

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
CalStateTEACH
Professional Services Division
February 2020**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **CalStateTEACH**. 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 7th year report** 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	<i>Met</i>
2) Candidate Recruitment and Support	<i>Met</i>
3) Course of Study, Fieldwork and Clinical Practice	<i>Met</i>
4) Continuous Improvement	<i>Met with Concerns</i>
5) Program Impact	<i>Met</i>

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	5	5	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: CalStateTEACH
Dates of Visit: October 20-22
Accreditation Team Recommendation: Accreditation**

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: October 10, 2011 CalStateTEACH previous report	Accreditation Program Accreditation Letter

Rationale:

The unanimous recommendation of **Accreditation (with a 7th Year Report)** 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

After review of all relevant preconditions for this institution, all preconditions have been found to be aligned.

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, completers, interns, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Multiple Subject program, with intern.

For the Teacher Induction program all standards are Met with the exception of Standard 3 and Standard 6 which are **Met with concerns**.

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 CalStateTEACH with the exception of Common Standard 4 which is **Met with concern**.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple Subject credential program met, all program standards for the Teacher Induction program were met with the exception of Standard 3 and Standard 6 which were met with concerns, and all Common Standards were met with the exception of Standard 4 which was met with concerns, the team recommends **Accreditation with a 7th year report**. The team recommends that issues identified by the team for Common Standard 4 and Induction program standards 3 standard 6 be addressed in the **7th Year Report**.

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 Teacher Induction

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- CalStateTEACH be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- CalStateTEACH 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.
- A seventh-year report be submitted to address the standards met with concern.

Accreditation Team

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission

Program Review Submission

Common Standards Addendum

Program Review Addendum

Course Syllabi and Course of Study

Candidate Advisement Materials

Accreditation Website

Faculty Vitae

Candidate Files

Assessment Materials

Candidate Handbooks

Budget Reports

Survey Results

Performance Expectation Materials

Precondition Responses

TPA Results and Analysis

Interviews Conducted

Stakeholders	TOTAL
Candidates	72
Completers	7
Employers	19
Institutional Administration	7
Program Coordinators	3
Faculty	73
TPA Coordinator	1
Support Providers	20
Field Supervisors – Program	20
Field Supervisors – District	11
Credential Analysts and Staff	2
Advisory Board Members	4
Interns	11
TOTAL	250

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

The CalStateTEACH (Teacher Education Assistance for College and Higher Education) online site-based program was launched in 1999 with funds provided by the California Legislature, a system-wide vision, and a team of dedicated teacher educators. Since 2001, the program has credentialed more than 6,143 multiple subject teachers through one of three pathways: traditional student teaching, intern, and private school teachers. In 2018 CalStateTEACH added the Teacher Induction program to serve participants who often live in rural areas where distance impedes involvement in a traditional program or in urban areas where traffic and parking make the commute to a local education agency or university campus difficult. The statewide distance learning teacher credentialing programs seek to prepare well-educated and professional teachers who reflect the language and cultural heritage and diversity of the state.

Education Unit

CalStateTEACH is housed in the Department of Educator Preparation and Public School Programs within the Academic Affairs Division of the California State University's Chancellor's Office. The unit leader is the Systemwide Director who reports directly to the Assistant Vice Chancellor for Educator Preparation and Public-School Programs.

CalStateTEACH operates two regional centers: the North/Central Regional Center at CSU, Fresno (Fresno) and the Southern Regional Center at CSU, Los Angeles (CSULA) one for the northern portion of the state and one for the southern, serving the 982 candidates currently enrolled throughout the state. The two regional directors plus the curriculum coordinator for Induction oversee the daily operations and serve as primary liaison for educational affairs within the university and the greater community outside of the regional center. Although there is no physical campus, CalStateTEACH candidates, faculty, and regional directors build a campus community, just as traditional campuses do. The difference is that the community is online, and curriculum is delivered using a self-study format of an outcomes-based program that uses a candidate data dashboard to drive instruction, improve clinical practice, and mentor induction candidates. Participants communicate and share ideas through web-based "class discussions," and receive professional feedback through on-site coaching and personal guidance from mentor teachers at their school site as well as assigned CalStateTEACH faculty members.

