

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

San José State University (SJSU)

Professional Services Division

March 2020

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at San José State University (SJSU). 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 a 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 | Met |
| 2) Candidate Recruitment and Support | Met |
| 3) Course of Study, Fieldwork and Clinical Practice | Met |
| 4) Continuous Improvement | Met with Concerns |
| 5) Program Impact | Met |

Program Standards

| Programs | Total Program Standards | Met | Met with Concerns | Not Met |
|--|-------------------------|-----|-------------------|---------|
| Preliminary Multiple Subject/Single Subject, Traditional and Intern | 6 | 6 | 0 | 0 |
| Preliminary Education Specialist Mild/Moderate, Traditional and Intern | 22 | 21 | 1 | 0 |
| Preliminary Education Specialist Moderate/Severe, Traditional and Intern | 24 | 22 | 2 | 0 |
| Preliminary Education Specialist Early Childhood, Traditional and Intern | 26 | 25 | 1 | 0 |
| Education Specialist Adapted Physical Education Added Authorization | 13 | 12 | 1 | 0 |
| Autism Spectrum Disorder Added Authorization | 3 | 3 | 0 | 0 |

| Programs | Total Program Standards | Met | Met with Concerns | Not Met |
|--|--------------------------------|------------|--------------------------|----------------|
| Early Childhood Education Specialist Added Authorization | 4 | 4 | 0 | 0 |
| Teacher Librarian | 9 | 9 | 0 | 0 |
| Speech Language Pathology: Language, Speech, and Hearing | 16 | 16 | 0 | 0 |
| Pupil Personnel Services: Child Welfare, and Attendance | 8 | 8 | 0 | 0 |
| Pupil Personnel Services: School Counseling | 32 | 32 | 0 | 0 |
| Pupil Personnel Services: School Social Work with Child Welfare and Attendance | 25 | 25 | 0 | 0 |
| Bilingual Authorization | 6 | 6 | 0 | 0 |
| Reading and Literacy Added Authorization | 5 | 5 | 0 | 0 |
| Reading and Literacy Leadership Specialist Credential | 5 | 5 | 0 | 0 |
| Induction Education Specialist (Inactive) | 6 | 6 | 0 | 0 |
| Administrative Services (Inactive) | 9 | 9 | 0 | 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: San José State University (SJSU)

Dates of Visit: February 23-26, 2020

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

| Accreditation Reports | Accreditation Status |
|---|---|
| March 13, 2011 San José State University (SJSU) Site Visit | Accreditation with Stipulations |
| March 1, 2012 San José State University (SJSU) Site Visit | Accreditation |

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 have been determined to be met.

Program Standards

All program standards were met with the exception of the following which were met with concerns: Education Specialist Moderate/Severe, Program Standards 8; Education Specialist Mild/Moderate, Moderate/Severe, and Early Childhood Education Specialist Program Standard 15; and Adaptive Physical Education, Program Standard 8.

Common Standards

The Common Standards are met with the exception of Common Standard 4: Continuous Improvement which was met with concern.

Overall Recommendation

Based on the fact that the team found that all standards for all programs are met with the exception of two standards in the Education Specialist Program and one standard in Adaptive Physical Education which were met with concerns and that all Common Standards were met with the exception of Common Standard 4 which was met with concerns, the team recommends Accreditation with a 7th year report. The 7th year report would address all standards less than fully met.

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/Single Subject, Traditional and Intern
- Preliminary Education Specialist: Mild/Moderate, Traditional and Intern
- Preliminary Education Specialist: Moderate/Severe, Traditional and Intern
- Preliminary Education Specialist: Early Childhood Education, Traditional and Intern
- Added Authorizations Education Specialist: Adapted Physical Education, Autism Spectrum Disorder, Early Childhood Education Specialist
- Teacher Librarian
- Other Related Services
 - Speech-Language Pathology: Language, Speech, and Hearing
- Pupil Personnel Services
 - Child Welfare and Attendance
 - School Counseling, Traditional and Intern
 - School Social Work with Child Welfare and Attendance
- Specialist Teaching Programs
 - Bilingual Authorization
 - Reading and Literacy Added Authorization
 - Reading and Literacy Leadership Specialist Credential
- Induction Education Specialist (Inactive)
- Administrative Services (Inactive)

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- San José State University (SJSU) here be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

- San José State University (SJSU) 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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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
Advisory Board Meeting Notes
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Meeting agendas
Training materials
Accreditation Data Dashboard

Interviews Conducted

| Stakeholders | TOTAL |
|-------------------------------|--------------|
| Candidates | 389 |
| Completers | 35 |
| Employers | 64 |
| Institutional Administration | 32 |
| Program Coordinators | 29 |
| Faculty | 66 |
| Adjunct Faculty | 20 |
| TPA Coordinator | 2 |
| Advisors | 4 |
| Field Supervisors – Program | 50 |
| Field Supervisors – District | 32 |
| Credential Analysts and Staff | 6 |
| Advisory Board Members | 44 |
| Alumni | 30 |
| Other | 15 |
| TOTAL | 818 |

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

San José State University (SJSU) began as Minns Evening Normal School in San Francisco, in 1857. The campus was relocated to San José in 1870, and opened a branch in southern California in 1881, a center that was to become the University of California at Los Angeles. The university is conveniently located on 154 acres in downtown San José, midway between San Francisco and the Monterey/Carmel area at the sunny southern end of San Francisco Bay. San José State University, the metropolitan university for Silicon Valley, is a member of the 23-campus California State University, the largest public education system in the nation. Located in downtown San José, the third largest city in California (pop. 1,030,119 as of 2018), San José State University is California's oldest public institution of higher education.

SJSU's fall 2019 enrollment was 33,282 students of which 11 percent were first time freshmen. The university's fall 2019 ethnic composition showed SJSU students are 49.1 percent Asian, 28.9 percent Latinx, 16.1 percent White, 3.3 percent Black, and 9.7 percent other. Females represent 50.9 percent of the university student enrollment and males represent 49.1 percent of the student enrollment. The university represents the diversity of the area.

The mission of the University is to, in collaboration with nearby industries and communities, enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship, and in 2018, MONEY ranked SJSU as the fourth Most Transformative College. The university consists of nine colleges: the Lucas College and Graduate School of Business, the Charles W. Davidson College of Engineering, the College of Graduate Studies, the College of Humanities and the Arts, the College of Health and Human Sciences, the College of Professional and Global Education, the College of Science, the College of Social Sciences, and the Connie L. Lurie College of Education.

Education Unit

San José State University (SJSU) offers 18 credential programs and authorizations through the Lurie College of Education, College of Health & Human Services, and the College of Science. These units support students pursuing Bachelor and Master's degrees, the doctoral degree (Ed.D.), and teaching credentials. The Connie L. Lurie College of Education is the lead unit for preparing professional educators. The college has the unique distinction of preparing the majority of the teachers, administrators, and counselors who serve throughout Silicon Valley and the South Bay area for more than 150 years. The Lurie College collaborates with the Colleges of Health and Human Services, Humanities and Arts, Science, and Professional and Global Education to prepare educators for a multitude of credentials. Forty-nine tenure track faculty and 94 lecturers collaborate across six departments and two lab schools to prepare future California educators. Undergraduates from SJSU seeking a teaching credential acquire subject matter expertise in the subject matter waiver programs offered in some of these colleges as well as in the Department of Child and Adolescent Development. In addition, the other colleges support single subject programs by offering subject specific pedagogy courses

and supervision of student teachers in their final clinical experience. The unit provides general oversight for the School Librarian credential in partnership with the School of Information (iSchool), which is housed within the College of Professional and Global Education. The unit has a long history of close collaborative partnerships with the region's schools and social service providers. The majority of candidates gain their experiences in Silicon Valley schools and clinics; however, programs also reach students nationwide.

Table 1: Program Review Status

| Program Name | Number of Program Completers (2018-19) | Number of Candidates Enrolled (2019-20) |
|---|---|--|
| Multiple Subject | 107 | 119 |
| Single Subject | 107 | 129 |
| Bilingual Authorization: Spanish, Mandarin | 10 | 17 |
| Education Specialist: Mild/Moderate | 32 | 42 |
| Education Specialist: Moderate/Severe | 13 | 12 |
| Education Specialist: Early Childhood Education | 8 | 7 |
| Added Authorizations Education Specialist: Autism Spectrum Disorder | 1 | 2 |
| Added Authorizations Education Specialist: Early Childhood Education Specialist | 0 | 1 |
| Induction Education Specialist (Inactive) | 6 | 4 |
| Administrative Services (Inactive) | 24 | 0 |
| Speech-Language Pathology: Language, Speech, and Hearing | 41 | 34 |
| Pupil Personnel Services: School Social Work with Child Welfare and Attendance | 94 | 112 |
| Pupil Personnel Services: Child Welfare and Attendance (Optional for School Counseling) | 4 | 7 |
| Pupil Personnel Services: School Counseling, Traditional and Intern | 61 | 152 |
| Teacher Librarian | 51 | 58 |
| Specialist Teaching Program: Adapted Physical Education Specialist Credential | 6 | 13 |
| Specialist Teaching Program: Reading and Literacy Added Authorization | 0 | 0 |

| Program Name | Number of Program Completers (2018-19) | Number of Candidates Enrolled (2019-20) |
|--|---|--|
| Multiple Subject | 107 | 119 |
| Single Subject | 107 | 129 |
| Bilingual Authorization: Spanish, Mandarin | 10 | 17 |
| Education Specialist: Mild/Moderate | 32 | 42 |
| Specialist Teaching Program: Reading and Literacy Leadership Specialist Credential | 0 | 8 |

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 and Single Subject Credential Programs

Program Design

The Department of Teacher Education (TED) is one of six departments within the Lurie College of Education at San José State University (SJSU). The department includes the Multiple Subject Credential Program (MSCP), a master's degree option, and the Single Subject Credential Program (SSCP). Each program includes intern and traditional student teaching pathways. Additionally, the MSCP includes a Bilingual Authorization option.

The TED department chair is the organizational leader of both Multiple and Single subject programs. The TED department chair works closely with leadership for each program. The MSCP has a program advisor who focuses on recruitment and advisement of credential candidates as well as a program coordinator who focuses on candidate support throughout the program. The program coordinator for the MSCP also serves as the CalTPA coordinator. Additionally, the MSCP has its own field placement coordinator.

In the SSCP, there is a program coordinator who coordinates recruitment and advisement of candidates. This position also supports candidates as personal or academic issues arise. Additionally, there is a student teacher placement coordinator and an additional person to support interns in the SSCP.

