

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

**Professional Services Division
January 2019**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **California State University, Stanislaus**. 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** is made for the institution.

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

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	6		
Preliminary Single Subject	6	6		
Bilingual Authorization	6	6		
Preliminary Education Specialist: Mild/Moderate	22	22		
Preliminary Education Specialist: Moderate/Severe	24	24		
Autism Spectrum Disorders Added Authorization	3	3		
Reading and Literacy Added Authorization	5	5		
Reading and Literacy Specialist	5	5		
Pupil Personnel Services: School Counseling	32	32		
Preliminary Administrative Services	9	9		

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, Stanislaus

Dates of Visit: October 21-24, 2018

2017-18 Accreditation

Team Recommendation: **Accreditation**

Previous History of Accreditation Status	
<u>Date</u>	<u>Accreditation Status</u>
<u>4/18/2010</u>	<u>Accreditation with Stipulations</u>
<u>5/26/2011</u>	<u>Accreditation</u>

Rationale:

The unanimous recommendation of **Accreditation** 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:

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for all programs offered at California State University, Stanislaus.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all Common Standards are **Met** for California State University, Stanislaus.

Overall Recommendation

The accreditation team verified that California State University, Stanislaus and its programs met or exceeded the Commission’s adopted Common Standards and Program Standards applicable to the institution. The team unanimously recommends a decision of **Accreditation**.

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, with Intern	Autism Spectrum Disorders Added Authorization Reading and Literacy Specialist
Preliminary Single Subject, with Intern	Reading and Literacy Added Authorization
Preliminary Education Specialist: Mild/Moderate, with Intern	Pupil Personnel Services: School Counseling, with Intern
Preliminary Education Specialist: Moderate/Severe, with Intern	Preliminary Administrative Services, with Intern
Bilingual Authorization	

In addition, staff recommends that:

- The institutions response to the preconditions be accepted
- California State University, Stanislaus be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- California State University, Stanislaus 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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Common Standards:	Edmundo Litton Loyola Marymount University Robert Perry Los Angeles Unified School District
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Staff to the Visit:	Katie Croy Commission on Teacher Credentialing Hart Boyd Commission on Teacher Credentialing

Documents Reviewed

Accreditation and University Website	Field Experience Materials
Preconditions Responses	Credential Progress Tracking Tools
Program Review Documentation	Exit Exam and Interview Protocols
Program Review Addendum	Support Provider Handbooks
Common Standards Documentation	Administrator Handbooks
Common Standards Addendum	Program Assessment Data and Documentation
Course Scopes and Sequences	Unit Assessment Data and Documentation
Course Syllabi and Course of Study	Assessment Plans
Candidate Files	Survey Results
Candidate Handbooks	

Recruitment Materials
Admission Materials
Advisement Materials

Meeting Agendas and Minutes
Faculty Vitae
Budget Reports

Interviews Conducted

Stakeholders	TOTAL
Candidates	127
Interns	52
Completers	87
Employers	20
Institutional Administration	3
Program Coordinators	10
Faculty	16
TPA Coordinator	1
Support Providers	21
Field Supervisors – Program	28
Field Supervisors – District	31
Credential Analysts and Staff	2
Advisory Board Members	37
TOTAL	435

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

Background Information

California State University, Stanislaus (CSU Stanislaus) serves a diverse student body at two locations in the Central Valley — a 228-acre campus in Turlock and the Stockton Center, located in the city's historic Magnolia District. The University offers 43 majors, 41 minors and more than 100 areas of concentration, along with 15 master's degree programs, seven credential programs, and a doctorate in educational leadership.

CSU Stanislaus opened as Stanislaus State College in 1960, with a faculty of 15 and fewer than 800 students, at the Stanislaus County Fairgrounds in Turlock. The institution moved to its current location in 1965, gained university status and its present name in 1986, and opened its Stockton Center in 1998. In fall 2017, CSU Stanislaus served a student body of 10,003 students (total headcount), 1,115 of these were post-baccalaureate or graduate students. More than 70% of Stanislaus students are the first in their families to go to college. The majority of the students are of minority background with Hispanics being the largest group (52%).

Education Unit

The College of Education, Kinesiology and Social Work provides undergraduate, professional, and graduate programs through its five departments: Liberal Studies, Kinesiology, Advanced Studies in Education, Teacher Education, and Social Work. Within CSU Stanislaus, the College of Education, Kinesiology and Social Work bears primary responsibility for the preparation of teachers and other education professionals.

All Commission-approved programs are located in either the Advanced Studies or Teacher Education Department and are organized into the Educator Preparation Program Division (EPPD) for assessment purposes. The EPPD encompasses all initial teacher, school administration, pupil personnel services, and reading specialist credential programs. The Assessment and Accreditation Committee (AAC) was formed in 2014 to oversee all assessment and accreditation activities and serve as the vehicle for communication between the programs and other stakeholders in EPPD.

Table 1
Program Review Status

Program Name	# of Program Completers (2016-2017)	# of Candidates Enrolled (2017-2018)
Preliminary Multiple Subject	168	192
Preliminary Single Subject	115	135
Bilingual Authorization	66	66
Education Specialist: Mild/Moderate	35	18
Education Specialist: Moderate/Severe	7	16
Autism Spectrum Disorders Added Authorization	0	0
Reading and Literacy Specialist	0	12
Reading and Literacy Added Authorization	0	0
Pupil Personnel Services: Added Authorization	35	24
Preliminary Administrative Services	89	95

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Preliminary Multiple and Single Subject Teaching Credential, Multiple and Single Subject Multiple and Single Subject Intern Credential, Multiple and Single Subject Teaching Credential with Bilingual Authorization

Program Design

The multiple and single subject credential programs at California State University, Stanislaus are administered by the Department of Teacher Education which resides within the university's College of Education, Kinesiology and Social Work (COEKSW). Both Multiple and Single Subject credential programs have traditional and intern pathways that prepare teachers to work in self-contained or departmentalized classroom settings.

