school site allows for frequent communication and ongoing support. Stakeholder interviews confirmed ongoing support for finding fieldwork placements as needed. When candidates are unable to find field placement and/or a qualified mentor at their own site, they are assisted by the program coordinator or faculty to find a placement. With distance learning, alternatives have been established, including video observation of instruction.

Assessment of Candidates

Candidates are assessed regularly through coursework assignments and signature assignments. A review of documents, as well as interviews with program coordinator, adjunct faculty, candidates, completers, and mentor teachers confirm that candidates are provided with regular formative feedback in their fieldwork placements in the development of their lesson plans as well as observations of teaching. Mentors also complete a summative assessment on the signature lessons. The program culminates in a final interview with the program coordinator

and completion of a rubric aligned to BiLA program standards. Fieldwork in an elementary or secondary classroom demonstrates competency in teaching content in Spanish.

A strength of the program is the multiple ways in which it assures that candidates meet language competence. The program coordinator conducts an informal screening with each candidate prior to admission to assess language fluency. Program candidates are expected to meet the passing standard on the appropriate CSET: World Languages examination in Spanish prior to admission. A review of course syllabi and interviews with faculty confirm that all courses are taught in Spanish with a uniform Spanish language fluency rubric included and applied to assignments and participation in each course. Spanish language fluency assessment is also included in the fieldwork rubric. The program coordinator indicated the plan to become certified as an American Council for the Teaching of Foreign Language (ACTFL) assessor to formalize the intake process. The coordinator, faculty, candidates, and completers concurred that faculty provide general and individual support, and information, relative to meeting the language proficiency requirements. Candidates are advised about program requirements at the beginning of the program.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data, and the completion of interviews with candidates, completers, faculty, employers, and mentors, the team determined that all program standards are **met** for the Bilingual Authorization Spanish.

Pupil Personnel Services: School Psychology with Intern Pupil Personnel Services: School Social Work

Program Design

CSUMB offers two Pupil Personnel Services (PPS) credential programs: Master of Science in School Psychology (SP) and Master of Social Work with the School Social Work (SSW) credential and Child Welfare and Attendance (CWA) authorization. The Department of Social Work and the Education and Leadership Department jointly house the school social work credential program. The school psychology program is a three-year program that requires a 1,200-hour internship as the culminating experience in the third year. Candidates in the school psychology program complete coursework and fieldwork experiences concurrently. During the first year, candidates complete hours at the Center for Reading Diagnosis and Instruction. In the second year, candidates begin to accrue the required 450 practicum hours in a k-12 public school setting, and the Clinic for Education Supports (total 80 hours) located on the CSUMB campus. The school social work program offers two program options. Candidates may select a two-year full-time program or a part-time three-year option with fieldwork fully integrated into the curriculum. Candidates demonstrate competence by completing 1000 clock hours of field experience and receiving good evaluations by the field instructor (FI) and university supervisor. Course syllabi, fieldwork evaluations, coordination of fieldwork placements, and stakeholder interviews demonstrate alignment with the common principles, values, and goals for both PPS preparation programs.

Each program has a coordinator who facilitates program activities including, but not limited to data collection and analysis of program data as part of continuous program improvement; student advising; meeting regularly with program staff and faculty; coordinating and monitoring fieldwork assignments; and recommending qualified candidates for the associated PPS credentials.

SP and SSW credential programs provided ample evidence of ongoing and varied methods of communication and collaboration amongst all stakeholders. Through monthly department meetings and regularly scheduled program meetings, faculty and staff are provided opportunities to discuss program needs, evaluate candidate progress, review program data, and engage with community stakeholders. Student leaders also attend specified department and program meetings to facilitate communication and provide candidate feedback regarding coursework and fieldwork experiences. For the school social work program, department chairs from the Education & Leadership (E&L) and social work departments meet regularly and jointly with program faculty to discuss program needs.

