

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

Professional Services Division

May 2020

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	6	0	0
Preliminary Single Subject	6	6	0	0
Preliminary Education Specialist Mild/Moderate	22	22	0	0
Preliminary Administrative Services, w/Intern	9	9	0	0
Bilingual Authorization	6	6	0	0
Agriculture Specialist	12	12	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: California Polytechnic State University, San Luis Obispo

Dates of Visit: March 1-4, 2020

Accreditation Team Recommendation: Recommendation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
March 2012	Accreditation
April 2011	Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All General and all Program preconditions are aligned.

Program Standards

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

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all Common Standards are **Met** for California Polytechnic State University, San Luis Obispo.

Overall Recommendation

Based on the fact that the team found all Common Standards to be met and all standards for all programs to be met, the team recommends **Accreditation**.

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

Preliminary Multiple Subject
Preliminary Single Subject
Preliminary Education Specialist Mild/Moderate
Preliminary Administrative Services with Intern
Bilingual Authorization
Agriculture Specialist

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- California Polytechnic State University, San Luis Obispo be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- California Polytechnic State University, San Luis Obispo continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Documents Reviewed

Common Standards submission
Program Review submission
Common Standards addendum
Program Review addendum
Course syllabi and course of study
Candidate advisement materials
Accreditation website
Faculty vitae
Sample candidate assignments
District MOUs

School of Education internal toolkit
Candidate files
Assessment materials
Candidate handbooks
Performance expectation materials
Preconditions responses
edTPA results and analysis
Recruitment materials
Clinical practice documentation
Commission dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	137
Completers	51
Employers	17
District Partners	31
Institutional Administration	6
Program Coordinators	18
Faculty	33
Assessment Coordinators	6
University Supervisors	39
District Supervisors	42
Credential Analysts	2
Advisory Board Members	21
Committee on Equity and Inclusion	7
Personnel and Recruitment	3
Other	5
TOTAL	418

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

Background Information

California Polytechnic State University, San Luis Obispo is located on California's Central Coast, about halfway between Los Angeles and San Francisco. The location gives students access to opportunities for hands-on research in agriculture, winemaking, and distinctive coastal ecosystems as well as close proximity to tech, industry, and the culture hubs in Southern California and the Bay Area. Given California's status as a world leader in many areas and industries, students have an opportunity to do work that makes an impact around the globe.

The university consistently receives high rankings from major publications. For the past 27 years, the university has been named the best public, master's-level university in the West by U.S. News and World Report. Forbes also continues to name the university the top public masters-level university in California and one of the Top 25 public and private universities in the West.

Education Unit

Housed within the College of Science and Mathematics (CSM), the School of Education (SOE) closely links education, math, and science faculty with school educators on curriculum, instruction, and supervision; applied scholarship; and service to teachers, schools, and the profession. In addition to housing the SOE, the CSM also houses the Center for Engineering, Science and Mathematics Education (CESaME) and the department of Liberal Studies, which provides subject matter preparation to undergraduates who aspire to teach in the elementary grades. The Preliminary Multiple Subject, Single Subject, Education Specialist, and Administrative Services programs and Bilingual Authorization are housed in the CSM. The Agriculture Specialist program is the only program not included within the SOE and is housed in the Agriculture Education and Communication Department within the College of Agriculture, Food and Environmental Sciences (CAFES).

The SOE is a small unit with only 2-4 full-time/tenure track faculty per program. Program coordinators serve a critical role by coordinating and facilitating the efforts of disparate part-time and adjunct instructors and clinical practice supervisors. Additionally, the SOE utilizes a significant staff team to support operations and functions across all programs in order to ensure that faculty efforts can be more devoted to direct student support and classroom instruction.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Preliminary Multiple Subject	52	42
Preliminary Single Subject	58	56

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Preliminary Education Specialist Mild/Moderate	15	10
Bilingual Authorization: Spanish	21	30
Preliminary Administrative Services, with Intern	9	10
Agriculture Specialist	22	16

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject and Preliminary Single Subject

Program Design

Program coordinators in the Multiple Subject Teacher Education Preparation (MSTEP) and Single Subject Teacher Education Preparation (SSTEP) programs oversee the day-to-day leadership of the programs. Interviews confirm program coordinators oversee the scheduling and leading program-level meetings on a bi-weekly basis; disseminating updates and efforts from the coordinating council to faculty members in the program; advocating for program needs to the director and to the coordinating council; providing leadership for admissions, curriculum development, course scheduling; and, selection of adjunct instructors and clinical practice supervisors.

The SOE director and faculty presentations, as well as program coordinator interviews, confirm the structure of the unit and the programs. The coordinators clearly serve a critical role in coordinating and facilitating the efforts of an array of part-time and adjunct instructors and clinical practice supervisors necessary to meet programmatic goals. Additionally, the SOE utilizes a significant staff team to support operations and functions across all programs. Interviews with faculty, staff, cooperating teachers, and program completers confirm support staff enable program design allowing faculty to devote their efforts to direct candidate support and classroom instruction.

Course of Study (Curriculum and Field Experience)

MSTEP and SSTEP candidates progress through the curriculum in a cohort model over three quarters of enrollment, frequently referred to as Clinical Practice I, II and III (CPI, CPII and CPIII). The theoretical approach of the program reflects the university's "Learn by Doing" philosophy and commitment to diversity, equity, and inclusion (DEI), with these core approaches embedded across all courses.

Program documentation and coordinators confirm that the MSTEP and SSTEP programs are frequently referred to as 'residency-like' because candidates participate in significant field-based experiences that progress in application of theory to practice. In the MSTEP program, the program design requires candidates to meet a set of prerequisite courses that serve as a foundation for the core courses of the program. In the SSTEP program, candidates participate in an 'early start' session that provides critical foundation.