Both the Multiple and Single subject credential programs have a designated program coordinator who also oversees and coordinates the credential program's corresponding bilingual authorization program. Each program coordinator reports to the Chair of the Department of Teacher Education, and the Chair reports to the Dean of the COEKSW. The Multiple Subject credential program (MSCP) has six tenure-track professors, one of whom is responsible for program coordination and advising, in addition to teaching and supervision. Along with teaching and advising, the Director of Field Services for the Multiple Subject program is a professor who is responsible for student teaching placement. The Multiple Subject faculty members include tenure, tenure track, full-time, and part-time lecturers. The Single Subject credential program (SSCP) has three tenure-track professors, including the coordinator who is responsible for advising, teaching, and supervision. In addition to advising and teaching responsibilities, the Director of Field Services for the Single Subject program is a professor who is responsible for student teaching placement. Single Subject program faculty members include tenure-track, full-time, part-time lecturers, and adjunct lecturers. The Multiple and Single Subject credential programs serve the surrounding five-counties and reflect the needs and strengths of the linguistically and culturally diverse area of the northern San Joaquin valley of California.

California State University, Stanislaus's credential staff provides information sessions to prospective candidates to assist with the admissions process for the Multiple Subject program, the Multiple Subject program with bilingual authorization, the Single Subject program, and the Single Subject with bilingual authorization. Throughout both programs, candidates proceed through a logically designed sequence of courses which examine the following: prominent learning theory, instructional alternatives, the stages of human development, approaches to classroom management, lesson and unit planning, differentiated instructional strategies, educational technology resources, school health and safety, educational equity and access, the state-adopted academic content standards, and the roles and functions of public schools in our society. Courses are research-based and provide credential candidates the opportunity to develop the necessary pedagogical knowledge and skills to become an effective teacher/leader.

Regarding early field experiences, interviews with candidates and completers detail how candidates are placed in P-12 classroom communities that provide the candidates with theoretical applications and opportunities for practice in diverse settings.

The Multiple Subject program partners with two local school districts, Turlock Unified and Ceres Unified, under the New Generation of Educator Initiative (NGEI) grant, a CSU initiative to enhance clinical practice for prospective teachers. Courses are often taught at school sites and include clinical practice in the form of working with students during or after school— additional courses include observations at school sites. Candidates develop the ability to plan standards-based lessons, implement various teaching strategies, address the needs of individual learners, and organize instruction to address the state-adopted academic content standards for the candidate’s respective grade level. The Single Subject credential program uses an advisory board which includes stakeholders from local school districts, community partners, and other university departments. This board meets at least twice a year to discuss data and suggest program improvements.

Both full-time and part-time faculty serve as field supervisors during the clinical experiences for candidates. During both semesters of student teaching, candidates are placed in a classroom with a cooperating teacher and are assigned a university supervisor. School sites and cooperating teachers are selected through input from partner schools along with an application of programmatic criteria that considers the needs of candidates and their respective learning communities. Triads (student teacher, cooperating teacher, and university supervisor) attend a training for co-teaching and review details and focus areas from co-teaching strategies and the student teaching rubric. The triads also meet at various points throughout the semester for feedback sessions. Interviews with faculty, cooperating teachers and candidates along with data from the 2018 Completer Survey serve as evidence to support this process.

The California State University, Stanislaus Bilingual Authorization (BILA) program has been preparing bilingual teachers for more than 30 years. The BILA program is an added authorization to the multiple and single subject credential programs. Through a cohesive program design, candidates may add the Bilingual Authorization while being concurrently enrolled in either the multiple or single subject credential programs. In the previous two years, no significant changes were made to the BILA program.

The BILA program prepares teachers to meet the needs of English learners, via support and development of the student’s primary language, and to foster English language development at high academic levels. The program prepares holders to teach in bilingual and dual language classrooms. Completers confirmed they felt prepared to teach in bilingual settings. Candidate coursework focused on the target culture helps candidates connect with their students. District employed supervisors also state that completers from California State University, Stanislaus were prepared to teach in dual language immersion programs. Accordingly, data from the 2018 Completer Survey also demonstrate the accuracy of this claim.

California State University, Stanislaus is authorized to offer the bilingual authorization in Spanish and other languages. However, only the classes for the Spanish bilingual authorization are offered at the university. Candidates for the other languages earn the authorization by passing the appropriate subtest of the California Subject Examinations for Teachers (CSET) exam for Languages Other than English (LOTE). Candidates for the bilingual authorization must demonstrate the ability to speak, read, and write in the target language as demonstrated through the CSET LOTE examination or completion of the BILA coursework. Bilingual Spanish candidates have the option of meeting the language proficiency requirement by completing EDUC 4460 *Cultural Views on Bilingualism*. The language proficiency requirement must be met prior to beginning the program. Candidates confirmed the sequences of courses, and indicate that the bilingual class, which was taught entirely in Spanish, helped them develop their academic language and prepare adequately for teaching in a BILA setting.

Course of Study (Curriculum and Field Experience)

Two pathways, traditional and Intern, are available in the Multiple and Single Subject credential programs. Both Multiple and Single Subject credential candidates may concurrently enroll in the bilingual authorization program. The traditional one year student teaching model is delivered primarily in a face-to-face format, with some courses delivered in a hybrid format (70% face-to-face with 30% delivered via the BlackBoard online class management platform). Both the Multiple and Single Subject programs consist of a network of courses and fieldwork designed to provide candidates with the essential training needed to teach students in California's schools. There is a scripted sequence of courses that candidates must satisfy. During student teaching, candidates participate in a series of fieldwork experiences designed to increase preparation for multicultural settings. The design reflects new knowledge and approaches articulated by subject matter professional organizations, the NGEI Grant for the CSUs, the California State Frameworks and Content Standards, and the standards adopted by the Commission on Teacher Credentialing. The experience for interns includes the completion of methods courses over two years.