Both credential programs made modifications over the last two years based on evidence obtained from interviews, surveys, and skill assessments, as well as input from candidates, faculty members, field-based supervisors, and community partners. For example, feedback from the candidates and field-based supervisors in the school psychology program resulted in the decision to change the course sequence and offer assessment classes earlier in the program. Faculty in the school social work program identified the need to improve candidate knowledge and skills related to mental health and developmental factors. The change they recommended was the development of a course focused on clinical diagnoses and the use of the Diagnostic and Statistical Manual (DSM-V). The SSW program developed an advisory council composed of the deans for each college, faculty, students, local school district leadership, local school social workers, and community partners. The advisory council meets bi-annually to discuss program goals, content emphasis, outcomes, and concerns. The program also established a curriculum committee that includes full-time faculty, adjuncts, and a student representative.

Course of Study (Curriculum and Field Experience)

The SP and SSW credential programs have organized coursework and clinical practice experiences to provide candidates with multiple opportunities to apply knowledge and demonstrate competency across each program's PPS performance expectations. Below is a brief description of each program.

The school psychology program is a National Association of School Psychologists (NASP) approved three-year program. Candidates, completers, field supervisors, and university supervisors consistently reported that the course sequence successfully prepared candidates with the knowledge and skills required to meet fieldwork expectations. Course content and learning outcomes are reviewed regularly to ensure adequate preparation for fieldwork and employment. Within the first year of the school psychology program, course curriculum focuses on the role and function of the school psychologist, methodologies for supporting culturally and

linguistically diverse students, educational theory, research methodology, academic and cognitive assessment, introductory counseling skills, and leadership in the schools. During this year, candidates also gain experience in academic assessment and intervention through field experiences at the on-campus reading center.

In the program's second year, candidates receive course instruction in social-emotional assessment, trauma-informed counseling practices, behavior assessment and intervention in the schools, assessing for autism disorders, special education law, and consultation. School Psychology candidates take the required coursework for certification as a Board-Certified Assistant Behavior Analyst (BCaBA) and earn a Behavior Certificate from CSUMB. In the second year, candidates begin the required 450 practicum hours. Practicum students are placed in schools selected by the program to ensure training and experiences align with program learning outcomes and SP performance expectations. Course syllabi display sufficient evidence demonstrating the integration of social justice, diversity, equity, and inclusion, emphasizing English learners (EL) and migrant populations throughout the curriculum. Within the practicum experiences, candidates engage in activities that align with the NASP domains of practices and the Commission's SP performance expectations. Candidates gain additional opportunities to hone their data-based decision-making skills by accruing hours at the Clinic for Educational Supports, which provides psychoeducational assessments to CSUMB students and students ages three to 22 through community partnerships and charter schools. Program faculty with valid PPS credentials provide supervision at the clinic. Having practicum students work in the clinic provides faculty with opportunities to directly assess candidate skills in a real-world setting. In the third year, candidates begin the 1,200-hour internship at a public school/k-12 school of their choice. Internship activities and experiences are designed to align with the SPPEs and NASP's ten domains of practice. Fieldwork seminars are integrated with practicum and internship. Program and credential documentation confirm field-based, and university supervisors possess the necessary credential and professional experience to supervise candidates as required by CTC and NASP (i.e., valid PPS credential, minimum of three years experience). Interviews with candidates and completers validated that supervision requirements are being met (i.e., face-to-face supervision meetings a minimum of two hours per week). Site visits, consistent use of fieldwork evaluations, and strong collaboration between district partners and the program were confirmed via program documents and interviews.