A unique feature of the MSTEP and SSTEP programs referred to by candidates and district partners include the opportunities to participate in mock IEP meetings to provide an experience

of administration of assessments, data analysis, creation and presentation of reports to determine a plan of instruction for a student. Similarly, candidates participate in mock-interviews with district HR personnel, school principals and other school leaders to practice how to articulate their philosophy of teaching, approaches to lesson planning, and delivery of differentiated instruction designed to address diverse students' needs.

The curriculum is further anchored, across both credential programs, in the Clinical Practice Observation Rubric, based on the Danielson framework, which provides shared language and outcomes across programs.

Candidates in the MSTEP and SSTEP programs confirm learning about high-leverage teaching practices (HLPs) designed to help students learn content taught in their courses and using these approaches when planning and teaching lessons. Candidates also confirm feeling confident implementing norms and routines in classrooms, leading discussion groups, explaining and modeling content and strategies, and eliciting students' thinking, among other things.

Alignment between coursework and fieldwork is further created via workshops provided by faculty to university supervisors and cooperating teachers. These stakeholders receive an initial orientation and training, as well as ongoing support through quarterly workshops, online modules, bi-weekly newsletters, and a podcast series. This training emphasizes the Clinical Practice Observation Rubric, developing shared language and expectations, and support for coaching and mentoring candidates. Additionally, these workshops help create a closer relationship between the cooperating teacher and the SOE as well as create a shared language among all stakeholders.

In the SSTEP program, recent changes to the program have resulted in a year-long placement for candidates that starts at the beginning of the school year. Whereas in the MSTEP program, candidates participate in one placement during CPI and CPII, and a separate placement during CPIII. Program coordinators, cooperating teachers, and employers confirm that these clinical practice experiences have brought about candidates developing stronger relationships within the school community. They also participate in professional learning communities from the onset and the change overall has created a positive school culture for everyone.

For candidates in the MSTEP and SSTEP programs, instruction for emergent bilingual students is introduced as foundational content, either in the prerequisite or early-start courses, with literacy across the content areas further developed in each of the methods courses. Candidates in the MSTEP program confirm feeling confident and well prepared to address the various needs of their diverse students. They understand how to integrate social justice approaches to make their instruction relevant to students' lives. They also feel comfortable and know how to self-assess the beliefs and biases they bring into the classroom and the greater education system. They also attested feeling comfortable using tools and resources acquired in their

courses to address and guide conversations about the world and sensitive materials. Candidates in the SSTEP program confirm instructional strategies for emergent bilingual students and students receiving special education services are introduced in early-start courses, with content-specific pedagogy and differentiation strategies further developed in each of the methods and seminar courses.

Interviews with program coordinators, university supervisors, cooperating teachers, and candidates confirm the use of a new system of ‘focused observations’ for field supervision and feedback. Candidates are observed four times by the clinical practice supervisor during each of CPI, CPII, and CPIII using this new system. The first three observations are evaluated formatively on a focused selection of prioritized skills from the Clinical Practice Observation Rubric. The fourth observation further informs a summative evaluation of all skills. This protocol articulates the minimum number of observations and the minimum number of skills that must be evaluated by the university supervisor.

Interviews with candidates confirm learning about the focused observation tools in their methods courses, using the same tools when planning lessons to teach in their placements, and completing sections of the tools to reflect upon on their planning and delivery of instruction while meeting with their cooperating teacher and to create next steps for future instruction. Cooperating teachers and university supervisors confirm that a central focus of the planning and observation tools, which are part of the new system, support candidates to engage in critical reflection of their developing teaching practice.

Assessment of Candidates

Candidate progress is measured formatively and summatively throughout the program, during clinical practice experiences, coursework, and in the SOE credential office. Assessment during clinical practice follows the Focused Observation Protocol, including formative and summative evaluations using the Clinical Practice Observation Rubric, the Disposition Evaluation during CPI, and the Induction Plan during CPIII.

Program coordinators and course faculty confirm that key assessments for candidates include lesson and unit planning opportunities in each methods course, philosophy of teaching essays completed in multiple courses, essays on teaching diverse learners and engaging with diverse families and communities, the literacy analysis task, the inquiry-based science project, and the UDL case study assignment. Many course assessments utilize rubrics aligned to the Clinical Practice Observation Rubric in order to create shared language and expectations between coursework and fieldwork. Candidates receive ongoing formative feedback aligned to expectations for the edTPA, which is completed during CPII and CPIII in the program. In the MSTEP program, support for the edTPA is provided via a course offered during the CPII quarter. In the SSTEP program, candidates are supported by content area seminar instructors. At any point, concerns over a candidate’s progress might prompt a cooperating teacher, university

supervisor, or faculty member to document a Memo of Concern which results in the preparation of an action plan for remediation and support. Candidates in both MSTEP and SSTEP confirm progress toward completion of the program and credential requirements is further monitored by the credential office using the Credential Office Evaluation. Credential analysts use these evaluations to regularly inform and advise candidates of their progress.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and university and district supervisors, the team determined that all program standards are **met** for the Preliminary Multiple and Single Subject programs.

Preliminary Education Specialist Mild/Moderate

Program Design

The Preliminary Education Specialist Mild/Moderate credential program is a tightly integrated and rigorous credential and Master of Science in Special Education program, which candidates complete in a cohort model over the course of three quarters. The majority of candidates attend full time though a few part-time students are enrolled. After completion of prerequisite coursework, candidates begin phase one of the program in fall and complete phase three of the program in spring. The institution's "Learn by Doing" philosophy is embedded throughout all three phases and culminates in the candidate's major clinical practice placement when they assume full-time responsibility for teaching and the provision of special education services.