Departmental meetings with the TED faculty are held monthly. In addition, there are monthly program meetings for the Multiple and Single Subject Programs. The SSCP program coordinator meets monthly with colleagues in all content areas who share responsibility of the preparation of single subject candidates.

The MSCP pathway consists of nine university seminars and two semesters of field experience (phase I and phase II student teaching). Most candidates choose to complete a joint Credential/MA option. The SSCP pathway consists of seven university seminars along with two semesters of field experience. In each program candidates typically complete the program over three semesters of full-time study or four or more semesters of part-time study. The first semester for candidates consists of foundational courses designed to prepare them to step into their field experiences. As they move into their second and third semesters, they take fewer university courses to make room for their field experiences. A review of documents and evidence from interviews with candidates and completers indicate that courses and fieldwork during student teaching are linked through several written and video assignments shared

between course instructors and supervisors and designed to provide practice opportunities leading into the required teacher performance assessment, the CalTPA.

Within the last three years, the Single Subject Program and the Multiple Subject Program merged to form a single Teacher Education Department responsible for preparing all K-12 teacher candidates. Leadership explained this led to creating a common phase I and phase II field experience rubric as well as an opportunity to refine signature assignments to ensure alignment with the TPEs and CalTPA.

External stakeholders are consulted through TED Advisory Board meetings held once per year, as well as through partnerships created with school districts and community members. The field placement coordinators communicate extensively with partner schools and relay pertinent information to the department chair. University supervisors serve as liaisons between the institution and the partner school districts. Elementary supervisors meet with TED leadership monthly. It was evident through interviews that SJSU plays a central role in the community regarding teacher education in that many graduates are teachers in the local districts and some graduates return to teach at SJSU or serve as district employed supervisors for the institution.

Course of Study (Curriculum and Field Experience)

Both the Multiple and Single Subject programs follow a three-semester sequence. The first semester includes foundation courses. Foundation courses consist of courses in psychology, health and special education, language and literacy, and multicultural education. A review of the syllabi and interviews with candidates determined that the language acquisition course (EDTE 262) and the multicultural education course (EDTE 508) equip candidates with strategies to support English Language Learners. Each foundation course has a signature assignment aligned with the teaching performance expectations (TPE).

The second semester, referred to as phase I of field placement, consists of 280 hours of fieldwork and a seminar. In the MSCP, phase I student teaching requires two mornings and one full day in the classroom each week as well as designated meeting times with their cooperating teacher. Fieldwork must also include two non-consecutive weeks of solo teaching. This information is confirmed in the clinical practice handbook. MSCP candidates continue to take coursework and their student teaching seminar in this semester. In the SSCP, phase I student teaching requires two periods of student teaching along with a preparation period to plan and debrief with mentor teachers. Phase I culminates with a period of fifteen days of solo teaching. During phase I, candidates also often take their methods course, taught by subject area faculty, as well as the learning environments course.

Semester three, or phase II, candidates teach full-time (400 hours per semester, as noted in the clinical practice handbook) and participate in the student teaching seminar. Subject area coordinators place single subject candidates in their full-time phase II field placement. Multiple subject candidates are placed into their student teaching positions by the TED. They are

typically placed in one primary setting (K-2) and one upper elementary setting (3-8). Field placement coordinators ensure all candidates are placed in diverse settings for at least one placement. Interviews with candidates and field placement coordinators explained that frequently, both placements are in diverse settings due to the demographics of the local school districts. All candidates have regular observations from university supervisors (a minimum of six observations in phase I and phase II). Document review and interviews with candidates and supervisors confirmed all credential candidates participate in semi-weekly seminars with university supervisors to debrief student teaching experiences and provide support for the CalTPA.

University supervisors in both programs have an initial meeting with the district employed supervisor prior to or at the early stage of the fieldwork placement to discuss strategies and best practices for co-teaching that lead to a successful integration of the teacher candidate into the classroom. There are two to three additional dyad or triad (with the candidate) meetings throughout the semester to debrief student teaching experience and to support the mentor teacher and teacher candidate. Evidence of co-teaching handouts, slide presentations, “triad packets,” and support videos were shared with reviewers to support this finding. Additional evidence is found in the Veteran Practitioner Training Manual which is used to support district employed supervisors with co-teaching strategies. The program uses survey data from mentor teachers each semester to ensure district employed supervisors remain current in their knowledge and skills.

Leadership has shared that internships are rare at this institution and reserved for highly qualified candidates teaching in high-need areas. In the case of internships, it is recommended by faculty and advisors that candidates do not take additional course work during their first semester of the internship. Support by the institution remains consistent in that candidates are observed a minimum of six times per semester by the university supervisor and candidates participate in internship seminars.

Assessment of Candidates

In both the MSCP and SSCP, the candidate assessment system is aligned to five key transition points. These transition points are (1) admission to the program; (2) entry into phase I student teaching; (3) entry into phase II student teaching; (4) successful completion of the program; and (5) recommendation for credential. Candidates complete signature assignments designed to prepare them for the transition points and provide formative feedback throughout the program.

The MSCP uses the TED Framework for Learning which identifies proficiency indicators and targets for progress through the credential program. Leadership shared that this rubric serves as a formative and summative assessment and it reflects the college’s mission and vision. Interviews with MSCP candidates confirmed they are reviewed mid-semester during phase I and mid-semester during phase II using the teacher candidate formative assessment form. The

rubric evaluates development along the teaching performance expectations using six levels of progression. This is often completed with both the university supervisor and the mentor teacher. Leadership shared that these evaluations and reflections lead to the development of the Individual Development Plan (IDP) at the end of the program. This information is shared with candidates in the syllabus for the field work seminar as well as the clinical practice handbook.

The SSCP uses the same rubric to evaluate candidates on the teaching performance expectations using six levels of progression at the end of phase I and again at the end of phase II. Additionally, program leadership explained they review observations submitted by university supervisors and district employed supervisors mid-phase I and mid-phase II as formative assessment tools. Candidates in the SSCP complete the IDP at the end of their program as a summative assessment tool. This information is shared with candidates in the syllabus for their fieldwork seminar.

Typically, candidates in both programs are required to successfully complete the CalTPA Cycle 1 during phase I of student teaching. Candidates need to pass Cycle 1 and be in good academic standing in order to progress to phase II of student teaching. In phase II candidates complete Cycle II of the CalTPA. If a candidate does not pass the CalTPA the candidate reaches out to the CalTPA coordinator in their designated program to discuss results to determine if it is a formatting or submission error, or if it is a major revision. Documentation review and interviews determined that CalTPA support is offered to candidates through workshops, podcasts, and one on one meetings with supervisors and/or CalTPA coordinators. CalTPA resources and information for candidates are in the CANVAS (learning platform) shell.

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 **met** for the Preliminary Multiple and Single Subject Credential Programs at San José State University.

**Preliminary Education Specialist: Mild/Moderate; Moderate/Severe;
Early Childhood Special Education Added Authorizations:
Autism Spectrum Disorders (ASDAA) Early Childhood Special Education (ECSEAA)**

Program Design

The Department of Special Education at San José State University (SJSU) is housed within the Lurie College of Education and is led by a chairperson and includes undergraduate minor tracks which provide foundation courses transferable to Education Specialist Preliminary Credentials for Mild/Moderate, Moderate/Severe, and Early Childhood, and Added Authorizations in Autism and Early Childhood. Interviews with program faculty confirm a fieldwork coordinator and intern coordinator work closely with the chair to oversee placements for Early Childhood and Mild/Moderate & Moderate/Severe K-12 Special Education. Monthly faculty meetings provide an opportunity to guide curriculum across programs and trainings are offered to both full and part-time faculty members on a yearly basis. Faculty interviews indicate that review of candidate signature assignment data, final student teaching data, and survey data guide larger program meeting topics.

Clear communication between the three programs was evident through interviews with faculty. The programs have a shared focus on increasing recruitment of candidates and improving the clarity of program guidelines and forms, as confirmed by interviews with program leadership. The department chair provides oversight of the admission process, including a very personal approach to interview, advisement and registration support.

Early Childhood Special Education and Added Authorization faculty indicate that they calibrate courses based on TPE and candidate survey data gathered. The Autism Spectrum Disorder, Mild/Moderate and Moderate/Severe program faculty indicate that they use the exit survey and signature assignment data to collaborate within and across programs on curricular changes. Interviews with program leadership confirmed that faculty in the Department of Special Education serve on the Early Childhood Initiative, which is a resource to the university at large. Tenure Track workshops and faculty support for research and course development are resources shared from the university level to the program.

Four minors within the University lead to strong recruitment within special education programs for Mild/Moderate, Moderate/Severe, Autism Spectrum Disorder Added Authorization, Early Childhood Special Education and Added Authorization. Review of documents provided indicate that up to 12 units from these minors can be transferred to the credential pathway.

Coursework for the three programs is separate, with little overlap, as confirmed by interviews with department leadership and review of documents provided. Faculty indicate that there are some shared and even co-taught courses with the Single Subject and Multiple Subject programs. Early Childhood Special Education has nine hours of early fieldwork required prior to admission. The Mild/Moderate and Moderate/Severe Credentials have 45 hours of general

education experience required prior to admission. The Autism Spectrum Disorder and Early Childhood Added Authorizations require an existing credential for admission to their programs. All Education Specialist Programs with the exception of the Autism Spectrum Disorder Added Authorization require a culminating student teaching field experience. All three special education credentials provide an intern pathway, accessible once intern criteria have been met. This intern placement is then utilized for final student teaching experience.

A program focus on recruitment was shared by program leadership and confirmed by faculty and advisory board members. This led to state level and private grants that have increased recruitment opportunities and scholarships for candidates. Interviews with faculty confirm that changes to course format options (on-line, hybrid, in-person) have provided candidates with flexibility in access to the program that was necessary for recruitment. These changes were confirmed through review of provided syllabi.

Movement towards digital format of documents and ease of access through the website, including an online admission checklist and program road map, have been recent changes shared by the department leadership. Evaluation forms used by supervisors for Mild/Moderate and Moderate/Severe fieldwork changed this last year. Input from master teachers and support providers lead to this revision. For Early Childhood Special Education, modifications included transitioning from paper systems to digital forms and tracking tools.

Completers shared in interviews that an emphasis on legal foundations for special education were a heightened focus in the program, and this was confirmed through interviews with faculty. The reason for this emphasis was explained as a response to a gap identified in the program from completer survey data related to the IEP process.