The school social work program offers a two-year and three-year option. Course syllabi and sequencing show candidates receive multiple and varied opportunities to demonstrate their knowledge and skills through increasingly challenging assignments. In the first two years, course curriculum and field training focus on direct practice interventions with individuals, families, and small groups, specifically emphasizing the region's underserved populations, and indirect practice interventions focusing on community, organizational or institutional change. Candidates are exposed to various theoretical orientations and practice approaches. As candidates progress to advanced practice courses and fieldwork in k-12 settings, candidates engage in assignments and activities that deepen their knowledge in engagement, assessment, interventions, trauma, advocacy, social justice, planning, and evaluation in school communities. The program requires all candidates have field placements in schools serving low-income,

English learner, and migrant student populations. All fieldwork placements are carefully vetted and selected by the program to ensure placements adhere to program training standards and align with core principles and mission of the program. Interviews with candidates, completers, and school administrators elicited responses substantiating that the SSW program requires a high level of knowledge and skill in trauma-informed care, culturally responsive practices, and cultural competence. Course syllabi and interviews demonstrate that course curriculum and fieldwork experiences align with the SWPEs.

Candidates in the SSW program must complete 1000 clock hours of field experience in two year-long internship settings. A minimum of 450 hours is completed in a school-based internship under the supervision of a credentialed practitioner and an additional 150 hours for those seeking the Child Welfare & Attendance authorization. School assignments provide at least two age groups (preschool, elementary, middle, high school). The field sequence consists of twelve units of field practicum divided into two years of study. A review of the SSW handbook confirms the expectations and requirements for fieldwork for candidates. Conversations with candidates, completers, fieldwork supervisors and the program coordinators corroborate the fidelity of implementation and adherence to standards. Program documents and interviews verified that field instructors possessed the appropriate credentials to supervise PPSC candidates.

The School Psychology and School Social Work credential programs demonstrated a high level of coordination between all stakeholders in the areas of advisement, evaluation, supervision, and instruction. Documentation and interviews showed a commitment to utilizing feedback and evaluations for program improvement. Both programs are intentional about establishing strong partnerships with local districts and agencies to ensure a positive experience for the candidate, site, and site supervisor while also ensuring candidates receive comprehensive training. District administrators commented on the high skill level of candidates during internship and the quality of CSUMB graduates overall. No significant concerns were noted in training, instruction, curriculum, or field experience.

While not disaggregated by program, PPS survey data showed that overall, completers were satisfied with the training they received from CSUMB's PPS programs.

Assessment of Candidates

Both programs utilize a variety of well-designed, scientifically based assessment methods to evaluate candidate progress and determine competency across all performance expectations. Information regarding program assessment requirements is made available to students upon enrollment via the program handbook. In the school psychology program, requirements are regularly reviewed via advising meetings with the program coordinator, class discussions within fieldwork courses, and university internship supervisors. Candidates are assessed through a variety of evaluation methods, including course grades, national exams (i.e., PRAXIS -English to Speakers of Other Languages, PRAXIS- School Psychologist), practica and internship evaluations, second year and internship year portfolios, and the dispositions and diversity values evaluation. Program faculty utilize grades and classroom observations to identify candidates who are not

making adequate progress early and provide individualized support and resources to facilitate improvement. Monitoring of the internship plan and fieldwork goals is used as a formative assessment tool. A review of fieldwork evaluations forms, fieldwork assignments, and the portfolio requirements evince strong alignment with SPPEs.

Similar to the SP program, the SSW program utilizes various evaluation methods to assess candidate competency, including end-of-the-year progress reports, course assignments, portfolios, comprehensive course exams, surveys, and a vignette-based skills assessment during the advanced year. The learning agreement is used to track and evaluate the intern's skills across the nine core competencies required in the MSW program and the ten SWPEs. The university supervisor, field instructor, and the candidate review the learning agreement twice a year during the site visit. The fidelity of assessment practices was verified during conversations with all stakeholders, including students and alumni. Candidates commented on the thoroughness of the learning agreement and described its usefulness in guiding skill development and ensuring a comprehensive training experience.

Prior to the credential recommendation, all candidates are evaluated by program faculty to confirm that the candidate has demonstrated competency across all performance expectations.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data, and the completion of interviews with candidates, completers, Faculty, employers, and mentors, the team determined that all program standards are **met** for the Preliminary Pupil Personnel Services: School Psychology and School Social Work credential programs.