The CalStateTEACH "campus" also includes the candidates' school sites. Candidates gain significant personalized support from their assigned faculty member, who not only observes candidates at their school site and through videoconferencing in classrooms, but also provides feedback and evaluation of academic assignments. Additionally, cooperating and master teachers and on-site mentors provide valuable assistance to CalStateTEACH participants.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Preliminary Multiple Subject	215	605
Preliminary Multiple Subject, Intern model	164	333
Teacher Induction	5	44

The Visit

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

Program Design

The curriculum has a developmental arc and is delivered online while candidates are placed in classrooms with site mentors in all terms of the program. Candidates are assigned in cohorts to CalStateTEACH faculty who make and supervise their clinical placements, provide formative assessment of academic coursework and guide their progress in the program. The full-time program is divided into three terms, each containing 15 semester units of coursework and clinical experience. The part-time options are four or five terms. The program offers multiple pathways to the credential: Student Teaching Option, Intern Teacher Option, Emergency Teacher of Record and Employed Private Teacher Option. Candidates are admitted in fall, spring and summer.

A key feature of the program is that of the three-term program, either Term 1 or Term 2 can be broken into two terms depending upon candidate need. If a candidate enters the program without a passing CSET, then they are required to take Term 1 in two parts. Each of these terms includes mandatory CSET preparation provided by the program.

Term 2 can be broken into two terms and is an option for those who are interns. Interns can slow down the coursework and TPA Cycle I as they balance the expectations of being teachers of record. In interviews, candidates noted that the flexibility of being able to complete the coursework online supported by a faculty advisor throughout the program as key features of their decision to enroll in the program and remain in the program. One candidate noted, “I would not be a teacher today if it weren’t for this program.”

Course of Study (Curriculum and Field Experience)

The CalStateTEACH curriculum is based on the California Teaching Performance Expectations (TPEs), 21st century skills, and cognition and learning research. CalStateTEACH offers a spiraling, integrated curriculum that increases in complexity and sophistication as candidates progress through the program. CalStateTEACH is an outcomes-based program that uses a candidate data dashboard to drive instruction and improve clinical practice.

Each module begins with an essential question. It is the starting point to the investigation of the information. Candidates preview how the module content is relevant to teaching by examining the related dimensions, objectives, and TPE support elements. The next step introduces the resources that are provided for exploration. In the third step, candidates conduct their own research to formulate an answer to the essential question. Lastly, candidates reflect by

exploring the connections between the school context and the essential question. This process enables the learner to make connections between theory and practice—both that of others and their own.

In coursework, candidates address theories of learning, instructional design, subject-specific pedagogy as well as the other elements noted in the standard. The team reviewed the curriculum on the iPads at the site visit from both a candidate and faculty perspective.

The majority of candidates noted that they chose the CalStateTEACH program because of the online coursework. In interviews, some stated that they have jobs and families and could not imagine driving to a university to sit in a classroom. Some of the elements of an on-ground program was maintained in the CalStateTEACH program for which candidates were grateful. For example, CalState TEACH has an orientation component at the beginning of Term I. The first orientation to the entire program is an overview and an introduction to the learning materials on the iPad. A second orientation is held a few weeks later and includes more in-depth coverage of the curriculum as well as technology used in the program, the applications on the iPad and instruction in how to use them throughout the program. In addition, candidates form collaborative groups. The groups provide feedback to one another on assignments, share experiences and may stay together throughout the program. Multiple candidates noted that their collaborative groups provided additional support and identified these groups as a program strength.

Fieldwork is embedded within each term. Candidates are placed into fieldwork based upon cooperation with districts with whom faculty have relationships. The program ensures that each field placement site meets the criteria noted in Program Standard 3B such as video permission and access to English Learners, students with special needs and a diverse student population. This was confirmed on the site visit with a review of records kept by CalStateTEACH.

Candidates are placed in clinical field experiences in all three terms. There are Memorandum of Understanding with districts throughout the state. Regional Directors verified that these were on file in the regional offices. Clinical field experiences are arranged for each candidate and interviews with candidates indicated that the placements were appropriate. During interviews, some candidates expressed gratitude for the advisors finding placements located near them or in the district in which they would like to work. Program personnel ensure that Fieldwork placements provide candidates with experience at multiple grade levels. Interns who were interviewed noted that their principals provided substitutes so that they could observe other grade levels or effective practice.