Recruitment fairs serve as a means for local districts to share information about the needed skills and competencies of potential employees. As the special education programs draw from different SJSU minors, obtaining recruiters' input on these pathways ensures relevance in meeting potential candidate needs for entry to and progression through programs. The Community Advisory Board for the department was recently reimagined and now meets yearly to offer opportunities for parents, alumni, and districts to come together to share program updates and offer input from program completers who are currently working in the field. Input from the advisory board is brought back to faculty and prompts change within the programs. An example of this can be seen in changes that were made in the design of inclusive pedagogical foundations that are provided to districts through co-teaching trainings, changes in fieldwork placement practices toward more inclusive placements and changes to program curriculum to highlight inclusive practices. Interviews with advisory board members, districts, lecturers and program leadership all share innovative work in the area of inclusive best practices. The program partners with local districts and community representatives to collaborate on inclusive best practices and locate model classrooms/sites.

All credential programs share expectations for intern and fieldwork student teaching with school sites, and allows for input to the programs regarding current best practices so that the programs can adjust as needed. Additionally, the use of lecturers that draw from current district employees is a means for sharing with the program's information on current practices in the field.

Course of Study (Curriculum and Field Experience)

Candidates for the Early Childhood, Mild/Moderate and Moderate/Severe Preliminary Credential are all admitted first in a traditional pathway and can then apply for an internship pathway when clearly identified criteria are met. Program leadership indicate that candidates are required to carry the internship for at least a year. Application for student teaching happens twice a year for Mild/Moderate and Moderate/Severe Special Education and in spring for Early Childhood Special Education and Added Authorization, as confirmed by program leadership.

The Early Childhood Special Education and Added Authorization, Mild/Moderate and Moderate/Severe pathways typically take two years for candidates to complete. These programs culminate in a final student teaching experience. This information was verified through review of evidence.

The Autism Spectrum Disorder Added Authorization (ASDAA) is completed in three (3) courses. These courses focus on evidence-based practices related to students with Autism. Interviews with employers shared that newly hired candidates from the SJSU Education Specialist programs were organized, prepared, and quality employees.

All Education Specialist Preliminary program faculty report that coursework preparation for final fieldwork related to the TPEs is accomplished through modeling, role play, and presentation of theory in courses. Data on TPEs and program standards is gathered through signature assignments in courses and analyzed prior to student teaching. Faculty and program leadership confirm that courses encourage candidates to either utilize intern sites, self-select a site, or utilize provided case-study material to apply course content to fieldwork. This was confirmed through interviews with current candidates and completers. Program leadership shared the process of gathering candidate signature assignment data from courses to ensure alignment with the TPEs and compilation of data into the system Task Stream and CANVAS to highlight areas for program improvement related to candidate gaps in competencies. One example found in the Completer Survey data yielded mixed results related to Mild/Moderate and Moderate/Server candidate preparation in teaching math. While survey numbers were low and responses diverse, the program is working to adjust in delivery of content.

For the ASDAA the opportunity for fieldwork during coursework is overseen by course faculty who develop the course assignments and relate them to the self-selected sites where candidates are working.

Interviews with the Advisory Board and employers shared insights into the value of the Residency Model for special education programs. This extended fieldwork experience provides candidates with prolonged fieldwork in a consistent setting. Interviews highlighted the partnership that is created through this model.

Methods courses in Early Childhood Special Education were highlighted for their innovation in 0-Preschool educational methodology as shared by program leadership. Candidates in Early Childhood Special Education and Added Authorization program report that content related to early childhood assessment for academic and behavior was the most relevant and current information received. Innovative teaching strategies to meet the needs of English Language Learners as well as culturally responsive pedagogical instruction for Mild/Moderate, Moderate/Severe, and Autism Spectrum Disorder Added Authorization programs was highlighted by program leadership and confirmed through review of provided documents and interviews with district employees and faculty members as an area of critical focus for the programs.

Interviews with employers and Advisory Board members confirm that teaching of best practices in inclusive education has been a heightened emphasis in the Education Specialist programs. Review of documents and interviews with completers, program leadership, and faculty all confirmed that coursework related to the Individualized Family Service Plan (IFSP) is not covered in the Moderate/Severe Credential. Completers and faculty shared that IFSP content is addressed in the Mild/Moderate Credential and the Early Childhood Special Education program. Interviews with completers, faculty, and program leadership confirm that fieldwork placements for Early Childhood Special Education and Added Authorization are typically comprised of 16 weeks in a preschool setting. During this placement candidates will follow the provided pacing guide which includes daily instruction in play and academics. Candidates then complete an additional six, one-hour visits serving infant/toddlers in a home/clinic/hospital setting. These six visits are conducted with a master teacher and student teacher and follow a format of: two observational visits, two co-taught lessons, and two independent teaching opportunities. Candidates then meet regularly through seminar sessions with supervisors to review these experiences in 0-3 infant/toddler settings.

This differs from the traditional 15-week placements in a single special education classroom of the Mild/Moderate and Moderate/Severe candidates, which was confirmed through review of documents provided and by interviews with program leadership, supervisors, completers and master teachers. Supervisors visit six (6) times throughout the semester and meet monthly with both intern and traditional student teachers through a seminar.

Review of documents and interviews with the program leadership, faculty, and completers confirm that a system is not evident for recording/tracking candidate experience with a range of services, ages, or disability categories. Faculty report that they utilize case studies for some

coursework, but usually allow candidates to self-select observation sites. There was no evidence found to track the type of early fieldwork experiences.

Interviews with program leadership confirm that trainings each semester ensure that there is support for professional development of mentoring and coaching of supervisors and master teachers/site providers. Yearly summer trainings through the Intern Summer Institute provides intensive supports to Interns in the Early Childhood, Mild/Moderate and Moderate/Severe pathways. For the Autism Spectrum Disorder Added Authorization, the connection between coursework and fieldwork is demonstrated through course assignments that are implemented in candidates teaching locations and evaluated by course instructors.

Faculty shared documentation that demonstrated how program standards, linked to the TPEs, are strategically planned across the program arch to introduce, practice, and assess these skills. Completers, faculty, and program leadership all report that coursework provides opportunities for candidates to practice skills in their own classroom if working as interns. Faculty report using case studies and technology to simulate the field for those that are not interns, indicating inconsistency in this expectation for early fieldwork.

Monthly informational meetings led by program leadership, and information on the department website, outlines the admission process. These meetings offer consistency of information for potential candidates as they are led by the department.

Current candidates and completers confirm that the advisement process for Early Childhood, Mild/Moderate and Moderate/Severe is clearly articulated and has a published pathway for each candidate to follow. Candidates are provided program “road maps” to follow and a personalized advisement process is evident across all programs. Candidates, completers, and faculty all confirm a personalized approach to advising and supporting candidates into and through the program. Mandatory meetings from the start of the program to the final weeks of student teaching are a means to convey program requirements and offer formative information to candidates.

In preparation for candidate placement in school sites the program leadership visit the sites and review the appropriateness of selection of master teachers and ensure placements meet program standards as confirmed by interviews with master teachers. In addition, seminars, placements, and coordination of supervisors is overseen by the fieldwork coordinator. Candidates can apply twice a year to student teach in either the intern pathway or traditional pathway. Interviews with master teachers and supervisors confirm that orientations to student teaching expectations are held each semester. In addition, it was confirmed through interviews with the fieldwork coordinator that monthly seminars are held for the two different groups of candidates from all three programs who are in student teaching: Intern and traditional. In these monthly meetings content on the TPEs as they relate to fieldwork experiences are communicated. Review of provided documents and interviews with candidates, supervisors and

master teachers confirm that the process for evaluation during student teaching for traditional and intern candidates includes a portfolio and regular reflections that are tied to the TPEs. Candidates are supported in the development of portfolios. Portfolios are reviewed by supervisors through the seminars.

Early Childhood Special Education and Added Authorization candidates are observed six times by their fieldwork supervisor and are assigned a mentor teacher or support provider for these field placements. The mentor teacher is often the one doing the modeling and feedback on the infant/toddler 0-3 placement, while feedback from supervisors occurs for these candidates during their seminar meetings, using the portfolio and reflective journals as a means for evaluation. Completers, current candidates, and the fieldwork coordinator for the Early Childhood Special Education Credential confirm that use of reflective journals and a portfolio were the most common means of evaluation and feedback used during student teaching, but that during the preschool placement the use of video feedback was the most effective tool utilized.

Interviews with master teachers confirm that communication regarding mentoring and responsibilities for student teaching is clearly communicated. Use of supervisors and master teachers who are former employees often facilitates ease of communication between district and university.

Interviews with districts and program leadership reveal that there is not one confirmed process for selection of master teachers and placements within the districts, rather, it is a combination of program suggested matches and availability and interest by the master teacher. Interviews with employers, candidates, and program faculty confirm a sense of “family” within the program that is fostered from the admission process through student teaching.

Assessment of Candidates

ASDAA candidates are assessed across the three courses through signature assignment data which links to TPEs and program standards.

Mild/Moderate, Moderate/Severe, and Early Childhood Special Education and Added Authorization candidates are assessed through program coursework using signature assignment data. Data from these assignments is linked to program standards and the TPEs. This data correlates to the Student Teaching Evaluation Tool that is used during fieldwork and directly ties to the TPEs.

Interviews with program leadership confirm that supervisors collaboratively develop an Individualized Induction Plan with the candidates to guide the transition from Preliminary to Clear Credential. This plan is also used with the master teacher during student teaching to facilitate goal focus for the semester.

Based on interviews with program completers in the Mild/Moderate and Moderate/Severe program, the assessment process through coursework was communicated through assignment expectations and results. Candidates indicated that faculty often email and personally reach out if a candidate is not successful on an assignment, indicating clear communication of expectations and support. Completers for the Mild/Moderate and Moderate/Severe program specify the use of a portfolio and reflective journals as the culminating tool for assessment of student teaching.

Completers of the Early Childhood Special Education and Added Authorization programs articulated clear expectations for assessment practices during student teaching, which included formative feedback through video analysis, a mid-point reflection, and regular journal reflections. The culminating assessment was completed through the portfolio and Student Teaching Evaluation Tool.

Current candidates in the ASDAA program were able to express clear course expectations and program participation as outlined in syllabi as a means for assessing competencies.

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 **met** for the Education Specialist Programs (Early Childhood Special Education, Early Childhood Special Education Added Authorization, Mild/Moderate, Moderate/Severe, and Autism Spectrum Disorder Added Authorization) except for the following which were **met with concern**:

Preliminary Moderate/Severe only - Standard 8: Participating in IFSP/IEP and Post-Secondary Transition Planning **Met with concern**

The portion of the standard not apparent in the Moderate/Severe program was: "... opportunities to demonstrate ability to participate in transition planning from the Individualized Family Service Plan (IFSP) to the Individualized Education Plan (IEP)." Review of documents and interviews with completers, program leadership, and faculty all confirmed that coursework related to the Individualized Family Service Plan (IFSP) is not covered in the Moderate/Severe Credential program.