INSTITUTION SUMMARY

The College of Education at California State University Monterey Bay (CSUMB) was founded in 2014, however the educator credential programs have been offered at CSUMB since 1994. In that time, the educator credential programs have expanded most recently to include the Administrative Services credential, the Bilingual Authorization, and the School Social Work Pupil Personnel Services (PPS) credential. One of the primary goals for the institution and the colleges that house educator credential programs is to become the regional comprehensive provider of programs that address the needs of education professionals, and professionals in related fields, in the Tri-County service area (Monterey, Santa Cruz, & San Benito), the Central Coast, and the state. Some examples of these efforts include the Teacher Pathways Program (TPP); the MAESTROS Project; and the Integrated Teacher Education Pathways program (ITEP). At the core of the missions for each of these programs is a commitment to meeting the needs of underrepresented minority students in reducing barriers to higher education and teacher preparation. These initiatives offer a range of support as well as streamlined pathways to careers in teaching in the local education systems. The commitment to this mission was abundantly evident in interviews with partners both within the CSUMB campus community and among educational leadership in the tri-county service area.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The education unit coalesces around a shared vision that centers English language learners and migrant students. Most of the educator preparation programs are offered and coordinated in the Department of Education and Leadership (E&L) in the College of Education. The School Social Work PPS credential is offered and coordinated in the Department of Social Work in the College of Health Sciences and Human Services. The chair of the Department of E&L coordinates the communication and collaboration among program coordinators and staff (from both departments), credential program admissions, and credential recommendation processes for all credential programs at CSUMB. The institution supports the education unit with an infrastructure for assessment and continuous improvement related to student learning outcomes at multiple organizational levels. The college deans and the provost all expressed a commitment to post-pandemic planning and resource allocation to graduate level and postbaccalaureate programs including the education credential programs. The team appreciates these efforts and hopes they will be implemented in support of the education credential programs. One example of these efforts includes the recent hire of a Dean of Graduate Studies which was a position that was combined with other associate vice provost obligations. In addition, the dean of the College of Education is engaged in an audit of staff support services in the college and collaboration with the deans of the other colleges on

campus to coordinate multidisciplinary programs. The research-base that is evident across educator preparation programs in the unit includes: a focus on evidence-based practice; a focus on soliciting the perspectives of stakeholders in the process of evidence informed continuous improvement; and a focus on preparing educators to promote equity and social justice in the context of California schools. The education unit engages stakeholders, including faculty from across the institution and representatives from local school districts and county offices, in innovative programs in response to the needs of the community and district partners. In addition, these stakeholders are engaged in reviewing evidence and contributing to decisions regarding continuous improvement in programming and services for all the educator preparation programs in the unit. All recruitment, hiring, assignment, and retention decisions for tenure-line faculty and lecturers for credential programs are the responsibility of the departments of social work and E&L. As such, these decision-making processes are governed by university policies and procedures and involve the credential program coordinators and instructional faculty who are well versed in the subject matter, context of California public schools, issues related to diversity, and effective professional practices. CSUMB has a strategic focus on diversity in hiring faculty and staff and provides all search committees with support to ensure a diverse pool of applicants from which to select the most qualified candidates for available positions in the educator preparation programs.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Interviews with staff, faculty, and candidates, and a thorough review of documents indicate that the unit recruits, accepts, and supports candidates in the educator preparation programs to ensure their success towards completing the program. In the 2020-21 academic year, 297 candidates were enrolled in total across all educator credential programs. Of those enrolled, 231 candidates completed their program. In the current 2021-22 academic year, a total of 321 candidates were enrolled in total across all of the credential programs. Evidence reviewed and interviews confirmed that CSUMB’s recruitment efforts have a positive impact on the educator preparation programs and support their increased recruitment success. The education unit recruits and admits candidates to diversify the educator pool in California by targeting graduate fairs with a varying population and by carrying out the CSUMB COE application process. Acceptance of candidates is based on criteria that includes multiple measures including letters of recommendation, career statement narratives, and required exam scores. In addition, the admission specialist interviews all newly approved program candidates. Additional recruitment activities focusing on community groups and other organizations, both on and off campus, are being considered. The education unit’s website is often the first point of contact for individuals interested in any of the educator preparation programs offered by CSUMB. Recruitment materials were provided and reviewed including program information sessions that are also recorded and distributed to interested potential candidates. The School Psychology program provides a monthly question-and-answer night for prospective candidates. Program coordinators for the School Psychology and Bilingual Authorization programs conduct on-campus undergraduate class visits and provide faculty with email links to program and video information.