The sequence of courses and field practicums for traditional candidates has been designed as a year-long model that provides candidates with the time and opportunity to become active members in a school community. The secondary education methods series includes the systematic utilization of subject specialization Professional Learning Communities (PLCs). The PLCs are designed to foster collaboration and examine effective teaching methodologies among candidates pursuing a preliminary credential in the same subject area. The methods course instructor also serves as a mentor, guide, and advisor for the candidate in early fieldwork and reviews assessment documents and candidate data to determine eligibility for the preliminary credential.

The Teacher Performance Expectations (TPEs) are utilized to provide evidence and documentation of achievement for both the Multiple and Single Subject programs. The student

teacher is required to co-teach or solo-teach during weeks 13-16. It is also possible that the candidate may engage in solo-teaching earlier in the semester if appropriate.

Multiple Subject candidates must satisfy the following prerequisites before becoming interns: EDMS 4110 *Reading/Language Arts Methods*, EDMS 4150 *Methods of Multilingual Education* or EDUC 4400 (BILA)—if EDMS 4150 is taken as an undergraduate, candidates may substitute the course with EDMS 4121 *Math Methods*. SSCP candidates must also complete prerequisite courses prior to becoming interns: EDSS 4100 *Secondary Education Methods I*, EDSS 4850 *Secondary Education Field Practicum I*, EDSS 4110 *Multilingual Education in Secondary Schools*, or EDUC 4400 *Intro to Multilingual Education (Bilingual Authorization Only)*, EDSS 4115 *Teaching Literacy in Content Area* or EDSS 4215 *Reading and Writing in the Content Area: Bilingual*. MSCP and SSCP intern candidates are informed of the option for early completion (ECO).

Both Multiple and Single Subject credential candidates may concurrently enroll in the bilingual authorization program. BILA candidates enroll in either the multiple or single subject credential program and follow the pathways and course sequence for that program. The BILA program has an additional course, EDUC 4460 *Cultural Views on Bilingualism*, and one course substitution, EDUC 4400 *Methods of Multilingual Education or Introduction to Multilingual Education* [in lieu of EDMS 4150 (MSCP) or EDSS 4110 SSCP)]. Single Subject candidates also complete EDSS 4215 *Reading and Writing in the Content Area: Bilingual* (in lieu of EDSS 4115 *Reading and Writing in the Content Area*). Candidates can also earn the bilingual authorization by passing CSET LOTE World Languages Subtest IV (250) and CSET Subtest V (in the language of the BILA being pursued). Candidates complete their student teaching for each program in dual immersion classrooms or in classrooms where they support English learners using the students' primary language. This was confirmed through interviews with candidates, district employed supervisors, and program coordinators. Candidates and faculty also stated that they have field experiences integrated in all their classes prior to student teaching.

Assessment of Candidates

Assessment occurs throughout the Multiple and Single Subject credential programs for all candidates. Data is collected in the form of course assignments, field experience observation rubrics, and overall academic progress/achievement. University supervisors meet with the student teacher/intern a minimum of 8 times with 6 formal observations completed. Formative feedback is provided in weeks 5 and 10. A summative evaluation on the TPEs is completed in week 16. Candidates are also required to pass the TPA and RICA exams to earn a credential. District employed supervisors confirmed in interviews that California State University, Stanislaus provides supervisors with the necessary information and training to support candidates in all classrooms including dual immersion classrooms. Candidates are evaluated regularly by the district employed supervisor and the university supervisor using a common evaluation instrument. All evaluations are received by the program coordinators who complete action plans for candidates who are not meeting expectations.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the Preliminary Multiple Subject credential program, Preliminary Single Subject credential program, Multiple Subject Intern, Single Subject Intern, and Bilingual authorization program.

Preliminary Education Specialist Mild/Moderate Credential Program, Preliminary Education Specialist: Moderate/Severe Credential Program, Intern Program, and Autism Spectrum Disorders: Added Authorization Program

Program Design

The Education Specialist Credential Program (ESCP) of CSU Stanislaus serves central California within the Stanislaus, Merced, San Joaquin, Mariposa, Tuolumne, and Calaveras Counties. Interviews with employers and program completers indicate that candidates are well prepared and graduate with the necessary skills to meet the needs of students with disabilities in California's schools.

The Educational Specialist Credential Program (ESCP) has two full-time professors, one of whom is responsible for program coordination and advising. In addition, the program has five adjunct faculty members and four university supervisors. The program also has an advisory board comprised of full-time and adjunct faculty, university supervisors, cooperating teachers, and P-12 school administrators.

Faculty meet on a regular basis to discuss program issues, changes and/or updates, and program progression. The advisory board meets once per semester to evaluate the program data and provide recommendations for program improvement. Interviews, as well as copies of agendas and meeting minutes, confirm these findings.

Candidates in the program include both interns who are employed as teachers of record and those in pre-service preparation who complete student teaching; both take classes together. All candidates are trained on appropriate assessments, strategies, interventions, and IEP development for students with disabilities—inclusive of those with Autism Spectrum Disorder (ASD). Program completer survey data support this finding. Currently no candidates are enrolled ASD added authorization.

Documentation from program files and interviews also demonstrate that the progress of all candidates is monitored to ensure that all requirements are met as they progress through the program. For example, program progression check-in points take place at both the beginning and middle of a candidate's enrollment in their respective program(s). For those candidates

who need extra support, they are advised and provided with additional opportunities to meet program requirements.

Course of Study

Both the Mild/Moderate (M/M) and Moderate/Severe (M/S) programs have a “road-map,” (printed in the University catalog) which outlines all courses and the sequence of progression that candidates need to take for successful completion of the program. While student teaching generally takes place once candidates have completed the bulk of their coursework, throughout the course of the program, candidates have multiple clinical experiences which prepare them for a variety of multicultural settings. Types of clinical experiences include teaching in P-12 classrooms during school, working with students after school, and observations in P-12 classrooms. Review of program syllabi, along with interviews with candidates, completers, full-time and adjunct faculty, and other program personnel confirm this finding. By the end of their program, all candidates have fulfilled a minimum of 600-hours of fieldwork.