Education Specialist Program Mild/Moderate, Moderate/Severe, and Early Childhood Special Education - Standard 15: Field Experience in a Broad Range of Service Delivery Options: **Met with concern.**

All Special Education programs met all of Standard 15 with the exception of "... ensuring that candidates have planned experience and/or interactions with the full range of the service delivery system ... of grades/ages, federal disability categories and the continuum of special education services." Review of documents and interviews with program leadership, candidates,

and faculty all confirmed that a system is not evident for ensuring fieldwork experiences with a broad range of service delivery options, ages, or disability categories.

Adapted Physical Education Added Authorization

Program Design

The Adapted Physical Education Added Authorization (APEAA) at San José State University (SJSU) is offered through the Kinesiology Department within the College of Health and Human Sciences, in affiliation with the Connie L. Lurie College of Education (LCOE). The APEAA Program is co-coordinated by two tenure-track faculty in the Kinesiology Department. Since the APEAA and the Single Subject Physical Education Preparation Teaching (PEPT) Programs overlap in coursework and some content, the co-coordinators work closely with the Single Subject Physical Education coordinator and serve part of their teaching load as PEPT faculty. Together, the coordinators are responsible for advising the APEAA candidates, teaching a majority of the program coursework, and supervising fieldwork. They also oversee fieldwork placements, including developing site agreements, completing administrative responsibilities, and liaising with the LCOE. No release time or compensation is provided to the APEAA Program co-coordinators for this role. The chair of the Kinesiology Department provides program level support and resources for faculty development, community program facilitation, and equipment needs. Credential analysts provide support by verifying candidates meet all requirements, making the formal recommendation to CTC, as well as providing direct support to candidates on completing the application process for their credential.

The APEAA can be earned through three pathways, 1) undergraduates completing their degree in Kinesiology Bachelor's – Preparation for Teaching and then completing the APEAA, 2) candidates concurrently earning the APEAA alongside a base credential, or 3) a current teacher credential holder can add the APEAA. All candidates complete 13 units of sequential coursework in Adapted Physical Education (APE) content. Candidates who have not completed the Kinesiology Bachelor's – Preparation for Teaching or a Single Subject Physical Education Credential must also complete additional requirements in coursework and competency exams. Candidates in the APEAA Program complete 100 hours of supervised fieldwork imbedded throughout the APEAA coursework, including 70 hours in APE K-12 school placements. Evidence supporting course sequencing, connection of courses to fieldwork placements, and integration of fieldwork though the entire program was provided through program materials and interviews with program leadership, candidates, completers, and mentors.

Program documents and interviews with faculty and program leadership indicate the current program coordinators stepped into their positions a couple years ago during a resurgence of the APEAA and PEPT program. As a result, the coordinators are still working to put procedures in place for data collection and program improvement. These changes include the development of a survey for candidates and completers and the addition of two new community-based adapted physical activity programs that provide supervised field experience for SJSU APEAA

candidates, increasing both the number of fieldwork hours and the variety of settings the candidates engage in.

Review of syllabi, as well as interviews with program leadership, indicated local APE teachers and professionals in adapted focused sports and physical activity programming are utilized as fieldwork mentors and brought to campus for guest lectures. Interviews with the advisory board and program leadership indicate the APEAA program solicits and receives input from community stakeholders, including the facilitators of the community based adapted physical education programs, mentor teachers, and program completers. These stakeholders report the APEAA program and its co-coordinators are responsive to community needs, have designed a program that supports not only skill building but also the longevity of candidate careers, and communication channels are open, with prompt responses that result in tangible changes to the program (e.g. increased number of community programs).

Course of Study (Curriculum and Field Experience)

All APEAA candidates complete 13 units of APE focused coursework as follows:

KIN 107: Adapted Aquatics (1 unit)

KIN 156: Intro to APA (3 units)

KIN 159: Sport and Adapted Activities (3 units)

KIN 174: Psychomotor Assessment (3 units) *after 156

KIN 170C: Fieldwork in APA (3 units) *after 156 and 174

*Indicates suggested sequencing but the initial phone interview with program leadership indicated students may take them out of order or may require more coursework if transferring into the program. This is assessed on an individual basis.

According to interviews with program leadership, candidates that take the coursework out of order are provided additional supports to be successful, including peer mentors and instruction from program coordinators. Additionally, interviews indicate advising and course requirement structures are currently in place to reduce the number of candidates who take coursework out of sequence.

Candidates who hold a credential but do not have a Kinesiology Bachelor's – Preparation for Teaching or an existing Single Subject PE credential are required to either take 12 additional units of Kinesiology coursework or pass the CSET (PE) and take a 3-unit teaching methodology course. Program leadership stated students have a choice in selecting classes to take and typically, the 12 units come from a mix of science-based course (6 units) and physical education methods courses (6 units). These courses are as follows:

Kinesiology Core Courses (6 units)

KIN 155: Exercise Physiology (3 units)

KIN 158: Biomechanics (3 units)

KIN 165: Motor Development (3 units)

KIN 166: Motor Learning (3 units)

PETE Teaching Method Courses (6 units)

KIN 172: Elementary School Programs, K-6 (3 units)

KIN 178: Management Strategies for Physical Education (3 units)

KNED: 339 Instructional Materials and Procedures in Physical Education (3 units)*

*Indicates the methods course required of all students regardless of completing the coursework or taking the CSET (PE).

Fieldwork components of the APEAA program at SJSU includes 100 hours over five placements embedded within the coursework throughout the program. Fieldwork is imbedded within every course in the APEAA required coursework including four content focused courses and rounded out with a fifth fieldwork focused course as follows:

| Course | Hours of Fieldwork |
|---|---------------------------|
| KIN 107: Adapted Aquatics (1 unit) | 10 |
| KIN 156: Intro to APA (3 units) | 12 |
| KIN 159: Sport and Adapted Activities (3 units) | 6 |
| KIN 174: Psychomotor Assessment (3 units) | 2 |
| KIN 170C: Fieldwork in APA (3 units) | 70 |
| Total number of hours: | 100 |

According to the fieldwork handbook, review of syllabi, and interviews with program leadership, candidates, completers, and mentors, candidates complete placements in a variety of settings (including aquatic, community, and schools) across all age groups and a variety of settings that represents all aspects of adapted physical education. According to the syllabi and interviews with program leadership, candidates, and mentors, the field work experience is directly and explicitly connected to course content and candidates are well prepared by coursework to be successful in each placement. Additionally, interviews and a review of syllabi revealed strong interconnectivity between coursework and fieldwork with continuous reflections and signature assignments where candidates collect evidence in fieldwork that connects back to course content.

The curriculum in the APEAA program at SJSU incorporates critical content in APE across multiple courses and fieldwork experiences. Evidence from syllabi, as well as interviews with program leadership, fieldwork supervisors, candidates, and completers, indicate content focuses on assessment, use of technology, goal development and collaboration on IEP/504/IFSP/ITP, transition planning, motor development, principles of human behavior, and understanding and ability to work with students from diverse backgrounds across all age groups. Interviews and reviews of documentation indicated that these topics are included across curriculum and applied in fieldwork experiences, providing candidates an opportunity to apply knowledge and skills to generalize them to a variety of settings.

Mentor teachers in K-12 programs are identified by the candidates with support from program coordinators. Interviews with mentors indicated expectations for the mentor role are clearly communicated in initial meetings with program coordinators. Mentors also reported feeling supported in the role and program coordinators are prompt in their communications. Supervision of fieldwork in KIN 107, KINS 156, and KIN 174 is carried out by the APEAA program co-coordinators, while supervision in KIN 159 is done by a professional in adapted physical activity and in KIN170c by a credentialed APE teacher in K-12 school systems.

Assessment of Candidates

APEAA candidates are assessed throughout the APEAA program via signature assignments included in each APEAA focused course and evaluated by the program co-coordinators (who also teach the courses). At the end of the school-based field work placement (KIN 170c), candidates complete a work sample to demonstrate a candidate's competency in the content standards related to APE. Interviews of program leadership, mentors, and candidates indicated this work sample is evaluated by the co-coordinators and mentor teachers, using a standardized rubric included in the APEAA handbook. Feedback is provided to candidates on an ongoing basis throughout the APEAA Program. Interviews with candidates indicate the program coordinators provide prompt and thorough feedback, are readily available to candidates when they have questions or need help, and are supportive of all candidates. An academic support plan is in place for candidates who do not meet the GPA requirements of 3.0 which includes reaching out to candidates and providing additional supports to improve understanding of material and increase readiness to complete fieldwork.

The fieldwork handbook, review of syllabi, and interviews conducted indicate assessment and evaluation in aquatics (KIN 107) and school fieldwork (KIN 170c) are conducted on an ongoing basis through weekly reflections by candidates and formal mentor review through a fieldwork assessment form 3 times a semester. Assessment in Intro to APA (KIN 156) includes a professional behavior assessment by the course instructor and a poster project graded on a standardized rubric at the end of the semester related to linking course components to fieldwork experiences. Candidates completing fieldwork in Sport and Adapted Activities (KIN 159) are evaluated through a volunteer hours worksheet that includes supervisor assessment of professionalism, responsibility, and effectiveness. Finally, candidates in Psychomotor Assessment are evaluated through a class presentation and term paper assessed by the course instructor (one of the program co-coordinators). According to interviews with candidates and completers, both SJSU faculty and fieldwork supervisors provide thorough and high-quality feedback throughout the program and expectations are clear from the beginning. Site supervisors and mentors reported APEAA candidates at SJSU are not only well prepared in content but also show high levels of professionalism and initiative during fieldwork.

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, faculty employers, and supervising practitioners, the team determined all program standards are **met** for the Adapted Physical Education Added Authorization except for the following:

Standard 8: Field Experience in a Broad Range of Service Delivery Options – Met with Concerns

Candidates in one of the pathways, undergraduates completing the program requirements as part of the Kinesiology Bachelor's – Preparation for Teaching degree, reported that 50 of the 70 hours of fieldwork in 170c (Fieldwork in APA) course is spent doing observation hours in P-12 schools under the supervision of a credentialed physical education master teacher. Candidates stated they are instructed, due to their status as student volunteers and not student teachers, to not instruct class or provide hands on support to the students. While the candidates reported valuable hands on experience in the other community-based fieldwork placements, the inability to lead instruction in a P-12 setting prohibits candidates from working toward assuming full responsibility for the provision of services in the adapted physical education credential authorization and demonstrating the teacher performance expectations for adapted physical educators. Candidates in pathways with concurrent teaching credential programs or who have already earned a base credential were able to provide evidence that their experience provided opportunity for them to meet this standard.