Leadership of the education specialist program is marked by shared decision making. Co-coordinators are key members of a coordinating council which includes other program coordinators, the unit lead, and unit staff. The co-coordinators report to the Director of Education and collaboratively oversee leadership in the program of a team of one full-time faculty member and several adjunct lecturers. Major responsibilities of the co-coordinators are shared as candidates begin phase one of the program and then co-coordinators assume more specific leadership roles for phases two and three. Differentiated responsibilities include advising of minor fieldwork placements, coordination of the final phase of clinical practice, and training and support of the major clinical practice placement triad (e.g., candidate, university supervisor, cooperating teachers).

Due to the small nature of the education specialist program, communication is ongoing and also highly collaborative in nature. District employers, university supervisors, completers, and candidates remarked on communication within the program as one of its major strengths. They also remarked on the accessibility and responsiveness of the co-coordinators. Co-coordinators meet on a weekly basis to address programmatic and student concerns with adjunct faculty,

which strengthens the cohesiveness and consistency of the program for the candidate experience.

A distinguishing feature of the program is the alignment of coursework and field experiences in all three phases of the program via a co-teaching model. Opportunities for co-teaching occur throughout the minor and major field placements. Preparation for completion of the master's project is scaffolded across the program and is also completed by the end of the major clinical practice placement.

Because the co-coordinators serve in multiple roles within the program, including teaching methods courses and supervising candidates in the field, the program is marked by a cycle of continuous improvement informed by research-based and field-based perspectives. Recent revisions to the program include the implementation of a cross-program clinical practice model and development of the Clinical Practice Observation Rubric Protocol, as well as revised pre-requisite and core program courses that reflect the program themes. A new clinical practice lab course has also been developed to guide clinical practice and ongoing candidate directed research and inquiry.

There are multiple means for ongoing formal and informal stakeholder input to inform the program's continuous improvement cycle. Methods include advisory board meetings, coordinating council meetings, program faculty meetings, completer surveys, and candidate feedback obtained anecdotally within core program courses. Recent professional development opportunities for supervisors and cooperating teachers have also provided a means for stakeholder input through committee work aimed at improving candidate feedback and evaluation during clinical practice. The co-coordinator's membership on a technology and EdTech committee has facilitated ongoing and increasing levels of technology integration into the program within the last two years. A newly developed EdTech lab is used for methods courses and enables candidates to have hands-on experience with low tech and high tech instructional and assistive technologies.

Course of Study (Curriculum and Field Experience)

As a requirement of program admission, candidates must complete one quarter of prerequisite coursework that focuses on teaching diverse learners. Once admitted to the program, the course of study reflects a developmental sequence of coursework as candidates learn and apply evidence-based practices for students with disabilities with increasing rigor and sophistication as candidates progress and begin working on their master's project. Key course assessments with a connected field experience component enables them to apply knowledge and skills of methods course to realistic scenarios encountered in the field by in-service education specialists. For example, a mock IEP event is held each spring where the education specialist candidates must lead an IEP meeting through a realistic simulation that is attended and observed by district partners. This signature assignment was highlighted as a memorable and

powerful learning experience in multiple interviews by program completers, candidates, and adjunct faculty. These interview groups also commended the program for its strong focus on evidence-based practices and case management responsibilities.

Coursework is aligned to critical areas with a program focus on diversity, equity and inclusion, emergent bilingual students, Autism Spectrum Disorder (ASD), reading and literacy, and technology integration. A focus on educational inquiry is threaded throughout all courses. Candidates are supported and mentored to apply theory to practice through the lens of data-based decision making during multiple and systematic field experiences within each phase of the program. Field experiences are a program feature that reflects the “Learn by Doing” philosophy as candidates apply theory to practice under the direction and support of the university supervisor and cooperating teacher. Placements are referred to as “minor” and “major” with distinct field experience hour requirements for each phase, totaling 608 hours. The table below illustrates the field experience sequence.

Placement	Fall	Winter	Spring
Major Placement	Candidates attend once per week for 10 weeks (7 hours/day).	Candidates attend twice per week for 8 weeks (7 hours/day).	Candidates complete student teaching and attend five days per week for 8 weeks (7.5 hours/day).
Minor Placement	Candidates attend once per week for 10 weeks (7 hours/day).	Candidates attend once per week for 8 weeks (7 hours/day).	Candidates complete student teaching and attend five days per week for 8 weeks (7.5 hours/day).

Candidates are placed in both an elementary and secondary setting and in general education settings in order to provide candidates with experiences that reflect the broad range of service delivery options for special education. The co-coordinators work collaboratively with the clinical practice coordinator to secure field experiences and cooperating teachers that are of high quality and model and support the implementation of evidence-based and best practices.

The program offers candidates with a strong level of support in all phases of the program by the university supervisor and a district employed master teacher; this is referred to as the triad model. Upon completion of their first quarter of field experience, a key dispositional assessment is utilized as the first formal check point of candidate progress. The unit has adopted an observation tool, which articulates prioritized skills for effective teaching practice

that candidates are expected to master. This observational tool was adapted for Education Specialist candidates to include additional prioritized skills related to roles and responsibilities of an education specialist. It is used to provide explicit feedback during field experiences. University supervisors complete four formal observations each quarter, following the same cross-program protocol and Teaching Performance Expectations (TPE) aligned rubric as in the MSTEP and SSTEP programs. Rubric scores with areas of strength and growth are reported to the candidate for each observation. University supervisors, employers, cooperating teachers, and adjunct faculty lauded the program and the co-coordinators for being responsive to any concerns that may arise related to candidate progress and success.