Faculty noted, “There is no place we won’t go in the state.” Faculty, who also act as advisors as well as supervisors drive to visitations and use videos in order to observe the teaching of candidates and provide feedback. If the commute to meet with a candidate is more than two hours, then faculty are compensated for an overnight stay. The program is proud to support

candidates throughout the state, particularly those who are in rural areas with no university or other preparation program within a reasonable commute distance.

Candidates who have full-time jobs noted that they adjusted their work schedules in order to be at a school site two days a week in Term 1. Several of them will be looking for intern positions in order to complete the clinical field experiences in the next term and clinical practice in Term 3.

In interviews, candidates noted that they receive feedback from their faculty advisors when they come to observe them. Their next steps are to take the feedback into consideration and then teach a lesson that demonstrates that they have incorporated the feedback. This lesson is recorded and uploaded along with reflection from the candidates on which TPEs they demonstrated and to what level of proficiency. The faculty advisor then views the video, reviews the reflections and determines the level of proficiency demonstrated.

In interviews candidates were asked what could the program do to make any improvements. Candidates noted two key areas. One was that the materials felt a bit disorganized. Candidates felt that there was a way to better streamline some of the modules. One candidate asked, "Why do I have to have 12 tabs open to do my assignment?" Another area for improvement noted was that the work required in Term 3 seemed a bit too much. They understood why there was a great deal of work when they were experiencing fieldwork a few days a week, but candidates felt that there was too much to balance in planning and teaching full-time, completing assignments, finishing Cycle 2 of the TPA and preparing for the RICA if they had not already passed.

During interviews, district employed supervisors shared that they enjoyed having CalStateTEACH candidates because they have a passion for teaching and a desire to be teachers. They shared that candidates know what is expected of them in the classroom and they have a strong support system. They also noted that the faculty advisors were very responsive at all times, but even more so when a candidate was struggling.

In candidate interviews, the vast majority indicated that they had the best advisor. They noted that they were responsive, flexible, and could provide additional materials or resources quickly. Candidates were excited to think that they would stay in touch with their faculty who played several roles: advisors, instructors and supervisors.

Interviews with candidates who are employed in private schools confirmed that they have supplemental clinical practice experiences in public schools either in an additional placement, or through their placements in terms before they were hired as private school teachers.

Documentation reviewed and interviews conducted indicate that CalStateTEACH systematically trains site-based supervisors utilizing the California Council on Teacher Education Intersegmental Project, orients them to the supervisory role, and evaluates the district employed supervisors.

Assessment of Candidates

Candidate assessment includes module grades and faculty and site-based supervisors' assessment of teaching performance. Faculty use a common rubric to arrive at their decisions. Candidates receive a grade each term based on summative evaluations on modules, activities with collaborative groups, and their clinical field experience.

Candidates are assessed throughout the program by their faculty advisor in both coursework and fieldwork. If a candidate is having difficulty, a meeting is called for the development of a remediation plan. Faculty noted that when candidates are involved, as they are requested to be, in the plan, they have success in program completion. When candidates are not responsive to the request to be a part of the development and implementation of the remediation plan, those candidates sometimes drop out of the program of their own volition.

Candidates are notified of the TPA requirement in Term 1. In Term 1, connections to content that will support them in their TPA Cycles is noted. Candidates are encouraged to keep a file of these particular assignments or materials in order to access and use them as they complete the cycles.

Candidates complete TPA Cycle 1 and Cycle 2 in Terms 2 and 3, respectively. CSET, RICA and TPA support materials are built into the coursework and are also provided separately in the learning management system. These include readings, website links, videos and handbooks. Each faculty member is provided professional development on how to use the materials with their candidates. In addition, there is a faculty coordinator who provides additional support to candidates who are not passing the assessments. Faculty coordinators receive information about passing rates, note trends and share those with the Continuous Improvement committee and at regional faculty meetings.

The results of two surveys were posted on the Accreditation Data Dashboard. One was the information from the CTC Credential Completers survey. Program Completer Survey results posted on the Accreditation Data Dashboard had a response rate of 99.4%. Of the 510 program completers, 507 completers responded. 85.2% of respondents noted that the program was either effective or very effective. The results were at or above statewide average in all areas. In addition, because CalStateTEACH is a part of the CSU system, the CSU survey results were included in the data dashboard. In this survey completer data, the unit identified areas for growth, although all responses were within the average range for the CSU multiple subject programs. The Curriculum Committee made changes to the curriculum in order to address the concerns of completers as indicated in the survey data. Program personnel stated they will continue to study impact of the module content in the revised curriculum design. CalStateTEACH is also working to design and implement a data dashboard that will help faculty better aggregate data on assignments. This data will enable faculty to better calibrate their assessment of assignments by faculty throughout the state and will be a way to see when intervention might be needed and what types of interventions best support their candidates.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Multiple Subject program.