Review of course syllabi and interviews with program full-time and adjunct faculty confirm that throughout a candidate’s coursework, they are exposed to prominent learning theories, instructional alternatives, stages of human development, various types of assessment, approaches to classroom management, lesson and unit planning, differentiated instructional strategies, educational technology resources, school health and safety, educational equity and access, state-adopted academic content standards, and the roles and functions of public schools in society.

In alignment with the program road-map, candidates are given multiple completion options in that they may finish the program over two, three, or four semesters, inclusive of winter and summer courses. During their final semester, all candidates have two fieldwork placements (8 weeks per placement) in a setting that is appropriate for the credential they are seeking.

Interviews with program personnel, candidates, and completers confirm that for ESCP student teachers pursuing the M/M credential, two fieldwork options are available. Candidates may spend eight weeks in a general education classroom and eight weeks in a special education classroom for students with M/M disabilities, or candidates may have two eight-week placements in two different special education classrooms for students with M/M disabilities. In contrast, M/S student teachers are assigned to two different special education classrooms, one structured for students with M/M disabilities and the other coordinated for students with M/S disabilities. Interns work as the teacher of record in either a M/M classroom or a M/S classroom based on their pursued credential.

All candidates are assigned a university supervisor who has experience in the type of settings where they are placed for fieldwork. In addition to several years of experience in the field, all university supervisors are provided with training structured to help them understand how to

best support candidates. During training, university supervisors are also updated on any credentialing changes or other program updates.

University supervisors meet with traditional candidates a minimum of 7 times and Interns a minimum of 6 times per semester. Specifically, the traditional candidates are observed 6 times formally (per semester), and meet a 7th time in a triad (university supervisor, candidate, and cooperating teacher) at the end of each semester for a summative review of the candidate's progress. Interns do not have a triad meeting included in their observations. University supervisor's formal observations are sequenced in 2-week intervals. Cooperating teachers conduct frequent informal observations plus two formal observations per semester and participate in the triad summative meeting at the end of each semester.

Schools and cooperating teachers are carefully chosen to ensure that candidate needs and program requirements are met. All candidates are placed in districts in which the university has in place a Memorandum of Understanding (MOU). As confirmed in interviews with program personnel, the Education Specialist department works with district induction staff to ensure that candidates are placed with the best cooperating teachers districts can provide. This arrangement has served the program well, as they have had very few issues with finding quality cooperating teachers to work with their candidates.

All cooperating teachers have a minimum of three years of experience in the field, and all possess clear credentials. The program ensures that all cooperating teachers receive 10-hours of initial program orientation. This requirement serves to help the cooperating teacher provide the best support mechanisms to ensure the success of candidates.

Assessment of Candidates

Formal evaluation and feedback take place at a minimum of seven times per semester. University supervisors formally assess candidates typically every two weeks and participate in a triad meeting at the end of each semester. Interviews with candidates and university supervisors, as well as a review of program documentation (e.g., evaluation forms) also confirm that immediately following each observation, university supervisors provide feedback to candidates tied to Teacher Performance Expectations (TPEs). Candidates are provided with feedback on their efficacy in each of the TPEs evaluated and are provided with suggestions for improvement when warranted.

For traditional candidates, during week 16 of the semester, a triad meeting (again, comprised of the candidate, university supervisor, and cooperating teachers) takes place. In this meeting, candidates are provided with a summative evaluation of the TPEs, which includes a teaching growth plan. Interns are assessed using observation forms during the 6 formal observations each semester.

In addition to formal fieldwork observations, throughout various coursework, candidates and Interns are assessed through multiple assignments to gauge their mastery of critical competencies needed for their success as practitioners. For example, traditional candidates in the course Practicum with Exceptional Children are required to provide intensive small-group direct instruction to students with disabilities who have reading skill deficits. Specifically, traditional candidates undergo 27-hours of preparatory training to learn strategies to work with students, and they are instructed to provide 2-hours of intensive skills training (each week) over the course of 10 weeks to students with disabilities. Interviews with program faculty not only confirm this finding, but it is also important to highlight the fact that this particular assignment has routinely been helpful to the P-12 students' candidates have worked with, as improvement in P-12 student reading skills has been evidenced. Concerning candidate efficacy in assessment, Program Completer Survey results also demonstrate that candidates are well-prepared in the area of assessing students for learning.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty (full-time and part-time), university supervisors, and select advisory board members, the team determined that all program standards are fully **met** for the Preliminary Education Specialist: Mild/Moderate and Preliminary Education Specialist: Moderate/Severe credential programs. Intern programs, and the Autism Spectrum Disorders added authorization program.

Reading and Literacy Specialist Credential Program and Reading and Literacy Added Authorization

Program Design

The Reading and Literacy Leadership Specialist Credential (RLSC) is an advanced credential that may be added to a basic credential such as the Multiple Subject, BILA, Single Subject, or Special Education. The RLSC credential consists of 30 units of required course work. Within the 30 units are the units required for obtaining the Reading and Literacy Added Authorization (RLAA). Currently there are no candidates electing to complete only the RLAA. Due to the lack of candidate interest in the RLAA the institution plans to withdraw the RLAA authorization in the near future.

The coordinator of the RLSC program facilitates the day-to-day administration and disseminates information to faculty, staff, and candidates. There are three faculty members who serve in this program. One tenure-track faculty member coordinates the program and reports to the Chair of Advanced Studies and the Dean of the College of Education, one FERP (Faculty Early Retirement program) faculty member and one part-time lecturer make up the roster. Documents reviewed and candidates interviewed confirm that the coordinator facilitates regular/ongoing information sessions for prospective candidates and is available by phone and email to answer individual questions and meet with candidates.