Assessment of Candidates

Candidate assessment and personalized support occurs at multiple points during the program and feedback to candidates follows a gradual release of responsibility. In phase one of the program, candidates receive guidance and support to successfully complete course and program requirements through methods such as intensive faculty advising, formative and summative assessments within coursework, and a formal assessment of candidate dispositions. Major key assignments in each of the methods courses include case studies which address multiple competencies and are identified as a high impact practice. Candidates are formally assessed during the major clinical practice placement, with the clinical practice observation rubric and the induction plan completed at the end of the major clinical practice placement as another opportunity for candidates' self-assessment of areas of strength and growth related to the TPEs.

A comprehensive program handbook with policy and procedural guidelines for all phases of the program is available for all candidates. Any concerns over a candidate's progress are addressed immediately and may be initiated by a faculty member or university supervisor, or by candidate themselves. If concerns warrant more intensive intervention for the candidate, the clinical practice supervisor or faculty member may initiate a formal Memo of Concern, which also stipulates an action plan for remediation and support. Candidate progress toward completion of the program and credential requirements is further monitored by the credential office, using the Credential Office Evaluation for education specialists. Credential analysts use these evaluations to regularly inform and advise candidates of their progress. Program completers lauded the advisement and support they received from coordinators and the clinical practice office regarding their progress in the program.

Recent program completer surveys indicate strong completer satisfaction with the program with mean scores of all items on the survey trending higher than the state average. Several program completers commented on being well prepared for roles and responsibilities of an education specialist on day one. This sentiment was also evident in interview responses from candidates, completers, cooperating teachers, and employers.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Education Specialist Mild/Moderate program.

Preliminary Administrative Services, with Intern

Program Design

The Preliminary Administrative Services program, known as the Educational Leadership and Administration Program (ELAP) is organized as a one-year master's degree and credential program. Leadership within the unit is articulated in the SOE Governance Document, which establishes program coordinators as leaders for each individual program and establishes the coordinating council as a unit wide leadership body that includes each program coordinator and several key staff members.

Co-coordinators of the ELAP oversee day-to-day leadership of the program, including disseminating updates and efforts from the coordinating council to faculty members in the program; advocating for program needs to the director and the coordinating council; and providing leadership for admissions, curriculum development, course scheduling, and selection of adjunct instructors and clinical practice supervisors.

In the interest of ongoing continuous improvement, candidates and program completers report the ELAP coordinators are very responsive to feedback that is elicited through quarterly course evaluations, candidate focus group, the superintendent council (advisory), exit interviews, and individual outreach. The fieldwork supervisors interviewed described their twice-yearly collaboration with the ELAP program as a way to calibrate their support to candidates, to learn about programmatic updates, and to provide feedback to the program coordinators. A large number of employers from the area are program completers who have a strong commitment to helping make all programs in the SOE be the best they can be. These completers help with mock administrative position interviews and credential candidate interviews.

Course of Study (Curriculum and Field Experience)

ELAP is organized as a one-year (three quarters plus summer session) master's degree and credential program, which accepts candidates for enrollment during fall and concludes the following summer. ELAP candidates progress through the curriculum in a tight cohort model throughout their enrollment. Courses meet on campus over 16 weekends (Friday evenings and all day Saturdays) with online forum engagement and learning opportunities during the intervening weeks. The SOE is authorized to provide an intern pathway option, which is utilized at the request of local districts.

The theoretical approach of the program reflects the institution's "Learn by Doing" philosophy and commitment to diversity, equity, and inclusion, with these core approaches embedded across all courses. The curriculum is also largely informed by research grounded in biomimetic leadership principles and systems thinking habits for leaders. The program further incorporates elements of the Clinical Practice Observation Rubric, based on a research-proven instructional framework, providing shared language and framing with the SOE preliminary teaching credential programs. Candidates and completers referenced the value of relevant research in practice to enhance their learning.

ELAP candidates progress through the one-year curriculum in a tight cohort model structured for working professionals, with bi-weekly evening classes, 16 weekend sessions, and five summer weeks of traditional in-person instruction. Independent learning components and online discussions are planned between class meetings. Courses span four quarters that feature standards-based, integrated learning experiences for candidates, which are thematically aligned: Organizational Leadership, Instructional Leadership, Managerial Leadership, and Community Leadership. Coursework to integrate the California Administrator Performance Assessment (CalAPA) has been revised and strengthened. During interviews, candidates and completers described the program as rigorous and stimulating where high expectations are achieved with appropriate levels of support. Superintendents reported seeking ELAP graduates to fill administrative vacancies because the embedded core foundational principles of leadership benefit practitioners in the field.

ELAP candidates are required to participate in significant field experiences in K-12 settings that are designed to bring theory to practice. Fieldwork experiences include intensive experiences both in the day-to-day functions of administrators as well as in longer-term policy design and implementation in culturally diverse settings. Superintendents, candidates, completers, and fieldwork supervisors emphasized the immense value of the applicable and relevant practical experience gained through the California Administrator Performance Expectations (CAPE) aligned fieldwork experiences.

Assessment of Candidates

Candidate progress is measured formatively and summatively throughout the program. Based on a review of the ELAP program and fieldwork handbooks, and through interviews with candidates, completers, and faculty members, evidence of CAPE-aligned assessments include quizzes, discussion posts, reflective writing, fieldwork experiences, action research, and a comprehensive examination. Because completers earn both a master's degree and an administrative services credential, they are also assessed with a yearlong action research project and master's level thesis paper.

During fall, winter, and spring quarters, candidates perform and log administrative work at the school site aligned to a specific domain (i.e., organizational leadership, instructional leadership,

managerial leadership) for a minimum of thirty hours (30) per quarter. Throughout these three quarters, candidates will continuously work on the community leadership domain and log a minimum of thirty hours (30). The minimum number of combined hours is one hundred twenty (120).