Teacher Induction

Program Design

CalStateTEACH Induction Program (CSTIP) is an online, candidate-driven program that supports each induction candidate through a two-tiered mentoring system that is in its second year of operation. It is designed for candidates who do not have access to a district/county program and typically live in rural areas where traveling to a campus would be too difficult or urban areas when traffic and parking make the commute to a campus too difficult. It is led by the CalStateTEACH Administrative Team that includes the Systemwide Director, two Regional Centers Directors, a Technology Coordinator, a Curriculum Coordinator, an Instructional Media Developer, and a Systemwide Program Analyst. There is an Induction Coordinator who is responsible for providing support to faculty as well as ensuring recruitment of candidates into the program.

Evidence in the addendum and interviews with program leadership confirm that the process for ensuring the recruitment, training, and evaluation of mentors is aligned to program standards. The Induction Coordinator delivers professional learning for faculty mentors to provide program orientation and training to Induction coaches. The Advisory Board exists, but their role in assisting the program with resources, feedback, and program improvements is still in the early stages since the program has only been operating for a little over two years. It is evident that this program is designed to be job-embedded with a clear goal of promoting life-long learning.

There is support in place with an assigned Induction coach who is on site as well as a faculty mentor from the institution. Based on evidence from sample individual learning plans (ILPs), summary reports, and interviews with faculty mentors, it is clear that candidates develop an ILP, with opportunities for candidates to reflect on their growth in the California Standards for the Teaching Profession (CSTP). Self-reflection on strengths and challenges brought forward from the preliminary program to the Induction program contribute to creation of an ILP as a basis for improving instruction and developing mastery of the CSTP. Candidate self-reflection provides an opportunity for feedback and learning-focused conversations from the faculty mentor and site coach. Candidate interviews indicate that their site coach is involved with the development of the ILP and that the faculty mentor provides feedback on the ILP through the online platform used for submitting and annotating assignments. It was revealed through interviews with candidates and employers that school principals are generally not providing input on the development of the ILP.

Evidence verified that CSTIP ensures that all mentors and coaches hold a clear, valid California teaching credential and that a qualified mentor and coach is assigned to each candidate within the first 30 days of the candidate's enrollment in the program. Faculty mentors and site coaches are all trained in *Mentoring Matters*. Interviews with faculty mentors and site coaches indicate the value of the training. Faculty mentors noted that these training were very well done by program leadership. Candidates are paired with a site coach who meets with them for at least one hour per week throughout the Induction program. Interviews and samples of collaborative logs verify that candidates are receiving this support and are deeply appreciative of the mentoring.

Feedback to faculty mentors and site coaches is both informal and formal. Feedback is based on contact with candidate, site coach, or administrator according to the program response in the addendum. Based on interviews with the program coordinator, site coaches, and faculty mentors, it is evident that the program uses end-of-year surveys to collect data about the program from candidates and coaches. Feedback occurs individually through conversations and formally in staff meetings, according to faculty mentor interviews. Data is used to make program improvements; specific examples of this were shared during interviews with faculty mentors. One example shared by faculty mentors indicated that the survey data was used to provide information about the types of support candidates needed and found helpful. The program uses this data to improve their practice. Candidates and program completers interviewed expressed that they were pleased with the overall program design and convenience.

Course of Study (Curriculum and Field Experience)

Over the course of the program, candidates complete four balanced and teacher-centered modules each term, which is a semester in length for a total of four semesters, or two if the candidate qualifies for the early completion option (ECO). At the beginning of the program, candidates identify a CSTP for an area of strength, an area for professional growth, and an area of focus. Candidates write a goal based on the area of focus and describe how the goal will strengthen this CSTP. Needs are identified for accomplishing the goal and evidence is documented to demonstrate growth. Measurable outcomes for students and criteria for determining success along with progress in expected student learning as a result of actions are identified. The development of the Individual Learning Plan is started after reflecting on the Transition to Induction Plan and the input received through initial classroom observation. Based on interviews with the candidates and principals, employer input is not clearly evident in the development of the ILP. Activities on the ILP are completed with the guidance and support of both the Site Coach and Faculty Mentor. Interviews with candidates and coaches confirmed that the development of the ILP is ongoing and discussions at weekly meetings take place surrounding refinement and revising of the ILP. Just in time support also takes place at the weekly meetings with the site coach. This was confirmed through interviews with program leader, candidates, coaches and faculty mentors.