The RLSC program may be completed independently, or in conjunction with the Master of Arts degree. Eighteen units of the RLSC overlap with the Master of Arts (MA) in Curriculum and Instruction with a concentration in Reading, which allows students to complete both programs simultaneously. Program coordinators meet monthly throughout the academic year to review and discuss issues related to resources, assessment, and accreditation. The program is delivered in a face-to-face semester format with courses scheduled in the late afternoon and evening to accommodate working candidates. Candidates state that they increase confidence and proficiency in the teaching of reading as they share practical applications introduce theories, identify appropriate resources, and implement practical strategies. The intentional course sequence helps to guide candidates as they deepen their understanding of reading and develop as reflective teachers.

Program leadership, faculty, and candidates stated that the candidates may elect to complete the RLAA (15 units) and/or the Reading/Literacy Leadership Specialist Credential (30 units). The courses provide candidates with appropriate field experiences and opportunities to integrate theory into practice and demonstrate the required competencies. Local P-12 teachers bring current expertise as adjuncts for various reading and literacy courses. The P-12 community is also involved in the program development through the established community advisory committee, which meets on a regular basis throughout the school year.

Of note, program completers stated they were well prepared for their positions and that as a result, they have accepted promotions in their school districts and have also taken part-time positions at community colleges, working with adults to improve reading and language skills. The program is regularly contacted regarding graduates who may want to work with adult learners.

Course of Study (Curriculum and Field Experience)

The course of study offers a logical sequence that is based on completion of prerequisites prior to acceptance into the program. Information reviewed on the program website and interviews with candidates and faculty indicate that the program includes a professional perspective with critical examination of different approaches to teaching reading; teaching practices in relation to fundamental issues; theories and research in language, cognition, teaching and learning; and the characteristics of a reflective scholar/practitioner.

The planned sequence of field experiences includes the direct application of theories and principles taught in the program and opportunities for candidates to analyze and evaluate the experience based on these theories and principles. Candidates and faculty noted that the clinical practice courses allow candidates to apply information gained from previous coursework (assessment and evaluation strategies, literature-based instruction) and implement their knowledge and skills in individual tutoring sessions with appropriate adjustments and adaptations made as necessary to meet the needs of each student. The assessments utilized

help determine appropriate instructional practices, interventions, and differentiated groupings to meet the needs of all learners in the classroom. Candidate interviews support the accuracy of these statements.

Two field experiences are associated with the RLSC. The Practicum in Reading and Language Arts focuses on techniques of reading and writing assessment, evaluation, and intervention strategies. Requirements include individual and small group tutoring, microteaching and weekly seminars. Advanced Practicum in Reading and Language Arts is an advanced supervised practicum in reading and language arts that include a diagnostic prescriptive assessment, intervention plan, and supervision component. Candidates, faculty and documents reviewed indicate that the program allows for direct application and practice of the course material in their own classrooms.

Individualized clinical experiences enable candidates to demonstrate advanced proficiency and effective strategies in the practice and adaptation of reading and literacy skills and strategies. Interviews confirmed that the university instructor observes and the clinical practice. The instructor of both practicum experiences is present to supervise the students during the tutoring/peer coaching activities, providing appropriate input.

Assessment of Candidates

Assessment of candidate progress in coursework is ongoing. Reading assessment tools are introduced and practiced in various courses to ensure that candidates deepen their understanding of how to assist students and determine reading needs. Candidates state that assessment results are used to collect data on student levels of functioning and to develop learning goals for intervention. Assessment data is also used to inform other professionals regarding student abilities, and to advocate for supplemental services that will lead to student success. The inclusion of clinical practice allows candidates to assess, plan for and work individually with students. During the clinical experiences candidates have the opportunity to make informed decisions about learning styles, student motivation, and to build confidence when working with students who require additional reading support.

Candidates state that during supervised practicums, the instructor provides ongoing assistance and guidance, through verbal and written feedback. Documentation of candidate performance and the attainment of required competencies are collected. In addition, candidates receive assistance, guidance, and feedback from their peer coaches during the observed lessons. At the culmination of the program, instructors meet individually with each candidate to review their progress, advise about potential additional coursework, and plan for the culminating assessment, the Reading Exit Oral.

The final assessment, Reading Exit Oral, is completed individually with a panel that includes the program coordinator and 1-2 members of the Reading Assessment Committee and recent program completers. This professional conversation is comprised of a series of talking points

that cover the information presented across the program. Each member rates the responses of the candidate, and all scores are reviewed prior to the recommendation being made for the candidate to apply for the credential. Interviews with program leadership, candidates, and staff confirm that this process for assessment is followed

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, 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 Reading and Literacy Specialist credential program and Reading and Literacy added authorization program.

Pupil Personnel Services School Counseling Credential Program

Program Design

The Counselor Education program is part of the Advanced Studies Department and is led by a Department Chair who reports to the Dean of the College of Education, Kinesiology, and Social Work. There is currently one full-time faculty and nineteen (19) adjunct faculty who are current practitioners.

The program faculty and staff meet formally and informally on a regular basis to discuss concerns, give updates on candidates' progress and curriculum, and make other program-wide administrative decisions. The faculty, advisory board members, candidates/interns, and completers who were interviewed, consistently reference the "accessibility and openness" of program leadership to answer questions and provide and accept feedback. Completers in interviews mentioned that program leadership seek feedback for quality assurance and often initiate this process in both formal and informal settings. Interviews with completers and faculty confirm that courses are completed in a cohort model which provides opportunities to collaborate throughout the program and beyond.