Teacher Librarian Services Credential Program

Program Design

The Teacher Librarian Services Credential Program at San José State University (SJSU) is offered as a specialization within the Master's in Library and Information Sciences (MLIS) Program in the School of Information (iSchool), which is housed in the College of Professional and Global Education (CPGE). Candidates must hold an existing California teaching credential as a pre-requisite for program admission, or be completing the credential concurrently. The iSchool is led by a director and associate director, who plan the schedules for the academic year, hire and oversees assessment of faculty, and provide general instructional guidance. The Librarian Services Credential Program is overseen by a program coordinator who serves as the liaison with the College of Education, oversees the program curriculum, advises students with the help of a designated online student advisor, teaches courses in the program, oversees fieldwork, and chairs a Program Advisory Committee of school and district librarians. The program coordinator receives release time to fulfill program duties. The iSchool and College of Education provide support for the program coordinator in completing fieldwork contracts with placement sites. Credential analysts in the College of Education help candidates navigating the credential process and verify that all credential requirements are met and documented. The iSchool also supports candidates by providing a required introductory course in how to maximize learning in an online environment.

The Teacher Librarian Services Credential Program is offered entirely online and enrolls approximately 100 candidates at any given time, with 20-25 new candidates enrolling each semester. All students complete 31 units of coursework in Teacher Librarian Services that can

be taken in any order, although there are pre-requisites for some courses to ensure that candidates enter with the appropriate foundational knowledge. This coursework culminates in a practicum course that requires 135 hours of fieldwork experience, including 110 hours in school settings. Candidates then have the option to exit the program with the credential or complete 12 additional units to complete the Master’s degree in MLIS. Candidates and completers stated that the organization of the program, being all online, is critical to their success and ability to complete the credential while maintaining teaching positions. Candidates were highly satisfied with program organization and leadership.

Interviews with program leadership revealed that the coursework in the MILS program had recently been reorganized and relocated into the College of Professional and Global Education from the former College of Applied Sciences and Arts (now College of Health and Human Sciences). No changes to the curriculum were made during the relocation and reorganization of the program. Program evaluation data is collected on an ongoing basis and used to identify aspects of the program where adjustments to the curriculum need to be made. Input from an advisory board, which includes mentor teachers, graduates, and retired librarians, provides consistent feedback and input for program development.

Course of Study (Curriculum and Field Experience)

All candidates in the Teacher Librarian Services Credential Program take four core courses, three curriculum and technology courses, three information services and materials courses, plus the capstone course which includes school library fieldwork.

Completion of the above coursework equals 31 units and fulfills requirements for recommendation for a Teacher Librarian Services Credential. Those who wish to continue on to earn a master’s in MILS complete 12 additional units, including a thesis. Review of syllabi and interviews with leadership, faculty, candidates, and supervisors provided evidence that the fieldwork components of the Teacher Librarian Services Credential Program at SJSU includes 135 hours, distributed over two school placements and four additional areas. Fieldwork requirements are as follows:

| Site | Hours of Fieldwork |
|--|---------------------------|
| Primary School | 55 |
| Secondary School | 55 |
| Professional Development Activities | 5 |
| Professional Meetings | 5 |
| Community relationship building and advocacy | 4 |
| Curriculum development | 10 |
| Discretionary time in any of the non-school placements | 1 |
| Total hours: | 135 |

Interviews with both candidates and mentors indicate that candidates are expected to locate their own mentor teachers but that program leadership provide support when a candidate is unable to find a placement. Mentors reported receiving the fieldwork handbook from the program coordinator. They felt supported in their role by the program leadership. Mentor teachers reported that program leaders were readily available for questions and prompt in their communication. Candidates and mentors both praised the availability of virtual mentoring when credentialed teachers are not available in the candidate's location, which is especially important in elementary settings. Reports indicate that virtual mentoring was very effective and allowed the connection of candidates to knowledgeable professionals without compromising their ability to maintain current teaching positions.

Across all of the fieldwork placements (elementary and secondary), candidates gain experience with a variety of age groups, classes, and professional development settings. According to the syllabi and interviews with the program leadership and candidates, fieldwork is completed at the end of the program, not imbedded throughout the curriculum, although curriculum components are included in the portfolio created during fieldwork as a demonstration of candidate skills.

The Teacher Librarian Services Credential Program at SJSU embeds critical content areas across multiple courses and fieldwork experiences. Evidence from syllabi, data from completer surveys, and interviews with the program leadership, candidates, mentors, and completers, indicate that the program includes content on multiple literacies, information and knowledge, leadership and advocacy, program administration, teaching diverse learners, and a wide range of fieldwork experiences across age groups and settings. These topics are included across the curriculum and applied in fieldwork experiences by providing candidates the opportunity to apply knowledge and skills in a particular setting and then to generalize them to a variety of settings. Mentors revealed that candidates at SJSU are highly prepared for fieldwork and are successful in a variety of roles.

Assessment of Candidates

Teacher Librarian Services Credential Program candidates are assessed on a course-by course basis by faculty, with key assignments submitted at the end of each semester. At the end of the school-based field work placements, candidates complete a portfolio that demonstrates their competency in the content standards related to Teacher Librarian Services. According to documents provided and interviews, this work sample is evaluated by mentor teachers using a standardized rubric included in the Fieldwork Handbook and sent out to them each semester by the program coordinator. Candidate and completer interviews provided evidence that program candidates are very satisfied with the feedback they receive and that the program coordinator is very responsive, with program expectations being clear and supportive of candidates. Interviews with leadership and evidence provided by the program indicate that drop out detection is used through Canvas to help increase student success by identifying students at

risk for drop-out. The program coordinator reaches out to any student identified to provide additional support.

Assessment of candidates in fieldwork settings occurs through the completion of fieldwork journals and portfolios. The journals are reviewed by site supervisors regularly with reports to faculty supervisors after 15-20 hours have been completed, or earlier if concerns arise. Feedback is provided to candidates on an ongoing basis for the duration of the fieldwork experience with a portfolio of skills assessed at the end of each site placement.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Teacher Librarian Services Credential Program.

Speech-Language Pathology (SLP): Language, Speech, and Hearing Credential Program

Program Design

The Department of Communicative Disorders and Sciences (CDS) offers a graduate program to prepare speech language pathologists to successfully work in California schools. The credential program is under the leadership of a department chair and a program director, who together ensure that administrative functions, budget, course and clinic scheduling, and supervision of all faculty members are supported and seamless. During interviews, candidates, faculty, and staff expressed satisfaction with program leadership. The SLP credential program is a cohort model with thirty-nine units of core coursework in classroom teaching environments, and twenty-four units of coursework in clinical practicum experiences. Key features include a broad academic curriculum, comprehensive and novel clinical experiences beginning in the first year, and opportunities for candidates to learn and engage in culturally and linguistically diverse communities. The program is designed to be completed in 5 semesters, including a novel graduate early-entry program, and extensive clinical practice. Currently three state and federal grants enable candidates to work directly with faculty on key research investigations. Interviews with leadership, and review of program documents, revealed that the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) voted that the SJSU SLP program be re-accredited for a period of eight years, which is the maximum allowable interval of time.

Course of Study (Curriculum & Field Experience)

The course of study guides full-time candidates through the five-semester cohort with intensive clinical observations, assignments, and monitored self-assessment included throughout the program.

The core courses are: Research seminar in communication disorders; Seminar in phonological disorders; Seminar in neurological disorders; Seminar in language disorders in children;

Advanced practicum in speech pathology; Practicum in audiology; School-age language literacy and social communication; Seminar in motor speech disorders; Seminar in dysphagia; Seminar in cognitive disorders; Aural rehabilitation; Advance practicum in assessment; Advance practicum in speech pathology; Contemporary professional issues; Advanced practicum in assessment/speech pathology; Seminar in fluency; Speech language pathology in cross-cultural society; Clinical management / Field experience in schools; Seminar in voice; Clinical Management/Field Experience in public schools (2); Seminar in Augmentative and Alternative Communication (AAC).

Guided by six comprehensive learning objectives from the Standards of Clinical Competence in Speech Language Hearing, from the American Speech Language Hearing Association, candidates complete a culminating experience with either a master's thesis or a comprehensive examination required for the credential. Upon completion of the program, candidates receive a Master of Arts degree in Education with a concentration in Speech Language Pathology, and a California Credential in Speech and Language Pathology. In addition, the CDS ROADMAP to the degree is well-crafted, and is frequently cited by candidates in interviews.

Assessment of Candidates

Candidates are assessed in a variety of ways from their first course onward. Interviews with candidates reveal a broad range of consistently used faculty designed and individual skill assessments. Courses include midterms, finals, written self-assessments, pop quizzes, oral questioning periods, face to face meetings with faculty and individual candidates, plus arranged candidate study/query groups. An overall B average is required, and faculty offer additional office hours, special sessions, guest speakers, and technology supported quizzes to enhance learning and assist candidates in meeting this expectation. Candidates are aware of the grade expectation, and report taking advantage of many opportunities to learn directly from faculty on grant programs, offsite community activities, attendance at conferences, and interprofessional events on campus. Remedial coursework is rarely required, however, faculty report that candidates who are in need are followed closely, counseled as needed, and directed to appropriate resources. During interviews CDS employers stated the following: "We have had several recent grads from SJSU who now work at our community speech center that serves children with autism. Our current team leader is a SJSU graduate. Your graduates have a strong background in Augmentative and Alternative Communication (AAC). Thank you!"

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 **met** for the Speech-Language Pathology (SLP): Language, Speech, and Hearing Credential.

Pupil Personnel Services School Social Work/ Child Welfare and Attendance

Program Design

The Masters of Social Work (MSW) program is housed in the College of Health and Human Sciences under the leadership of a Program Director, a Director of Field Education, and a Faculty Lead of the Post-Masters PPS Credential. The program offers candidates an MSW and the Pupil Personnel Services Credential (PPSC) Social Work (PPSC-SW) plus the Child Welfare and Attendance (CWA) credential (PPSC-SW/CWA). The program is designed from a “transcultural perspective” which demonstrates respect for cultural sensitivity and awareness, the importance of practicing cultural responsiveness, and promoting social justice. Review of documents indicate and interviews confirm that the PPSC-SW/CWA program is an advanced generalist model which prepares candidates to have a broad education spectrum. This model closely approximates the reality of candidate interactions with and services provided to K-12 students and schools.