Reflective conversations are used to guide the candidates in formulating and updating their ILP. This collaboration and support from their site coach and faculty mentor along with the activities in place are at the heart of the program's course of study. Candidate interviews emphasized the importance of having consistent and accessible support. Candidates and faculty mentors confirmed through interviews that candidates complete 4 modules per term (fall and spring terms and summer as an option) which allow them to establish goals, create plans for achieving the goals, and reflect on growth on the goals as it relates to the CSTP. Candidates are required to provide evidence of their development in their focus areas as well as other CSTP in the Culminating Project of Term 4. The program coordinator indicated in the interview that this project is very open-ended, and candidates may choose the platform in which they wish to demonstrate their growth. A few candidates expressed that they appreciate the individualized nature of this assignment and that it was a wonderful experience to see their growth over the course of the program as it related to the CSTP, but also their abilities in general.

Candidates explained in interviews that they were assigned a faculty mentor by the program, but that they were able to select their site coaches. Site coaches generally had to be approved by the school or district principals and participate in an application process with the program coordinator. The candidate's school site is the base for candidates to participate in collaboration, goal setting, mentoring and other professional learning opportunities that will support their development as professional educators within the context of the CSTP. Mentors and coaches confirmed through interviews that they receive initial and ongoing training through staff meetings and other collaboration with the program and schools or districts. Candidates, faculty mentors, and the program coordinator confirmed during interviews that the induction program includes activity options that are appropriate for meeting the specific needs of each individual candidate.

In interviews, candidates, coaches, and faculty mentors identified a variety of professional learning opportunities that are used to support the candidate's ILP. These include encouraging candidates to have conversations with a variety of education professionals as well as observing others in the profession. Research, reading and viewing relevant videos are also encouraged to provide ways for candidates to connect with the larger professional community as they pertain to the CSTP of focus for each candidate. At the end of each module, candidates reflect in a Summary Report and reference any work completed and growth made on the ILP, collaborative logs, and observation rubrics.

Assessment of Candidates

Assessment of Induction candidates is grounded in reflection on growth related to the CSTP, completion of coursework, and meeting the minimum requirement on the observation, lesson and ILP rubrics used for assessment. Candidates are asked to complete a summary of the ILP, which includes areas of reflection. The ILP rubric, lesson observation rubric, and culminating project rubric all provide candidates with a summative assessment for competency and completion of program. Candidate progress is formatively tracked during Modules A-D of each course using the module completion criteria published in the CSTIP guidebooks. All

assignments are collaboratively assembled by the candidate, faculty, and induction coach for submission into Canvas Learning Management System. CalStateTEACH faculty mentors verify that candidates have completed all program assignments and requirements. Using the appropriate term's final criteria rubric, summative letter grades are issued for the term (course).

Overall, the assessment practices of the candidates can be qualified as formative and summative in nature. They are formative through weekly meetings and conversations between candidates and mentors and are supported with evidence of growth that is tracked through program reporting systems, such as the collaborative logs. The assessment practices are also summative. Candidates finish their program with successful completion of a culminating project submitted to the faculty mentor for review and assessment. The presentation must include evidence of professional growth in the CSTP as specified by their ILP over the course of the program.

Candidates who have completed the required program and have met any additional requirements stated on the preliminary credential document are eligible to receive a recommendation from the CalStateTEACH credential program for a Clear Teaching credential. The program is new and has only been in operation for a couple of years so at this point in the program's development, there have only been 5 program completers. As a result of the low number of candidates, data from the program completer survey was not available.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are met for the CalStateTEACH Induction program except for the following:

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

Rationale:

The mentoring approach implemented by the program includes the development of an Individualized Learning Plan (ILP). Interviews with candidates and employers revealed that school principals are generally not providing input on the development of the ILP.

Standard 6: Program Responsibilities for Assuring Quality of Program Services – Met with Concerns

Rationale:

The program appears to effectively address issues brought up by candidates, coaches and/faculty mentors on a case by case basis, but it is not clear how the program *regularly* assesses the quality of services provided by mentors to candidates. The evidence does not

clearly define how Induction program leaders provide formative feedback to mentors on their work.