In addition to a field experience log, candidates are required to prepare artifacts and reflective writing indicating how the clinical experience has improved their ability to apply theory to practice. These artifacts and papers are included in candidates' electronic portfolios. Field supervision, advisement, and evaluation are provided by the program personnel and the site administrator. At any point, concerns about a candidate's progress might prompt a Memo of Concern that results in the preparation of an action plan for remediation and support.

Candidate progress toward completion of the program and credential requirements is further monitored by the credential office, using the ELAP Credential Office Evaluation. Credential analysts use these evaluations to regularly inform and advise candidates of their progress.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Administrative Services program.

Bilingual Authorization

Program Design

The Supplementary Authorization in Bilingual Education (SABE) in Spanish is led by a program coordinator who is also a full-time faculty member in the SOE. The program coordinator reports to the director. The program coordinator oversees the program, teaches the three courses, conducts fieldwork evaluations and manages an adjunct faculty and cooperating teachers. In addition, the program coordinator maintains a close collaborative relationship with coordinators of the MSTEP and the SSTEP credential programs. To compliment the management of the program, staff provides operational support to the coordinator and the overall program.

Enrollment in the program is available to three types of candidates: 1) teacher candidates enrolled in either MSTEP program, the SSTEP, or the Special Education credential program; 2) credentialed teachers already teaching in the field, and 3) undergraduate students who obtain permission from the coordinator but who are not recommended for the authorization until completion of the required prerequisite credential.

The program is made up of three courses inclusive of fieldwork experiences that are residency-like. Candidates enrolled in a credential program or who are undergraduate students

participate in the traditional pathway which is offered using a face-to-face (F2F) model. In fall 2019, the Bilingual Authorization was made available to in-service credentialed teachers using an online format which uses a synchronous model for lesson delivery, a learning management system for discussion posting, and a platform to upload video lessons. In-service teachers enrolled in the online model of the program take the same three courses and use their classroom to complete the field work experiences.

Interviews with the coordinator, adjunct faculty, cooperating teacher, candidates, and completers confirm that the coaching and mentoring for candidates in the traditional pathway is provided via the coordinating teacher and university supervisor. Candidates in the online path receive ongoing coaching, mentoring, and feedback from the course faculty who teach the course. Feedback is provided using the same tools used in the traditional pathway.

There is ongoing and clear communication between the credential programs and the institution. Interviews with the program coordinators confirm monthly and bi-monthly meetings are held in which the program coordinator discusses any upcoming changes with the other credential programs. These changes are made based on anecdotal data and feedback collected from cooperating teachers and candidates. Alignment between the authorization and credential programs is also evidenced in the use of the lesson template, rubrics, evaluation and feedback forms used among the credential programs. The SABE program, however, has made some slight modifications to these tools to include pertinent components of the program.

Interviews with the program coordinator confirmed that coursework and field experiences in the authorization program take place concurrently with placement for the MSTEP, SSTEP, or Education Specialist (ES) preliminary teaching credential programs. Candidates who are already credentialed teachers complete their field experiences at their teaching sites. Candidates who are undergraduate/pre-credential students complete their field work at an approved after school program.

The structure of the program design includes each course building upon the others providing candidates increasing pedagogical content knowledge about bilingualism, biliteracy, cross-cultural understanding, funds of knowledge, and culturally and linguistically responsive teaching. Each course also includes 20 hours of field experience wherein each type of program candidate applies knowledge about lesson planning, support, and assessment in a bilingual classroom setting.

Interviews with the program coordinator and cooperating teachers further indicate the SOE has built strong school-community-university partnerships that share expertise and integrate resources to support its candidates' learning and development as educators of linguistic minority students and bilingual learners. Candidates attest to receiving sustained guidance, mentorship, and support throughout their field experiences as well as extended opportunities

to observe, reflect upon, and enact pedagogical practices for engaging learners with subject matter in ways that are intellectually sound, developmentally appropriate, and culturally relevant.

During interviews, candidates confirmed feeling confident and well prepared to create effective and inclusive learning environments for linguistically and culturally diverse students in their classrooms and meet the demands of diversity within the context of a rapidly evolving and increasingly multicultural setting. Document review and interviews with candidates and cooperating teachers further affirm the SABE program supports bilingual teachers to recognize and address the unique educational needs of emergent bilingual students, including:

- Support for academic language development in English and in Spanish.
- Access to comprehensive input and opportunities for meaningful output.
- Social interaction that fosters conversational and academic language development.
- An asset-based approach that meaningfully draws on students' native language skills.
- A safe, welcoming classroom environment that incorporates culturally and linguistically sustaining practices.
- Explicit attention given to linguistic form and function as it relates to disciplinary content learning.

In the last year, the program design was modified by adopting the observation tool and protocol for video-based observations used in the MSTEP, SSTEP and ES credential programs. Additionally, to meet the demand of the current school demographics and dual language bilingual programs, the SOE created an online pathway to provide the SABE authorization for in-service educators.

Consistent findings across interviews with candidates, cooperating teachers, university supervisors, and school principals indicate a culture of seeking input and feedback from all stakeholders. Feedback is sought informally during the field experiences and it is also collected formally via the use of portfolios university supervisors need to submit at either the end of a quarter or academic school year. Cooperating teachers' feedback has resulted in the SOE providing professional development aligned to the course deliverables: lesson planning, observation, evaluation, and candidate disposition tools. The program coordinator also has an open-door policy. Teacher candidates can and are encouraged to provide feedback on placement, communication with the cooperating teacher, and implementation of teaching approaches and practices in classrooms. Employers provide feedback commenting and applauding teacher candidates' ability to plan lessons that meet the needs of students, in addition to commenting that the program has allowed them to recruit a more diverse teaching staff.