Candidates receive acceptance letters indicating their first point of contact for advising and registration support. Thus, candidates know upon admission who they must contact to enroll into their program and for help post-orientation. Most candidates meet the program support staff including the coordinator during the interview for admission and orientation process. The orientation provides an additional opportunity for candidates to find out who to contact for support in their programs. In interviews, candidates reported that they regularly meet with their advisors for the purpose of monitoring their progress in meeting performance expectations and feel well supported. Program coordinators confirmed that they meet with their assigned candidates each semester to review progress, assist with course scheduling, and answer any questions the candidate may have to ensure candidate success in the program.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Programmatic evidence was provided and reviewed related to the implementation of planned sequence of coursework, fieldwork, and clinical experiences. The coursework and fieldwork in each program in the education unit is intentionally designed to provide candidates with opportunities to demonstrate skills, knowledge, and competencies to be successful in their field in the context of California schools. Interviews with candidates, field placement supervisors, site administrators and program completers confirmed that across programs, candidates are placed with qualified site-based supervisors. Unit staff work closely with district

administrators (superintendents, principals, and human resources staff) in identifying appropriate individuals to serve as site-based supervisors (cooperating teachers, clinical coaches, etc.) and verifying the qualifications of the site-based supervisors in each program. University supervisors provide support to candidates in clinical practice with on-site observations and debriefing sessions. All programs effectively implement and evaluate fieldwork and clinical practice, though more diverse experiences are needed for candidates across ages and grade levels in the Preliminary Education Specialist programs. Information from candidate interviews indicated that candidates work with diverse student populations in their clinical practice placements, including English learners.

Interviews with the program coordinators and district-employed supervisors indicate that most of the programs in the education unit provide appropriate training for both site-based supervisors and university supervisors. In the Teacher Induction program, the training provided was not clearly focused on the program requirements as addressed in the program review. All of the evidence reviewed and interviews with the program coordinators and department chairs as well as both district-employed supervisors and university supervisors confirmed that all clinical practice supervisors are regularly evaluated relative to their performance as supervisors of candidates in each program. University supervisors meet on a regular basis with site-based supervisors, mentors, coaches, and clinical staff in obtaining information regarding candidate progress and any additional necessary support for candidates if needed. The professional staff interviewed all echoed that the goal was to support the success of all candidates. University field/clinical supervisors attend monthly meetings to debrief, share important information, and receive support if needed.

The university is committed to providing their candidates with rich, diverse placement opportunities that reflect the population and ethnicity of their area. Information from candidate interviews indicated that candidates work with diverse student populations in their clinical practice placements, including English learners. Partner county office, district, and school administrators expressed how happy they are with the candidates they received and how prepared they were in working with a diverse student population. Constituencies across all areas confirm this commitment repeatedly. Preparing reflective and innovative professionals as leaders to ensure the educational development of diverse populations within dynamic educational contexts directly correlates with the education unit’s intention to be fully involved with schools and school staff in a mutual enterprise to improve the education of all students.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently

Common Standard 4: Continuous Improvement	Team Finding
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Documents reviewed prior to the site visit (the list of assessments used within and across programs, PowerPoint presentations shared with the Education and Leadership Advisory Board (ELAB), and annual program assessment reports) indicated that the unit has developed a comprehensive continuous improvement process at both the unit level and within each of its programs. During the site visit, interviews with members of the ELAB, program coordinators, faculty, and staff, provided additional evidence that assessment data is used to assess CSUMB’s effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. The data that are part of the assessment cycle include data collected during admissions, candidate assessments during the program, completer surveys, and employment data for program completers.