Program modifications have recently been implemented and include changes to course names in order to be more inclusive (e.g. Dealing with Differences in Education changed to Multicultural Counseling); further modifications include updating syllabi for relevancy to the existing standards. Continual on-going reviews of all the PPS coursework are conducted to ensure all the Commission on Teacher Credentialing (CTC) standards are addressed, as well as the national guidelines and competencies outlined by the American School Counselor Association (ASCA) and the National Board of Certified Counselors (NBCC). Candidates complete a total of three, four-unit field experience courses which allow candidates/interns to complete the required 200 hours in each of the three courses, for a total of 600 hours of on-site experience. Program leadership reported in interviews that the field experience class size was reduced from 30 to 22 to ensure university supervisors could provide meaningful supervision to

the candidates and engage with the district supervisors. The content of the field experience courses includes a substantive focus on actual case studies and case management plans. The Counselor Education program has a strong and positive working relationship with school counselors in the field. Many of the adjunct faculty interviewed are graduates of the program and work within the schools in the six-county service area. District mentors shared they have an open line of communication to provide meaningful feedback to the program administration. Through interviews, completers and candidates described their ability to provide feedback on the relevant knowledge and skills needed to be of service to the districts. Candidates confirmed that they have an option to meet one-on-one with the program staff. During meetings with candidates, program leadership and faculty discuss all relevant program information along with processes and procedures for the second interview. Interviews with advisory board members confirm that their feedback is valued, welcomed, and often sought out by program leadership.

Course of Study (Curriculum and Field Experience)

Upon admission, candidates and interns are advised to review the online *Counselor Education Program Handbook* which provides information on program procedures, courses, competencies, and completion. Applicants are interviewed for admission into the program (first interview) prior to being accepted and are required to complete a minimum of 20 units of coursework prior to participating in the Competency Feedback Interview (second interview). Program benchmarks are outlined in the program handbook. Completers interviewed stated that they receive a “purple sheet” that helps them track course progress and program completion status. Interviews with the program coordinator and advisor confirmed that candidates receive a suggested course sequence for the program. The sequence is structured with all fieldwork prerequisites taking place in the first two semesters. The advisor manually monitors candidate schedules each semester to ensure that prerequisites have been met. If the candidates enroll in a course for which the prerequisite has not been met, the program advisor notifies the candidate and implements a manual withdrawal. Through completer surveys and interviews, candidates report that they receive relevant advising. Candidates also shared that, throughout the application and enrollment process, they are supported by program leadership and advisors.

Candidates have the opportunity to develop competency in all areas of school counseling and demonstrate knowledge and skills by applying the themes and functions of school counseling in school settings designed to support the training of school counselors. During interviews, completers and interns concluded that the coursework and guidance they received was 100% aligned with their fieldwork. District mentors state that candidates possess the knowledge and skills required to successfully work with pupils in the areas identified in the standards for school counseling. District mentors also suggest, when comparing candidates who are placed in their district(s) for fieldwork, the Counselor Education program’s candidates are better prepared than candidates from other programs. Program completers state that they feel more prepared than their colleagues and attribute this to having courses taught by current practitioners who

are experts in the field. Completers also report that learning about the diverse needs of a diverse student population was embedded in all coursework and reflected in the faculty and candidates in the program.

Further interviews with site supervisors and community stakeholders confirm the preparation of the candidates. Completers and current candidates/interns confirm the relevance of coursework to the realities of school experiences and work needed in the schools. Completers note they were provided with numerous options for fieldwork and attribute the community connections of program leadership and faculty with the respect they have in the community. Completers and interns report feeling supported during field supervision by both the supervising faculty and district mentors. Candidates noted that program staff is also responsive to their inquiries and needs. During interviews regarding fieldwork, completers and candidates described the structure of the weekly meetings with the supervising faculty; these meetings consist of case study reviews presented by the candidates from their fieldwork placement, cases posed by the instructor, brainstorming around mental health issues, and additional follow-up during the next class. The completers expressed appreciation that faculty would not only discuss cases but would also check for understanding in addition to providing both “real world” feedback and theory.

Assessment of Candidates

Candidate performance is assessed by examinations, projects, papers, presentations, and clinical experiences. In-class demonstrations allow instructors to observe candidate acquisition and development of counseling skills. Candidates are often observed conducting role plays and also conducting actual counseling sessions during field experience observations. Candidates receive feedback regarding their progress from faculty, district supervisors, site supervisors, and interview panels comprised of current practitioners and faculty. Program leadership reports that candidates are assessed for their ability to assess and advocate for a multitude of diverse student needs throughout course work and during admissions and exit interviews.

Candidates are assessed in each course for their skill acquisition and knowledge attainment of the standards. The assessments for each course are clearly explained in each course syllabus. Field experience grading has shifted from credit/no credit to a grading system. During the program, candidates are given both formal and informal written and verbal feedback regarding all assessments that are conducted.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, and review of completer surveys, the team determined that all program standards are fully met for the Pupil Personnel Services: School Counseling credential program.

Preliminary Administrative Services Credential Program

Program Design

The Preliminary Administrative Services credential program (PASC) offered through the Department of Advanced Studies in Education provides multiple opportunities for each candidate/intern to learn, practice, and reflect on the role of an instructional leader as defined by the California Administrator Performance and Content Expectations (CAPE). The program coordinator is responsible for the following: recruitment, development of the master schedule, employment of adjunct faculty, program development, student orientation, and program administration and evaluation. During the first week of courses, all candidates/interns receive a presentation by program leadership on program expectation, supports, course work, and other relevant information.

A review of course syllabi and interviews with faculty and candidates/interns affirm a coherent, developmentally connected set of theoretical and practical learning expectations and activities within the course work and field experience. The program offers an Administrative Services Intern credential for candidates who are offered administrative positions prior to completing PASC requirements. The field experience courses require candidate application and mastery of the CAPEs in a field setting. During interviews, university supervisors stated that the field experience projects allow candidates to delineate activities that address the CAPEs, with recent focus specifically on finance, pre- and post-evaluation interviews, and coaching. The university supervisor, district supervisor/mentor, and candidate/intern meet in person as a group to discuss goals, expectations, and needs.