Course of Study (Curriculum and Field Experience)

The coursework follows a developmental sequence approach wherein candidates learn about history, theories and practices of bilingual education, application of reading programs that support biliteracy and the social, cultural, economic, and political factors that shape Latinx individual and group identity. Half of the first foundation course in the program is taught in Spanish.

Each course includes fieldwork designed with experiences that help candidates observe instruction in a bilingual context with pre- and post-assessments and instruction derived from data analysis. This experience is followed by fieldwork that requires data collection in the form of student interviews to learn more about the student and his/her family and attending a family/community literacy event. The final field experience consists of an ethnographic assignment to identify the community's funds of knowledge and use these as assets in the classroom. Although not part of the course or fieldwork experience, candidates in the program submit proposals and present at the annual California Association for Bilingual Education (CABE) conference where they showcase what they have learned in the program.

Candidates enrolled in the SABE program complete fieldwork hours according to their enrollment status and are provided with experiences in schools that reflect diversity, including race and ethnicity of the students, students from lower socio-economic income ranges, English learners, and inclusiveness for students with disabilities. SABE clinical practice activities include a focus on: classroom bilingual instruction in content areas, classroom biliteracy instruction, and parent and community engagement

Interviews with candidates concurrently enrolled in the MSTEP, SSTEP, and ES credential programs confirm they complete their three clinical experiences at their core credential student teaching placements. Candidates who are not placed in a bilingual education setting, due to a low the number of bilingual programs in the nearby area, implement what they learn in the program courses at the school sites that serve emergent bilingual students. Cooperating teachers are informed that SABE candidates need to be provided opportunities to lead instruction or tutoring in Spanish with small groups of students or in one-on-one settings.

Candidates who are credentialed, in-service teachers complete their clinical practice hours at their teaching site. Because of the limited number of programs in the area, candidates are not required to work in school sites with a bilingual education program; instead, they work alongside the program coordinator to ensure their teaching site serves emergent bilingual students. Candidates enrolled in this strand also lead instruction or provide tutoring in Spanish with small groups of students or in a one-on-one setting.

Candidates who are undergraduate students and not enrolled in a credential program complete the clinical practice hours at a coordinator-approved after school program, leading instruction or tutoring in Spanish with small groups of emergent bilingual students. Undergraduate

students enrolled in SABE authorization classes cannot be recommended for a SABE authorization until successful completion of an educator preparation program and upon recommendation of a teaching credential.

Field supervision, advisement and evaluation are conducted by the program coordinator for candidates concurrently enrolled in a credential program. Candidates who already possess a teaching credential receive field-based supervision, advisement and evaluation from an adjunct faculty person who also teaches the program courses. This takes place by submitting instructional videos using an online platform and the adjunct faculty provides feedback using the same online tool.

Advisement for all candidates takes place at least four times per quarter and is conducted by the cooperating teacher as well as the university supervisor. This takes place for all types of candidates.

Interviews with candidates and completers confirm that they are well-supported. They receive coaching and mentoring from their cooperating teachers and they feel their areas of need are met. Candidates also indicate that they learn to be reflective and can analyze their teaching practice to determine specific areas of strength and need. Interviews with cooperating teachers confirm the process used to support candidates to develop the proficiencies and requirements of the program.

Assessment of Candidates

All SABE candidates (preliminary credential candidates and in-service teachers) are observed and evaluated on their bilingual instructional teaching in the first two courses of the program. Candidates submit video recordings of their instruction during their Multi-Segment Bilingual Teaching Experience and their Kidwatching Project. Both assignments assess a series of lesson planning, instructional methods that support instruction, and pre- and post-assessments to determine learning growth.

Interviews with the faculty confirm that faculty for each course evaluate the instruction and learning demonstrated in each video. Faculty also use a modified version of the SOE observation tool which focuses on the planning and instruction of emergent bilingual students.

Candidates are also assessed, in the final course of the program, on their engagement with and knowledge of families and parents of emergent bilingual students. This knowledge is gained by completing an investigation of the community's assets via the Funds of Knowledge tour, interview with parents, and by presenting at a Latinx youth conference. Course faculty use rubrics tied to each assignment to assess and evaluate candidates' competencies.

Throughout the duration of the program, candidates receive ongoing feedback on their progress in the program. Interviews with course faculty confirm that a feedback form is completed after video instruction submissions are turned in and one-on-one meetings are scheduled if course faculty determine additional support is needed to meet assignment requirements that demonstrate course competencies. In addition, candidates receive ongoing feedback on their progress from the cooperating teachers during their field experiences and instruction of emergent bilingual students.

The program also has a set of protocols and systems in place to address candidates who need additional support or have demonstrated a need. Interviews with the program coordinator and cooperating teacher confirm that any concern with a candidate's progress results in the preparation of a Memorandum of Concern and action plan that is created to provide the identified support and remediation. Candidate progress toward completion of the program and credential requirements is further monitored by the credential office using the Credential Office Evaluation for SABE. Credential analysts use these evaluations to regularly inform and advise candidates of their progress.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and university and district supervisors, the team determined that all program standards are **met** for the Bilingual Authorization.

Agriculture Specialist

Program Design

The Agriculture Specialist credential program is the only Commission accredited program at the institution that is not housed solely within the SOE. Interviews with the SOE faculty, program coordinators, the memorandum of understanding between the SOE and Agriculture Education and Communication Department, and a presentation by the SOE director, provided ample evidence of a supported program that is designed to deliver a well-articulated program collaboratively in joint partnership between the two academic units. The Agriculture Education and Communication Department is an academic department within the College of Agriculture, Food and Environmental Sciences (CAFES). The department provides undergraduate and graduate level programs in Agriculture Education, and partners with the SOE to offer credential preparation programs.