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
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 unit has articulated a research-based mission of “Preparing Creative, Collaborative and Reflective Teachers for California’s Future” with a vision that CalStateTEACH teachers will “enable the children we serve to have the opportunity to participate fully in the digital world of the 21st century”. This mission and vision guided the program up to this point in time. This mission and vision moved the unit to its current standing. However, during interviews with institutional leadership, faculty, and K12 community stakeholders, it became evident that the unit is in *transition* to develop a new vision focused on excellence, equity, and diversity which will align with the Chancellor’s Department of Excellence and Equity. Stakeholders provided examples of how these discussions are having a positive impact on the program and the communities they serve.

Faculty and institutional leadership work together to organize, coordinate, and make decisions about the programs. Faculty and district leadership provided positive examples of decision making with partners based on community needs with the creation of summer teaching programs (literacy and science) with multiple districts across the state.

Faculty are local community representatives and work together as “partners” within their communities to recruit candidates and faculty and build relationships within districts. Faculty work closely with the Curriculum Committee and have a shared voice via regularly held meetings or via shared Zoom recorded meetings. Exit surveys demonstrated candidate performance had declined in the use of technology. Curriculum Committee members commented that they were not teaching candidates how to “teach using technology” and used that information to add additional activities within the module.

Advisory Board members provided examples of their involvement in meetings where they collaborate with university leadership and faculty to improve programs. Recent discussions focused on meeting the unique needs of the CalStateTEACH candidate and bring to the profession teachers that reflect the diversity of California’s PK-12 student population.

The unit has a goal of increasing faculty diversity across both programs by hiring faculty that reflect the diversity of the students they serve. Faculty work closely with local school districts and county offices to identify and recruit faculty. A faculty hiring committee ensures that faculty demonstrate the knowledge, skills, and dispositions to support candidates. The North and South Regional Directors, in consultation with the Systemwide Director provide faculty evaluative feedback.

Faculty, staff, and institutional leadership confirmed they are provided with sufficient resources to effectively operate their programs. Faculty commented on the many professional development opportunities offered including participating in Culturally Relevant Teaching and Social Emotional Learning trainings.

The Licensure Office (for both the North and South regions) monitor all aspects of the credential recommendation process. Regional Directors provide additional oversight to ensure candidates have met licensure requirements.

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

Stakeholder interviews and evidence indicate that the unit recruits and supports candidates ensuring student success. Criteria for admission is based on multiple measures, communicated through websites, program overview orientations, and at education job fairs. The unit is proactively recruiting diverse candidates with a goal of having their diversity match that of the communities they serve. Recruitment is a “local” event with faculty mentors acting as the liaison within their community. In interviews, employers commented on their preference of hiring CalStateTEACH students because they have robust clinical experiences and reflect the diversity of students they serve.

CalStateTEACH candidates are supported by a local faculty mentor throughout their program from recruitment through program completion. The faculty mentor provides support with curriculum, clinical experience, placements, and academic support. They are the first point of contact and candidate interviews emphasized the importance of having consistent and accessible support. Faculty and staff recruit candidates by participating in local events.

Faculty mentors monitor candidate progress each term. Candidates receive feedback each term on their progress and support is provided as needed using a systematic feedback/remediation

process. Faculty mentors work closely with their Regional Directors with candidate needing additional support.

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
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.	Consistently
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

The CalStateTEACH programs demonstrate well-designed coursework sequences in an online delivery model with purposefully integrated fieldwork activities, systematically supporting candidate success, and ensuring acquisition of professional competencies that meet program standards. Program partners provide carefully selected, highly qualified, certified site-based district employed mentors who offer candidates opportunities to experience effective practices in curriculum and field experiences, effectively mentoring candidates in their implementation of research-based strategies to improve P-12 teaching and learning. Programs designate criteria for site-based supervisors who are certified and experienced in teaching and performing the services authorized by their certification.