The PPSC-SW is designed to prepare candidates to provide services as a school social worker in K-12 public school settings, serving students and families in the spirit of cultural humility, self-reflection, and understanding the dynamics of power and privilege. Interviews revealed the goal of the PPSC /CWA is to provide equity and access to a meaningful education for all K-12 students. The strategies learned as part of the PPSC/CWA is to help promote academic success through improved attendance, dropout prevention and coordinating classroom supports such as Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) services. Documents reveal that changes over the recent two years include hiring a new program director and additional adjunct faculty members in 2018. One additional change was the discontinuance of the online/hybrid MSW program created as an alternative to pursuing the PPSC-SW. Documents revealed that due to complications and low attendance, this option was phased out. Candidates interested in an online platform are now referred to the hybrid/online Post Masters PPSC-SW program.

Course of Study (Curriculum and Field Experience)

Interviews with leadership and faculty plus documents reviewed reveal that there are two pathways for earning the PPSC-SW/CWA Credential at SJSU. One is as an on-campus option available to current candidates who meet the program qualifications and complete a 60-unit program inclusive of coursework, and 1000 hours at multiple internship placements. The second is a Post Masters, online option available to individuals who previously earned the MSW from another accredited institution. Post Masters candidates complete a total of 10-units including coursework plus field experience if they have not yet met the field experience requirements.

Interviews reveal that the PPSC-SW on-campus program admits candidates once a year and the Post MA PPSC-SW admits candidates two to three times annually. Currently there are 30 PPSC-SW on-campus candidates and 80 Post-Masters PPSC-SW online candidates. Interviews with candidates, faculty, and leadership indicate that it typically takes PPSC-SW on-campus

candidates two years to complete the course of study when attending full-time and three years to complete as part-time candidates. The Post MA PPSC-SW program typically takes one year to complete.

Interviews with candidates and faculty indicate that candidates complete a learning agreement in collaboration with the field instructor (FI) to outline learning experiences for the field practicum that are aligned with the curricular goals of the program, the CTC Standards and the Council of Social Work Education (CSWE). The learning agreements create a framework for the field experience which will be assessed at the end of the field experience to determine if each candidate satisfactorily fulfilled their learning agreement.

Interviews with administration confirm the regular practice of training all field instructors regarding the program design, use of documents, and the online evaluation system of candidates prior to being assigned to work with candidates. Further, the interviews indicate that quarterly meetings are held with program faculty and field instructors to discuss placements, student performance, and implementation of any program improvements. Interviews with the program leadership indicate that data is collected from field instructors and candidates to inform the student placement process and determine if any additional growth support is needed for program field experience candidates.

The field practicum component of the program is comprised of 1000 hours completed in two placements over the two-year duration of the program. First year candidates are required to be supervised by a field instructor with an MSW who has a minimum of two-years post-graduate experience. The field instructor for the second year must hold both the MSW and PPSC-SW for at least two years. During the supervised field experience, candidates attend a weekly supervision session with the field instructor to discuss reflections, delivery of services and further skill development. Documents reviewed revealed a required assignment in field practicum which was a process recording made by candidates, based on assigned cases. This mentoring tool is used by the field instructor to provide useful feedback for candidates. Interviews with program faculty, program completers, and the completer surveys confirm that candidates received knowledge and skills they needed to be effective in their role as a school social worker and child welfare and attendance personnel.

PPSC-SW/CWA completer interviews confirmed they completed two field experience placements and that the program is relevant and more than adequately prepared them for employment. Interviewees stated they felt “well-trained and supported, the program was well-organized, and the faculty was invested in their success and responsive to their feedback and questions.” Interviewees revealed that the program effectively prepared them for coursework and fieldwork beginning at the pre-meeting where the requirements were clearly articulated. Interviews with candidates indicate that support from the site supervisor was available during weekly meetings along with assistance during monthly meetings with the field instructor.

The PPSC Social Work interviewees who also earned the Child Welfare and Attendance (CWA) specialization, indicated that the information learned has benefitted them tremendously. They stated that they are confident in addressing attendance concerns with K-12 students and their families and making informed contributions during meetings and home visits.

These interviewees stated that they feel they are making a difference in the lives of the candidates and families as evidenced by the “targeted intervention and support” they provide. As an example, interviewees cited success in targeted interventions including “focusing on improved attendance, improvement of grades, addressing social services needed by families, and increased socialization or a decrease in certain behaviors.”

Interviews with administration indicate that the PPSC SW/CWA candidates have an impact on the children and families they work with. These are the most vulnerable members of the population identified as LGBTQIA+ children, foster youth, immigrant children and families, vulnerability based upon a history of marginalization, low social economic status, homelessness or disability/ability status. Interviews reveal that the learning agreement lists proposed services to be delivered to clients during the field experience. Examples of impact by the PPSC SW/CWA candidate upon the life of children and their families is evidenced by interviews and documentation which reveals client improvement in social/emotional growth, reduction in self-harming or threatening behavior, positive response to psychoeducation and/or improved attendance.

Assessment of Candidates

Completer data, completer interviews, and program documents revealed that PPSC School Social Work/CWA candidates are evaluated throughout the program. Assessing student performance, understanding, and competence are a standard practice in coursework and the field experience. Program completer, completer data, and program documents indicate that assignments are found in the form of application of theories to real-world scenarios and cases, exams, papers, and collaboration.

The candidate performance assessments include criteria for program completion established by the Commission on Teacher Credentialing. Program coordinator interviews revealed that candidates are evaluated by their field instructors (FI) and faculty field liaisons (FFL) who, together determine if the candidate has satisfied the requirements for field practicum. Interviews indicate that the School of Social Work PPSC faculty determine if candidates will be recommended for the PPSC Credential based upon successful completion of program goals, CTC Standards, and the Standards established by the Council of Social Work Education (CSWE). Post-Masters PPSC candidates having already earned their MSW prior to matriculating to SJSU, are completing the coursework and fieldwork hours to earn the PPS Credential.

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 San José State University Pupil Personal Services -School Social Work and Child Welfare and Attendance Program.

Pupil Personnel Services School Counseling/ Child Welfare and Attendance

Program Design

San José State University (SJSU) is a member institution of the broader California State University (CSU) educational system. The Department of Counselor Education is located in the Connie L. Lurie College of Education. The department underwent personnel changes and addressed the transition to new leadership by appointing a new program chairperson. As of January 2018, the department chair plays an integral role in the oversight of faculty and staff hiring and retention, department budgeting and participation on the dean's council of chairs committee. The chair was also assigned the position of new graduate fieldwork coordinator. The Pupil Personnel Services (PPS) School Counseling Credential program prepares candidates to perform duties as K-12 school counselors. The Counselor Education Department offers candidates the following program options: 1) Master of Arts (MA) degree in Education, Concentration in Counseling & Student Personnel; 2) Master of Arts degree in Education, Concentration in Counseling & Student Personnel, with a Pupil Personnel Services (PPS) K-12 School Counseling Credential; and 3) Master of Arts degree in Education, Concentration in Counseling & Student Personnel, with a Pupil Personnel Services (PPS) K-12 School Counseling Credential and a Child Welfare and Attendance (CWA) authorization. Based on the degrees and/or credentials earned, graduates can work as counselors in K-12 schools, community-based organizations, and/or postsecondary education settings.

Candidates working toward the MA degree and the PPS in School Counseling (PPS-SC) (54-units) will be prepared to seek employment in the K-12 public school system upon graduation. Candidates who wish to develop specialized skills in working with children and families to promote academic success through improved attendance, dropout prevention, and addressing additional challenging, consequential factors, will complete 63 units for the MA degree, the PPS in School Counseling plus the Child Welfare and Attendance specialization (PPS-SC/CWA).

Interviews with employers indicate their whole-hearted satisfaction with the field experience candidates and their advanced skill set which was observed upon program completion. Employers indicated that PPS-SC candidates routinely articulate a sense of mission and vision for positive outcomes for the K-12 students they work with daily. One interviewee stated, "they are able to apply curriculum precepts immediately upon employment" and another stated "the PPS-SC students come with great preparation and understand the cultural needs of students as well."

Employer interviews revealed that they have established “great relationships” with the PPS-SC department leadership, and feel comfortable providing feedback via the field instructor (FI) who is at the school site often. The confidence in the PPS-SC candidate is also supported by the evidence of competence demonstrated during the year-long field experience served at the employers’ sites.

Interviewees indicated that the candidates have a positive impact on the lives of the students and families with whom they work. The interviewees stated that the PPS-SC candidates have conducted pre- and post-assessments of K-12 students to assess their levels of depression and anxiety and then provided interventions to address their fears allowing them to focus on academic achievement.

Advisory board interviewees indicated they are invested in the success of the PPS-SC program and candidates. Many are graduates of the program themselves. Interviews revealed they meet 1-2 times per year and also over the summer to discuss the pending PPS-SC standards revision. Interviewees indicated they previously discussed the different pathways the SJSU program provides to earn the PPS-SC and the Child Welfare and Attendance specialization or specialization in higher education. The overall sentiment of the Advisory Board is that their influence on PPS-SC is circular in nature; each contributing and supporting the students with insight, evaluation, and guidance. Interviewees concur the PPS-SC program is a “model of continuous growth and collaboration” important for both the candidates and the community.

Course of Study (Curriculum and Field Experience)

Interviews and documentation revealed the program is currently operating under a non-cohort model that seeks to offer flexibility to its candidates by providing attendance of the semester-length courses on a part-time or full-time basis. If candidates attend full-time, the program takes two years to complete. In the last two years, a research component was added to the program requirements. Candidates must now take the Research in Counselor Education course.

Program documents revealed candidates pursuing the MA degree and the PPS-SC credential will complete an 18-course program inclusive of six prerequisite/foundational courses and advanced courses comprising the 54-units needed to meet all requirements. Nine of the units represent the supervised fieldwork component of the program. PPS-SC candidates complete a total of 100 hours of Practicum, non-counseling hours, in advance of completing the 600 hours of supervised fieldwork at two grade-levels. Candidates interested in adding the CWA specialization must also complete an additional nine units, which include two courses (*EDCO 285 Trauma Counseling and Crisis Intervention* and *EDCO 293 Practicum in Child & Substance Abuse*) plus an additional 150 hours of supervised fieldwork.

Interviews revealed candidates are apprised of the full set of fieldwork requirements by attending a mandatory orientation session with the fieldwork coordinators. The orientation provides information about prerequisites including foundational courses, TB testing, mandated

reporter training, liability insurance, as well as the roles of the university supervisor and site-supervising counselor. Candidates also learn of the commitment of fieldwork hours at a partnership institution with which the university has a current memorandum of understanding (MOU). Additionally, candidates plan their course sequence based upon full-time or part-time enrollment and what additional requirements are necessary if pursuing the Child Welfare and Attendance specialization.