Most agriculture teacher candidates participate in a concurrent program where they earn their Preliminary Single Subject Agriculture and their Agriculture Specialist credential. Interviews with faculty, staff, credential candidates, and program completers confirm a working interdepartmental collaboration between the SOE and the Agriculture Education and

Communication Department, which supports the delivery of the program as designed and presented to the Commission. The agricultural education (Ag Ed) coordinator, under the supervision and coordination of the Agricultural Education and Communication department chair, is a voting and collaborating member of the SOE coordinating council. The leadership structure and the working collaborative nature of the credential program's delivery model appears to be a strength and an asset of the single Subject Agriculture and Agriculture Specialist credential program.

Interviews with single subject program coordinators corroborate the collaborative nature and working relationship that occurs between the Agricultural Education and Communication department head and the SOE director.

The Ag Ed coordinator works in close liaison with full- and part-time agriculture education faculty and with the clinical practice supervisors. Evidence noted in interviews with the Ag Ed coordinator and single subject coordinator that purposeful coordination and collaboration between the two ensure that agriculture education candidates completing a concurrent preliminary single subject credential meet all required Commission standards and TPEs for preliminary single subject credentials. Bi-weekly meetings of the SSTEP and SOE coordinating council provide time to advocate for program needs, communicate across program areas, and disseminate SOE coordinating council work to faculty members in the Agricultural Education and Communication Department.

Conversation regarding Interdepartmental Collaboration Agreements and interviews with SOE staff, credential analysts, and coordinators provide ample evidence that the SOE supports the Ag Ed program, creating consistency across all accredited programs.

Coursework and field experience are offered over a one-year (three-quarter) post-baccalaureate period starting in an early-start fall and ending in the spring. Credential candidates progress through the curriculum in a cohort model over the three quarters of enrollment with concurrent enrollment in core single subject courses. Candidates who are enrolling in the Agriculture Specialist credential program as a standalone course of study participate only in the Ag Ed courses that are identified as specific to the Agriculture Specialist standards and may participate in courses out of the cohort sequence in order to expedite the progress through their program.

Major revisions to the cross-program clinical practice model and development of the SOE Clinical Practice Observation Rubric and Observation Protocol. Cooperating teachers, university supervisors, program coordinators, credential candidates, and recent program completers have discussed new protocols and how it is currently being administered.

Development of clinical practice partnerships with rural communities has been highlighted during the visit. Developing partnerships were noted by Ag Ed alumni that had placements in newly developed rural programs as they aligned both with their needs and that of the placement site. Other credential candidates and alumni noted the effort to assign placements based on needs of the candidate and the cooperating schools. Candidates feel placements fit their needs and that developing extension partnerships is benefiting the program.

The Ag Ed coordinator and single subject coordinator reported on their transition to a more streamlined concurrent pathway for single subject agriculture/agriculture specialist candidates with the first full roll-out starting in Fall of 2020. With stated desires to improve efficiencies and effectiveness through the collaborative model of the institution, candidates will participate in a formalized 'early-start' fall quarter beginning with the 2020 cohort. In meetings with the education assessment and accreditation coordinator, condensed single page data sheet reports were reviewed that provide further evidence of the institution's effort to deliver a coherent model.

Multiple stakeholder groups discussed an array of opportunities and multiple avenues for stakeholder input. The program provides stakeholder groups opportunities for input, both formal and informal, across all aspects of the program. Stakeholder groups noted a strength in the institution's responsiveness and efforts to gather input on all aspects of the program. Discussion with the education assessment and accreditation coordinator provided additional detailed evidence on ways input is being collected from credential candidates, completers, courses, programs, cooperating teachers, and university supervisors and, in turn, used to inform the institution and provide a basis for decision making processes.

Course of Study (Curriculum and Field Experience)

A logical and sequential course pathway that meets Commission standards is provided and articulated. Findings from interviews with cooperating teachers, program completers, and credential candidates indicated that the courses are engaging, useful toward preparing for, and developing as, a practitioner during clinical practice, relevant to the content area, and necessary for success upon entry into the profession.

Review of documents and interviews with clinical staff, university supervisors, and credential candidates provided evidence that coursework and field experiences are purposefully coordinated, sequenced, and designed to offer candidates the greatest opportunity to be successful in clinical practice as well as developmentally appropriate to scaffold learning and acquisition of TPEs over the full year (three quarter) program.

Cooperating teachers spoke highly of university supervisors and the level of collaboration that occurs between the institution and the site placement to assure credential candidates are both supported in the field and receiving relevant coursework in a timely fashion. Examples provided

related to quarter by quarter assignments that are designed for specific implementation, evaluation, and reflection during clinical practice and co-teaching events.

Candidate interviews provided evidence that systematic delivery of instruction and relevant course assignments were included that addressed pedagogy that was tailored toward critical areas of English language learners and students with disabilities. Culturally responsive teaching was emphasized through courses and as part of assignments related to lesson design.

Assessment of Candidates

Candidates are observed four times by the clinical practice supervisor during each phase of clinical practice. The first three observations are evaluated formatively on a focused selection of prioritized skills from the Clinical Practice Observation Rubric. The fourth observation further informs a summative evaluation of all skills. This protocol articulates the minimum number of observations and the minimum number of skills that must be evaluated by the clinical practice supervisor.

Confirmation from interviews across stakeholder groups and review of assessment documents, as well as data presented, provide support and evidence that candidates are assessed on competencies that they are advised on in advance. Candidates are assessed on a rubric aligned to the TPEs. Progress is monitored on a weekly basis through weekly reports and reflections. Candidate progress is measured formatively and summatively throughout the program, during clinical practice experiences, coursework, and in the SOE credential office.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, teachers, faculty, employers, and university and district supervisors, the team determined that all program standards are met for the Agriculture Specialist program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Although the SOE's programs span two separate colleges, they share a vision of teaching and learning that aligns with the university's motto "Learn by Doing" approach and the California standards and frameworks. An interdepartmental agreement ensures that programs receive the proper resources and support needed to operate effectively.