For the Preliminary program, CalStateTEACH systematically trains site-based supervisors utilizing the California Council on Teacher Education Intersegmental Project, orients them to the supervisory role, and evaluates and recognizes supervisors. Supervisors demonstrate ongoing ability to effectively and knowledgeably support candidate growth, and there is close communication between faculty, staff, district partners, and candidates to ensure their success. Program faculty, staff, and partners effectively implement and evaluate fieldwork and clinical practice in the context of data driven decision-making. Program and unit data are collected, evaluated, and utilized for continuous program improvement. Candidates have significant experiences in P-12 settings where the curriculum aligns with California’s adopted content standards and frameworks. These settings reflect the diversity of California’s students and offer the opportunity to work with a wide range of students. Of special note is the unique ability of the CalStateTEACH program to effectively deliver the program in an online delivery model to areas of high teacher shortage throughout the entire state of California.

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.	Inconsistently
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 completion data.	Inconsistently
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 with Concerns

Summary of information applicable to the standard

CalStateTEACH developed a *Continuous Improvement Plan* and assembled a committee to facilitate the work in this area. When asked about the plan, most were aware that the plan existed. However, when referencing the issues considered the most critical focus of the current continuous improvement efforts, there were consistent references to issues not included nor articulated in the plan. Agendas for Continuous Improvement Committee meetings did not provide evidence of a group or process to work on continuous improvement issues.

Faculty shared details of major improvements related to redesigned curriculum modules. There was a sense of pride related to the curriculum updates that also included major advances regarding the technology platforms used by the preliminary multiple subject program. This was an aspect of continuous improvement that was clearly articulated in the plan and progress was met.

There were many faculty references to working to improve the racial diversity of program applicants and candidates. This issue was raised in many fora and there was a definite passion around the issue, but it was not articulated as a goal in the *Continuous Improvement Plan*. Other issues such as improving protocols for interviews with applicants were also referenced as important areas of improvement but were not mentioned in the plan presented. Faculty shared that data related to exit surveys, state surveys, RICA pass rates etc. was frequently reviewed at biannual statewide meetings. However, it was not possible to determine how next steps and changes were developed and implemented after the conversations at the statewide meetings.

Rationale for the Finding

Interviews indicated that there were frequent informational conversations with employers, district personnel, and principals regarding the quality of the preparation; however, evidence was lacking that there were formal processes for reporting the results of these informal conversations back to the program or unit for appropriate analysis and possible action. The continuous program improvement process is largely based upon informal and relational evidence and does not appear to include a formal and systematic process. The unit has noted that this is a goal for them as they implement the new curriculum in the Multiple Subject program, continue to expand the Induction program, revise the vision and mission and adapt to new program leadership and structures.

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.	Consistently
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

CalStateTEACH candidates know and demonstrate the knowledge and skills necessary to effectively educate and support P-12 students in meeting state adopted academic standards. Formative and summative data gathered and processed by partners, professors, directors, administrators, credentials analysts indicate that candidates meet the Commission-adopted competency requirements. The unit, its programs, and partners evaluate and demonstrate that they are having a positive impact on candidate learning and competence, and on teaching and learning in P-12 students in California schools. Exemplary initiatives include state and national leadership in professional organizations such as the American Association of Colleges of Teacher Education and the California Council for Teacher Education, as well as having received a grant from the New Generation of Educators Initiative (NGEI) for the recruitment and retention of males and teacher candidates of color. Many graduates of CalStateTEACH have moved into leadership roles and now provide support for CalStateTEACH candidates in schools where they teach. In addition, CalStateTEACH faculty have regularly provided professional development to area school districts as well as at regional, statewide, and national conferences

INSTITUTION SUMMARY

CalStateTEACH is a unique teacher preparation program that serves every county in California. Its Mobile Learning Initiative has facilitated ease of access for candidates in rural and remote regions of the state as well as those in urban centers. The preliminary multiple subject teaching credential program was offered initially and in 2018 the unit included a teacher induction program.

The programs are housed in the north and south regional centers across the state. Candidates frequently disclosed that CalStateTEACH opened a pathway to becoming a teacher that provided a high level of support and rich curriculum.

Program faculty are uniquely involved in roles that encompass delivery of curriculum and fieldwork supervision. There is a structure in place that provides strong, consistent support to each candidate from a faculty advisor and site-based mentor teachers. Collaborative cohort

groups provide an additional level of support. District partners value the partnership with CalStateTEACH. The program provides access to a pool of talented new practitioners and pathways to train them.

Areas of concern include the absence of a systematic plan to initiate and track continuous improvement activities. Two concerns were identified for the Induction Program. The absence of employer input into the Individualized Learning Plan and lack of feedback regarding assessment of mentors were noted.