The ELAB, made up of program faculty, undergraduate faculty, unit administrators, local school district administrators, and other stakeholders, reviews data across all programs, sets unit level goals, and advises programs. In multiple interview sessions, faculty and program coordinators confirmed that program level data was shared at the fall ELAB meetings and was used to identify themes across programs which informed goals for the upcoming year. In the spring meetings, the data are revisited to evaluate the effectiveness of programmatic changes and set new goals. The local school district administrators from the ELAB committee reported that their input was valued by CSUMB faculty and administrators as evidenced by programmatic changes made in response to their feedback including the addition of new credential programs such as the Bilingual Added Authorization and Speech and Language Pathology Credential.

Some credential programs share courses, and program coordinators meet monthly to collaborate and review candidate assessment data. Program coordinators also review the data with faculty within a given program. Faculty confirm that they have time to review data and offer suggestions for improvements.

In addition to assessment data, other information such as financial, student enrollment and completion, and faculty data are prepared by the data analyst to evaluate the effectiveness of unit operations. The student and faculty data include not only counts, but demographic variables such as race/ethnicity, Pell recipient status, and first-generation status. An example of unit operations that have been improved based on data and feedback is the purchase of a software system to track fieldwork placements.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Inconsistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

Results from course assignments, performance assessment, and completer surveys all indicate the candidates are prepared to serve as professional school personnel and that they demonstrate knowledge and skills necessary to educate and support all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. The only exception was for the Preliminary Education Specialist credential programs where the current assessments were not clearly aligned to the existing Education Specialist TPEs. In interviews with school district administrators such as human resources administrators, superintendents, and school principals, the interviewees repeatedly spoke highly of the educators they hired who completed their credential program at CSUMB. School district personnel reported that the graduates from CSUMB often became leaders in the schools early in their career due to how well prepared they were when they completed their program at CSUMB.

CSUMB has started a number of new pathway programs focused on working with local students from high school and community colleges who want to become educators. CSUMB has been extremely successful with securing extramural funding (in excess of \$7,000,000) to support candidates and promote programs that respond to the needs of students in the local educational community. In 2019-2020, over 30 candidates were able to obtain their credential by participating in teacher residency programs in diverse local communities while providing services in high need subject areas such as STEM, English learner programs, Special Education,

Bilingual Education, and School Psychology. These Residency programs and other teacher pathway grants have helped the local school district “grow their own” teachers who have ties to the community and are more likely to stay at the district. Community college grant partners spoke highly of their relationship with CSUMB and how much their partnerships had helped community college students who wanted to become teachers transfer to CSUMB and complete a credential program. When discussing the impact that CSUMB was having in the tri-county area, one community college partner shared a story about seeing a previous community college student in a grocery store and learning that she had completed a credential program at CSUMB and was now teaching at the school she had attended as a student.

In addition to preparing new education professionals, CSUMB also offers a variety of professional development opportunities for practicing educators. An example of this is their biannual EdTalks which are free and open to the public. School district partners spoke highly of these events and the opportunities they provided for the local educational community. Faculty also provide professional development to local teachers at their school sites and at the state level through various conferences.

CSUMB has two centers that provide direct services to TK-12 students in the area, the Center for Reading Diagnosis and Intervention (CRDI) which provides reading intervention services to students in the local community and the Center for Educational Success (CES), where graduate students in the School Psychology program conduct psychological and educational evaluations of children and youth (aged 3 to 22 years) to address referral questions from parents/caregivers and/or schools. The centers provide important services to the community as well as training for new education professionals.