The only modification that has occurred in the last two years is the integration and alignment of the revised CAPEs in coursework and work experience. Based on feedback from focus groups, field supervisors, and candidate surveys, the program has added more focus on budgeting during the fieldwork to better prepare candidates and interns for the administrator's role. This change will be formally implemented in the fieldwork course in fall 2019. Additionally, a course focusing on clinical experience was added to supplement clinical experiences that are embedded in coursework. This change is in response to the need that candidates and interns have for coaching and ongoing evaluation and feedback during fieldwork. University supervisors are required to visit at least twice each semester during fieldwork. Interviews confirm that the program coordinator meets with county and district superintendents regularly (throughout the six-county university service region) to discuss program strengths and weaknesses. Further, the program leadership has assembled practitioners (three superintendents, two assistant superintendents and one director) to lead coursework development as per the new CAPEs and the California Administrator Performance Assessment (CalAPA), including materials and assignments that introduce and provide opportunities for the practice of CAPEs, as well as assignments and exams that assess candidate and intern mastery of the CAPEs. Such meetings keep members informed of program changes and Commission on Teacher Credentialing (CTC) updates relative to the Preliminary

Administrative Services credential. The work completed with current practitioners helps to keep the program current on issues of which candidates and interns need to be aware and competent.

Based on feedback from program personnel, community stakeholders, candidates and interns, the program is well-connected to the communities and schools in which the candidates and interns are serving. Program leadership is actively pursuing and improving school district partnerships that exist through the six-county service area which serves 72 districts with over 600 schools.

Local administrators are invited to participate in mock interviews and at other candidate demonstrations of knowledge and skills. In return, program faculty engage in research with local school districts, participate in local school activities, serve on district committees, and keep apprised of current trends in schools and districts.

Course of Study (Curriculum and Field Experience)

A review of the course syllabi and interviews with faculty and candidates present a clear picture of a program that facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills. Additionally, the program provides multiple opportunities for candidates and interns to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions when considering political and/or organizational context and their implications. As noted previously the integration and alignment of the revised CAPEs in coursework and work experience will require a new sequencing of coursework which will begin fall 2019. The updated sequencing will ensure candidates complete fundamental courses prior to beginning field work. Candidates complete a total of 24 semester units of coursework in partial fulfillment of Preliminary Administrative Services credential program requirements. The program consists of five content courses and two work experience courses.

Interviews confirmed that the program coordinator and adjunct faculty meet formally and informally one-on-one and as a group to review candidate and intern evaluations to ensure progress toward the CAPEs and to share information on recruitment, employment of adjunct faculty, program development, student orientation, and program evaluation. If any candidate concerns arise, the program coordinator schedules a conference to prepare a support plan. University supervisors also report that they are in constant communication with the program coordinator.

Interviews confirmed that completers are surveyed within six months of completion of the program to obtain feedback on the program's effectiveness in preparing candidates to step into the role of an administrator. Candidates, university supervisors, and field supervisors are surveyed post-fieldwork to evaluate candidate competencies and determine needs to be addressed. The survey is based on the CAPEs and uses a scale of 1-4.

It is confirmed through a review of syllabi and interviews with candidates and interns that the program addresses diversity, equity, and access through curriculum, presentations by administrators, reviewing the California dashboard data, and assessing performance of different student subgroups. Candidates report that diversity, equity, and access is embedded in various courses through formal and informal discussions and assignments, in addition to having a designated required course that addresses specific issues.

Assessment of Candidates

Candidates are assessed on competencies in each course through common assessments and a set of essential questions across courses. University supervisors approve field experience projects based on alignment to and practice and mastery of the CAPE standards to ensure candidates and interns are adequately prepared for administrator roles. Additional opportunities for candidate assessment include a program exit examination, candidate employment survey, and employment supervisor survey. Candidates are further assessed by two field practitioners at mid-program interviews. A uniform set of questions are prepared by instructors and practitioners. The questions are based on the content and performance expectations delineated in the course work. All written and oral assessments use specific 4-point rubrics for scoring the candidate responses. In an effort to standardize course and program outcomes, each semester faculty submit assessment samples evaluated as high, middle, or low for scoring calibration across instructors. On these assessments, instructors provide specific feedback to candidates using track changes to ensure meaningfulness.

A candidate who is unsuccessful is mentored by program leadership and required to participate in follow-up interviews until a passing score is received. In field experience, the candidates also complete a project based on the CAPEs which includes a reflection as to how they work toward mastery with an action plan for further growth. Interviews with candidates and interns demonstrate that formal and informal feedback and guidance is consistently provided by program leadership, faculty, and fieldwork supervisors regarding how the candidates/interns are progressing in the program and mastering standards and competencies. Additionally, the program coordinator provides appropriate advisement and monitors all program candidates while also ensuring candidate progression through the program. This is verified through interviews with program leadership, faculty, completers, candidates, and interns.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Preliminary Administrative Services credential program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> 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 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> 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 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
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.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met		
<p>Additional information applicable to the standard decision: Themes of life-long learning, embracing and respecting diversity, and developing ethical collaborative educators/leaders is noted as the basis of the mission statement for the College of Education, Kinesiology, and Social Work (COEKSW). Evidence of these themes is available in the university catalog, on the COEKSW website, and in program handbooks. Foundation for the COESWK mission and values is noted in the research base that reflects a deep intentional attitude towards professional knowledge and skills, reflective practices, and leadership. A review of course syllabi, faculty vitae, and hiring/recruitment practices, reveals a commitment to the themes of the mission and the theoretical platform. Faculty vitae and recruitment efforts demonstrate the COEKSW commitment to hiring qualified faculty who reflect the diversity of the region. This was confirmed in interviews with candidates, advisory board members, alumni, faculty, staff, and administrators. The credential recommendation process is clearly explained to candidates at multiple points throughout the program and is documented in program handbooks. Data regarding credential completers is showcased on the COEKSW website. Interviews with credential analysts, program faculty, and students demonstrate a system, in place, to track credential candidate progress and to reassess program goals and data to align with increased student success. The notion that “we are partners, not competitors” was voiced by university leadership and evidenced in the collaborative activities of the college faculty, program chairs/coordinators, and community stakeholders.</p>			
Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear 	X		