PPS-SC completer interviews revealed a consensus of thought that understanding the positive effect of having school counselors of color within culturally and ethnically diverse schools is important “. . .for the K-12 students to see people who look like them, who are passionate about their work and who are in leadership roles.” Interviews indicate the present-day concerns about equity and social justice is a hallmark of education in the PPS-SC program as there is a focus on cultural awareness, sensitivity and developing competence.

Candidate and program faculty interviews revealed a continuity between the coursework preparation and direct application to fieldwork practice. Candidates stated they were able to use risk assessments, safety plans, discussion of confidentiality with K-12 students, lesson planning and other evidence-based interventions during their field experience.

Administrator interviews and program documents indicated data was used to inform curriculum enhancement and program changes. An example is the use of the course learning outcomes (CLOs). Interviews indicated that based on the CLOs and the PPS credential standards, faculty members make changes to their courses to support the relevance of content, assignments and course offerings as is the information gleaned from student feedback surveys.

Additionally, program administrator interviews indicated TaskStream is used to collect data via the signature assessments submitted by the PPSC-SC/CWA program candidates and the results help inform curriculum revisions. Per these administrator interviews and program documents, it is evident this program is data-driven and uses the findings to inform program improvement.

Assessment of Candidates

Completer data, completer interviews and program documents revealed PPS-SC School Counseling/CWA candidates are evaluated through the Pupil Personnel Services Credential Standards document used during the field experience. Assessing student performance, content understanding and assessing skill competence are a standard practice in graduate courses and the field experience. Institutional data indicated that completers met or exceeded statewide data when asked if they were evaluated through formal (e.g. exams, papers) and informal (e.g. participation, collaboration) work.

Additionally, candidate interviews and institutional data, indicated completers met or exceeded statewide data when asked if their educator program was able to connect them to appropriate fieldwork experiences that allow them to work more effectively in their professional role.

Candidate interviews revealed the program has been responsive to their process questions and requests for clarification. Candidate interviews revealed candidates feel “very happy to be in this program.”

Program completer interviews and program documents indicate candidates are evaluated using course instructional rubrics in the “early stage” and “midpoint” of their program by faculty members and in both the early stage and midpoint by their advisors whose responsibility it is to determine whether candidates are meeting standards for program continuance. At the exit review candidates are evaluated based upon their field experience performance, transcript and PPS-SC worksheet which are instrumental in informing fieldwork supervisors, university supervisors, advisors and the department chair in determining graduation and recommendation for the credential.

Administrator interviews revealed a multi-year, U.S. Department of Education, grant funded project, GEAR UP, was instrumental in the PPSC-SC/CWA department community collaborative effort to ensure access to college for local high school students. Interviews revealed data was used to inform curriculum changes regarding college and career readiness.

Administrator interviews indicated a partnership project between the PPSC-SC/CWA program and a school district provided an opportunity for candidates to work with low-income students by providing counseling services. Data recorded from this project helped inform curriculum on trauma-informed care for the PPSC-SC/CWA candidates.

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 San José State University PPS-School Counseling and Child Welfare and Attendance program.

Bilingual Authorization Program

Program Design

The Bilingual Authorization (BA) in Spanish is integrated into the Multiple Subject Credential Program (MSCP); it is not a stand-alone program or added-on set of courses. Because of this, the structure of this program is almost identical to the MSCP with a few exceptions which will be outlined in this report.

The Teacher Education Department (TED) is one of six departments within the Lurie College of Education at San José State University (SJSU). The department includes the Multiple Subject Credential Program (MCSP) and the Single Subject Credential Program (SSCP). Each program includes intern and traditional student teaching pathways. Additionally, the MCSP includes a bilingual authorization option.

The TED department chair is the organizational leader of the MSCP. The BA program is led by a program coordinator, otherwise leadership and administration for the BA program is the same as the MSCP program. The MSCP has a program advisor that focuses on recruitment and advisement of credential students as well as a program coordinator who focuses on student support throughout the program. The program coordinator for the MSCP also serves as the CalTPA coordinator. Additionally, the MSCP has its own field placement coordinator. The hiring of supervisors and the field placement of candidates in the Bilingual Authorization program is facilitated by the TED.

Communication among leadership occurs at the monthly TED faculty meetings. Leadership of the BA program participates in these meetings and reports back to faculty in the program. The structure of coursework and field experiences is the same as the Multiple Subject Credential program in that it is typically a three-semester program, with the first semester consisting of foundation courses followed by phase I and phase II of student teaching. Candidates' first semester consists of foundational courses designed to prepare them to step into their field experiences. As they move into their second and third semesters, they take fewer university seminars to make room for their field experiences. The notable difference for bilingual authorization candidates is that their field placement takes place in bilingual or dual language classrooms. Additionally, candidates' supervisors are bilingual as well.

External stakeholders are consulted through TED advisory board meetings that meet yearly, as well as through partnerships created with school districts and community members. Program leadership attends Bilingual Coordinator Network meetings four times a year in Sacramento. Leadership also meets with assistant superintendents and bilingual principals in the local school districts yearly.

Course of Study (Curriculum and Field Experience)

BA candidates follow the same course sequence as the traditional multiple subject program which is The MSCP follows a three-semester sequence. The first semester includes foundation courses which introduces them to the fundamentals of teaching while providing formative feedback to prepare them for their fieldwork. The second semester, called phase I, consists of 280 hours of student teaching and a seminar in addition to course work. In semester three, or phase II, candidates teach full-time (400 hours per document review). They also take one course along with their field work seminar. Part-time options are available which extends the program by 4-5 semesters.

Foundation courses consist of courses in psychology, health and special education, language and literacy, and multicultural education. Each foundation course has a signature assignment aligned with teaching performance expectations. Program leadership ensures BA standards are met in the following ways:

1. Extra readings, often in Spanish
2. Small group course discussions in Spanish

3. Written assignments in Spanish
4. Feedback from instructors in Spanish about candidates' language proficiencies

According to program leadership, BA candidates complete the same signature assignments as other candidates but do so through the lens of bilingual education. Additionally, these assignments are written in Spanish. After a thorough review of documents, particularly course syllabi and bilingual program seminar agendas, it was confirmed that the bilingual authorization program standards are imbedded within course work through signature assignments and additional assignments including lesson plans, collaborative work and bilingual field placements.

BA candidates are purposefully placed in courses with other BA candidates to facilitate collaboration in Spanish. When there are enough students for a cohort, the bilingual candidates are placed in a separate section that is facilitated primarily in Spanish. Interviews with BA candidates in phase I and phase II of the program indicated that they have some opportunity to collaborate in Spanish with other BA candidates in their courses. Candidates in phase I shared that their language acquisition course (EDTE 262) was taught entirely in Spanish. Candidates also mentioned that program administration is in the process of creating a repository of academic resources in Spanish to use throughout the program.

BA candidates are placed in bilingual or dual immersion settings and are observed by a Spanish-speaking university supervisor for a minimum of six times in both phase I and phase II of student teaching. Interviews with candidates and supervisors confirmed that all credential candidates participate in semi-weekly seminars led by faculty and university supervisors to debrief on student teaching experiences and for support with CalTPA. According to program leadership, these seminars are used to delve into topics at a deeper level and address topics and program standards unique to the bilingual teaching candidates. Two of the seminars are co-planned and devoted to intersect with the special education department. Four sessions are devoted to site visits with partnering districts. These seminars are held in Spanish.

Assessment of Candidates

In the MSCP the candidate assessment system is aligned to five key transition points. These transition points are (1) admission to the program; (2) entry into phase I student teaching; (3) entry into phase II student teaching; (4) successful completion of the program; and (5) recommendation for credential.

Interviews with program leadership indicated and documentation confirmed that BA candidates have an additional requirement of an essay written in Spanish for admission to the program (transition point one). Assessments are conducted throughout the program with signature assignments (completed in Spanish) which are designed to provide formative feedback in both content and language proficiency. Another candidate assessment tool is the TED Framework for Learning which identifies proficiency indicators and targets for progress through the credential

program. Leadership has explained that this rubric serves as a formative and summative assessment and it reflects the college's mission and vision. As confirmed in the credential recommendation description, BA candidates also have an additional check point at transition point three in that they need to have a passing score on the CSET LOTE III Spanish. Optional language proficiency sessions, led by program faculty, are provided in Spanish two times per semester to support candidates' target language proficiency.

Candidates in the BA program are required to successfully complete the CalTPA Cycle 1 during phase I of student teaching. Candidates need to pass Cycle 1 and be in good academic standing in order to progress to phase II of student teaching. In phase II candidates complete Cycle II of the CalTPA. If a candidate does not pass CalTPA, the candidate reaches out to CalTPA coordinator for MSCP program. Program leadership explained that while reflections for the CalTPA need to be written in English, some lessons, student work, and transcription can be in Spanish.

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, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Bilingual Authorization Program at San José State University.

Reading and Literacy Leadership Specialist Credential Reading and Literacy Added Authorization

Program Design

The Literacy Across the Curriculum for a more Equitable Society (LACES) program at San José State University (SJSU) leads to a Master's Degree and a Reading and Literacy Leadership Specialist credential or added authorization. The program is designed to attract candidates who hold an undergraduate or a graduate degree in multiple or single subject to advance their knowledge and become highly effective educators/teachers in reading and literacy. Leadership for overall program design is in the hands of the chair of the teacher education department, a graduate program coordinator, and a coordinator. Interviews with program candidates lauded the program leadership's design of the program and willingness to be available for any concerns and/or celebrations.

The program's design, rationale, and coordination are structured to cover literacy methods, Reading Instruction Competence Assessment (RICA) content, and a "deeper, richer understanding of literacy research." The last three semesters of their program, candidates take a series of courses on research methodology to systematically engage in a self-study of literacy practices in their own classroom. Interviews with recent candidates referenced the relevant coursework tied to their own classroom practice noting, "I feel like a genuine researcher," and "I love teaching reading in my class and freely share my 'secrets to success in teaching reading.'"

Course of Study (Curriculum and Field Experience)

The program consists of eight university seminars, and two seminars of clinical practice over five semesters of part time study. The coursework prepares the candidates, most of whom are already teaching classes in public schools in the area, by engaging them to analyze research on literacy instruction to deepen their understanding of classroom practices and to strengthen their use of assessment data to guide instruction. Interviews with candidates confirmed the use of assessment data within their classroom practices or the within the classrooms of their peers. For example, one candidate noted the ability to support K-12 students with understanding and reflecting upon their own reading processes through use of Retrospective Miscue Analysis (RMA) protocol. All candidates lauded the program for the influence it had both on their own teaching practices and their leadership skills in the sharing of reading instruction with colleagues.