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
criteria that include multiple measures of candidate qualifications.			
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> 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. 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>Additional information applicable to the standard decision: The unit has a strong and active recruitment department with a vision for ensuring a diverse pool of applicants. Admissions criteria requiring multiple measures to determine candidate qualifications for the unit and all programs are clear and accessible both online and in printed publications and are available to prospective applicants. Candidates interviewed across all programs report that appropriate personnel were identified to provide advisory support and assistance throughout the program to ensure the attainment of program requirements. Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. Candidates and completers interviewed report that there are processes in place to provide regular check-ins for those who are on track to meet credential requirements and to advise those who need extra support to meet competencies.</p>			
Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> 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. 	X		
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met		

Additional information applicable to the standard decision:

CSU Stanislaus program candidates develop and demonstrate the knowledge and skills to work with P-12 students through a sequence of courses with integrated clinical field experiences. Candidates confirm that coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program. Teacher candidates learn about specific methodologies and are given opportunities to practice what they learn in supervised settings with P-12 students. Administrative and Pupil Personal Services candidates complete field experiences, in a school setting supervised by a qualified administrator. Faculty and staff have a long-standing relationship with many of the site-based supervisors and district personnel confirm that there is a collaborative effort to select and match site-supervisors with candidates. Site-based supervisors are selected based on agreed upon qualifications. For example, site supervisors for the teaching credentials must have a Clear credential and a minimum of 3 years of teaching experience. Site-based supervisors in the Teacher preparation programs are trained in supervision and they complete 10 hours of training or are granted equivalency based on recent professional development. Candidates in all programs are placed in diverse settings where the curriculum aligns with the California adopted content standards. Candidates state they are given opportunities to become instructional leaders, serve their communities, and develop relationships with families during their clinical experiences.

Common Standard 4: Continuous Improvement

Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	X		
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	X		
Finding on Common Standard 4: Continuous Improvement	Met		

Additional information applicable to the standard decision:

Evidence provided prior to and during the site visit confirmed that the unit incorporates a range of data to inform change decisions for continuous improvement across the unit. Interviews with administration, faculty and staff confirm that programs regularly and systematically provide the unit with various types of data on candidate and program effectiveness. Unit leadership shared detailed plans that are in the process of being implemented to add even more systemization to the collection process and provide differentiated reports to aid in data analysis to further drive the continuous improvement efforts. Examples of the data currently collected include surveys from cooperating teachers and employers. Candidate exit exams and exit interviews are in place across all programs, as are course evaluations to obtain data on the effectiveness of course content and presentation. Course evaluations are regularly reviewed by the program directors and unit leadership and the results are shared with instructors. Regular meetings with various advisory boards yield feedback on program completers' job success and afford an opportunity to discuss data collected, as confirmed by agendas and minutes reviewed. Employers and advisory board members interviewed expressed universal agreement that completers have consistently been well-prepared, and consequently, are their top choices for new hires.

Common Standard 5: Program Impact

Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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	X		
Finding on Common Standard 5: Program Impact	Met		

Additional information applicable to the standard decision:

Candidates in all credential programs are assessed regularly to ensure they are meeting the Commission-adopted requirements and program standards. Candidates who were interviewed indicate that they receive formative and summative feedback in coursework and clinical experiences. Faculty, university supervisors, and site-based supervisors collaborate regularly to ensure evaluation of candidate competency. Additionally, candidates in the Multiple and Single Subject programs complete the California Teaching Performance Assessment during their student teaching.

CSU Stanislaus has started the process of collecting data to demonstrate program impact. Surveys from completers and employers are used to determine the efficacy of candidates in the schools. CSU Stanislaus impacts the communities they serve by participating in important initiatives such as the Cradle to Career. College of Education, Kinesiology and Social Work (COEKSW) personnel also keep track of completers as they progress through their educational careers. Many of CSU Stanislaus completers remain in the area to reside and continue in their educational careers. A majority of the area superintendents and principals are CSU Stanislaus completers. Thus, the CSU Stanislaus programs are having an exponential impact on the lives of P-12 students and their families in the region.

Institutional Summary

The CSU Stanislaus, College of Education, Social Work and Kinesiology, (COESWK) is an integral member of the five County Central California Community. The mission is grounded in a desire to embrace and respect diversity, develop ethical collaborative leaders and encourage lifelong learning. An infectious college wide attitude of compassionate support for candidate success and community improvement is evident in the activities of the faculty, staff and leadership. This spirit is evident in the words of the Dean who noted, that as a public university the responsibility to be a source for positive growth and change in the community is ours. This is accomplished by developing the best-trained teachers and educational leaders and partnering with the community to develop programs to enhance the P -12 system in the region and to encourage high school students to make college part of their plan.

Area Educational Administrators indicated that “CSU Stan” is the first place they look when filling education positions in their district. Community members indicated that when a challenge regarding literacy, dropout rates, or graduation rates occurs, “CSU Stan is always a willing participant in the improvement process.

Candidates repeatedly detailed examples of faculty support, flexibility and assistance. They noted the usefulness of the coursework and the intentional connection to the unique needs of the learners in the community. Completers spoke highly of the preparation they received in the College programs and many indicated that they remain part of the “CSU Stan” family as adjunct faculty, advisory board members, and cooperating teachers. Completers further indicated that they remain in touch with faculty mentors and frequently seek their suggestions when student challenges occur.

Faculty and staff indicated a desire to create authentic educational experiences for candidates. Candidates noted opportunities for applying educational strategies in classrooms with students as part of their coursework. Additionally, courses are often scheduled in the community at school sites that enhances the candidate exposure to real school environments. Credential and advisement staff explained a multi-tiered system of orientations, checklists, websites, personal communications that seeks to ensure candidate confidence and timely credential completion.

Leadership expects that program change occurs only after extensive informed collaborative consultation. As such multiple data sources are collected and reviewed at the program and unit level with input from faculty, staff, and community stakeholders.

The team encountered an engaged college of professionals dedicated to candidate success, and developing educational leaders dedicated to community improvement.