The program offers the following courses of study in elementary and secondary education: Becoming a Reader at Any Age; Developing Academic Language for Reading Across the Curriculum; Writing Across the Culture and Curricula; Learning in a High-Tech Environment; Ongoing Assessment; Case Study; Research Methods in Education; Leadership, Literacy, Politics, and Program Evaluation; two Semester-long Practicum and one Special/Capstone Project.

Assessment of Candidates

The candidate assessment system is aligned to four transition points: (1) admission to the program; (2) completion of the University Graduate Writing Assessment Requirement (GWAR); (3) completion of the clinical assignments; and (4) successful completion of the program. Successful completion of the program includes completing a portfolio of embedded signature assignments based on the standards. Review of documents and interviews with candidates confirm that support is provided by two full time, and five part-time university instructors who teach the courses, visit/observe in candidates' classrooms, administer the pre-determined assessments, teach the research methods needed for the reading projects, and guide their final classroom projects.

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, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Reading and Literacy Leadership Specialist Credential and the Reading and Literacy Added Authorization Programs at San José State University.

Induction Education Specialist

San José State University's (SJSU) Induction –Special Education Program in the Connie L. Lurie College of Education was approved in March 2016 and has not accepted candidates since January 2019 according to documents previously submitted and confirmed by interviews. On

February 21, 2020, the program was approved by the Committee on Accreditation for Inactive status.

SJSU is currently not accepting candidates and the six remaining candidates will complete the program on May 31, 2020. During the site visit interviews were conducted with candidates, completers, supervisors and the department chair to verify that candidates will continue to receive support through the end of the program. Once candidates complete the Induction program, SJSU will submit a request to have the Induction program withdrawn from the Lurie College of Education.

Preliminary Administrative Services Credential Program

San José State University's (SJSU) Preliminary Administrative Services Credential Program and Intern Administrative Services Credential Program at the Educational Leadership Department in the Connie L. Lurie College of Education currently has an approved inactive status since June 1, 2019.

Interviews and documents verified the Preliminary Administrative Services Credential Program is currently not accepting candidates. SJSU's Educational Leadership Program is being rewritten to address the leadership needs of higher education institutions in Northern California by starting a Master's Degree Program in Higher Education Leadership. The new Emancipatory School Leadership Program is scheduled to launch in Summer 2020 but will not offer a Preliminary Administrative Services Credential or Intern Administrative Services Credential program.

SJSU reported, and it was verified through interviews and documents, that the last cohort of candidates for the Preliminary Administrative Services Credential Program completed coursework in May 2019. Candidates are fulfilling the teaching requirement to be recommended for the credential. Candidates have been informed of the completion requirements and staff indicated they are committed to supporting candidates with completing the final requirements. Once candidates complete the teaching component, SJSU will submit a request by June 2021 to have the Preliminary Administrative Services Credential and Intern Credential program withdrawn from the Lurie College of Education.

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 |

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| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | Team Finding |
| 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 review team found that San José State University (SJSU) has the infrastructure in place to operate effective educator preparation programs. The unit has instituted a research-based vision for teaching and learning that emphasizes respect and appreciation for diversity, promotion of equity and access, excellence through scholarly activity, and reflection on professional practice, continual professional and personal growth. The unit head shares the vision through strategic planning, workshops, and other cross-program events and continues to build consensus. Interviews with program leadership and reviews of program websites indicate that the visions of individual programs are broadly reflective of these values—even if the labels are different.

Through department meetings, curriculum planning meetings, and a range of other within- and between program structures SJSU tenure-line and adjunct faculty are actively involved in the organization, coordination, and decision making of all programs. Stakeholders, including school district personnel and other employers, regularly provide input that influences the design and improvement of programs. Employers, in particular, find SJSU to be a great partner in improving education through its educator preparation programs. Review of faculty survey data from across programs indicates frequent collaboration in P-12 settings (e.g. field supervision, provision of professional development, research in schools), collaboration across programs (e.g., unit level strategic planning; cross-campus workshops), and engagement with the community (e.g., program advisory boards) to improve educator preparation. Units are sufficiently resourced and well regarded for their mission and outcomes by the senior leadership of the university. With the support of senior university leadership, unit leadership has the authority to address the needs of educator preparation programs spread across multiple colleges and schools. Interviews and a review of job postings confirm that the institution employs only qualified persons to instruct candidates in educator preparation programs. Although the credential recommendation process begins in the programs, the unit credential analysts ensure that candidates recommended for a credential have met all requirements.

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|--|---------------------------|
| 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> |

| Common Standard 2: Candidate Recruitment and Support | Team Finding |
|--|---------------------|
| 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

The requirements for admissions use multiple measures and are clear and available online, in print, in candidate handbooks, and at information and orientation sessions. Ongoing recruitment activities are spearheaded by the director of the Student Success Center and include: targeted recruitment efforts to recruit more male students for the elementary school teaching profession and more female students in science, technology, engineering, and math fields; the Celebration of Teaching event in partnership with local schools, which provides recognition and scholarship money for admission to a Lurie College of Education program; a collaboration with the Bay Area Community College Teacher preparation program, which serves to increase diversity; organized Cafecitos to recruit students for bilingual education pathways; and information sessions that are conducted by faculty at K-12 site visits, conferences and professional development events. The diversity of candidates speaks to the results of these recruitment efforts. Candidates interviewed across all programs reported appropriate personnel were identified to provide advisory support and assistance throughout the program to ensure completion. Monitoring of candidate progress guides advisement to support candidates. Candidates in initial teacher education programs are regularly provided completion status updates via the program coordinators. Each program has resources (advisors; tutoring; student success center; program office resources) to support candidates who need additional assistance to meet competencies.

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

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

Candidates develop and demonstrate knowledge and skills to work with P-12 students through a sequence of coursework which is integrated with fieldwork and clinical experiences to provide a comprehensive program. A planned sequence of coursework and clinical experiences in all credential programs prepares candidates in strong foundational knowledge, theory, and practice. Teacher candidates learn specific methodologies and are given opportunities to practice what they learn in supervised settings with P-12 students. Credential candidates complete field experiences in a school setting supervised by a teacher qualified in the content area or who holds a service credential. Many of

the site-based supervisors are San José State University (SJSU) alumni and have long-standing relationships with the SJSU faculty and staff. Confirmation of a collaborative effort to select and match site-supervisors with candidates was confirmed in interviews with local school district employers. Site-based supervisors are selected based on specific qualifications, including a minimum of three to five years' experience, and are trained and oriented to the supervisory role in a systematic manner. All candidates are placed in diverse settings where the curriculum aligns with the California adopted content standards. In interviews, candidates described opportunities to work with diverse students, to serve their communities, and to develop relationships with families and other educators during their fieldwork and clinical experiences.

| 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 as well as data reflecting the effectiveness of unit operations to improve programs and their services. | Consistently |
| The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation. | Consistently |

Finding on Common Standard 4: Met with Concerns

Summary of information applicable to the standard

The education unit has developed and is beginning to implement 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. The first set of findings for the Continuous Improvement System will be later in the spring of 2020, so was unavailable at the time of the site visit. This comprehensive system includes program findings on signature assignments aligned to Teaching Performance Expectations, Program Learning Outcomes, survey information, input from stakeholders as well as candidates.

A director of assessment and accreditation has been hired by the unit. This person has made connections across all credential programs regardless of the school in which they reside. Faculty reported tremendous satisfaction with the work of the director. They noted how much they had learned about assessment—how to implement assessments, compile data and utilize results. Unit faculty are now working together on discussions about how to more effectively

gather data from all programs into a system where themes and patterns might be discerned for improvements at the unit level.

Program faculty and leadership provided multiple examples of how data informed decision making about curriculum, field placement and student support. One example from Teacher Education was in regards to a study of candidates who had been disqualified. Certain common characteristics of unsuccessful candidates surfaced and were targeted for intervention. A decision was made to be more intentional with articulating dispositions in all courses and earlier identification of dispositions that might cause an impediment to a candidate’s success. Strategies to intervene include, the use of Student Support Center, conversations with faculty, and connections with needed resources.

The unit supports the programmatic continuous improvement process through summer stipends, ongoing meetings with the Director of Assessment and Accreditation, and monthly chair meetings with continuous improvement as an ongoing topic. Programs utilize input from advisory boards as well as completer surveys through the California State University system and the Commission on Teacher Credentialing.

Rationale for the Finding

If the standard asked for a comprehensive continuous improvement plan, this part of the standard would have been met. Since the continuous improvement system will not have data available until after the site visit, the team was unable to confirm the complete process and results. As there has been no “closing of the loop” of the plan, the team recommends that a follow up report to the COA be made that indicates how the plan identified “program and unit effectiveness” and made “appropriate modifications based on findings.”

| 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

Program reviewers indicated and interviews confirmed that each program ensures candidates preparing as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. It was clear from interviews with employers that they seek San José State University (SJSU) program completers because of their knowledge of the community, in all its diversity. Each program has a list of assignments and assessments they use to demonstrate competence. These include observations of evaluations of clinical practice as well as Teaching Performance Assessment data, CTC program completer surveys and CSU surveys. Institutional administration indicated resources and support for the work of the unit in this area.

The unit and its programs have a variety of initiatives that demonstrate extensive partnerships with local districts, such as advisory boards, the Future of Learning, STEM Summer Institute, Celebration of Teaching and Learning Showcase. Partners provide feedback to the unit on areas of programs that are working well and areas where attention may be needed. As a part of next steps for growth and development in the unit, discussions around how to evaluate and demonstrate programs are having a positive impact on “teaching and learning in schools that serve California’s students” will take place. Faculty and institutional administration noted that this discussion needs to broaden beyond a reporting of test scores and may include some other measures such as reflective nature, so teachers consider which students were engaged in the lesson and achieved the learning goals.

The dean of the Lurie College of Education has established strong professional networks in the region, meeting regularly with district and county superintendents, and other personnel. This spring the dean will convene an advisory board at the unit level for further formal and informal input from the region the university serves on candidate performance in the field to include their impact on student teaching and learning.

INSTITUTION SUMMARY

The strengths of the programs at San José State University were expressed in multiple interviews by a variety of stakeholders including current candidates, faculty members, and employers. The continuous reference during interviews to the extensive partnerships and networking with the K-12 community were noted as valuable to both the university and the K-12 schools and districts. One additional strength evident in all programs was the comprehensive preparation of candidates. The excellent preparation of candidates was supported in repeated statements from employers who indicated that the SJSU completers were first on their list to interview when they had a need for new teachers.

One area for growth is the need for a system to track and ensure continuous improvement across the unit. A plan has been developed by SJSU for a continuous improvement process but full implementation across the unit is pending.