A review of documents and interviews reveal that SOE programs collaborate regularly as a unit as well as with their K-12 partners to ensure they are preparing educators that meet their learning themes and prepare candidates to teach in public school settings. As a community they embrace continuous improvement using data and data protocols to improve their practices. Their work has resulted in many strategies (mock interviews and IEP Project) that have been used across all programs to improve practice and positive outcomes for their students.

There is a commitment to diversity and inclusivity in the SOE. Recruiting diverse faculty that are excellent teachers has been a focus across the college. Their recruitment plan follows guidelines from the CSU and a desire from the college to hire teachers with strong pedagogical knowledge and skills. The unit received support from a University-wide "Diversity Cluster Hire" initiative to support the recruitment of diverse faculty. The College also received a National Science Foundation (NSF) grant to research strategies for retention and support faculty of color. The unit also received a Pathways and Partnership Teacher Quality Partnership (TQP) grant, that is focused in part upon creating pipelines for teachers of color into the teaching profession.

The credential recommendation process is clearly explained to candidates from the initial contact until recommendation. Candidates are tracked and advised throughout their program by both staff analysts and faculty coordinators to ensure they complete all requirements and can be recommended for their preliminary credentials.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
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 Admission and Evaluation flowchart clearly defines the steps for admission to each program based on multiple measures. Students meet with program advisors, credential analysts, and faculty throughout the admission process and are guided through the process for successful admission. Part of the admission process includes an interview where local district administrators participate. Multiple measures to determine applicant qualifications and admissions criteria are clear and available online, in print, and in student handbooks. The credential analysts lead and support prospective recruitment, admissions counseling, candidate progress monitoring, and recommendation of credentials and graduate degrees. The credential analyst maintains databases for monitoring candidate progress. Candidates confirmed that they are guided and provided support during the admission process and throughout the program.

The unit engages in significant efforts to admit candidates to diversify the population of educators. The SOE recently hired a recruitment coordinator to assist with recruiting prospective candidates from diverse backgrounds. A selection of ongoing recruitment activities include marketing videos, brochures, and various outreach presentations and events, including an annual Try Teaching event to encourage a diverse range of undergraduate students from various disciplines to explore possible career paths in education. They have recently partnered with Cuesta College to try to create a new pathway into the Liberal Studies undergraduate program that will remedy barriers to existing university admission requirements.

The credential analysts monitor and update credential office evaluations for each candidate on a quarterly basis. The credential analyst communicates with candidates or may reach out to program coordinators when candidates need additional support. The credential analysts have a clear process by which they verify that candidates have met all program requirements for recommendation. Candidates are instructed to submit a credential request which initiates the evaluation and eligibility for the credential recommendation.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The fieldwork and clinical practice program are designed around the principle of building the knowledge and skill bases for candidates in their respective programs. Deeply rooted in

research and theoretical foundations, the approach is based on the “Learn by Doing” framework in an attempt to strike a delicate balance between candidates’ knowledge and skills. The unit seeks to enhance candidate preparation through the “Learn by Doing” in clinical practice experiences and provide multiple practical learning and field-based experiences that allow them to demonstrate competencies based on the Commission-adopted standards.

Review of the unit documents and input from interview participants (faculty, supervisors, coordinators, cooperating teachers, alumni, liaisons, students, completers, principals) affirm that the SOE demonstrates cohesive alignments between the coursework and field experiences. As such, the unit seeks to promote a community of practice by engaging all participants to develop conceptual knowledge and core professional competencies based on the state standards and expectations. The unit carefully selects site-based supervisors within established criteria reflecting proper qualifications and certification requirements, relevant experience, and pertinent expertise in the content as well as the ability to coach and mentor adult learners.

Supervisors are recruited and screened using an established protocol of meeting essential requirements, which includes an application process, interview, and assessment of their overall qualifications and readiness to undertake their supervisory roles when working with candidates during their clinical experience. The unit systematically provides trainings for field supervisors across programs ranging from workshops to online videos, modules, and other opportunities to ensure that candidates are mentored and supported throughout. Frequent training workshops and forums are made available to supervisors to orient and train them on the use of rubrics, assessment of candidates in the field, co-teaching skills, culturally responsive pedagogy, funds of knowledge, lesson planning and delivery, and other key components of performance in the field.

Based on the review of the program documents, interviews of supervisors, cooperating teachers, candidates, administrators, liaisons, the unit has managed to form a collaborative community of professionals that include liaisons, program coordinators, placement directors, supervisors, school-site administrators, and others to ensure the development of a system of support for candidates completing their fieldwork and clinical experiences. In addition, the unit has established an effective communication system with various participants who are directly engaged in implementing respective programs’ field and clinical experiences.

The unit integrates an assessment system to monitor and evaluate candidates and their progress in building necessary knowledge and skills consistent with various layers of California adopted content standards and frameworks. Formative and summative data are collected in forms of focused conversations, problems of practice discussions, surveys, notebooks, and other techniques to continually evaluate and assess the effectiveness of clinical experiences in respective programs. Data collected is used to overcome any emerging gaps and drive decisions about program changes to ensure continuous improvement. In each of the units, candidates

have positive field experiences aligned with coursework that prepare them to work in California P-12 diverse settings.

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Review of documents and interviews of staff, faculty, and candidates, indicated that the unit has a comprehensive assessment plan in place to address continuous improvement. The Assessment and Continuous Improvement System and Responsibilities flowchart identifies personnel responsible at stages of the cycle, the sequence of activities, and shows how data collected at the program level relates to unit operations. The Assessment and Continuous Improvement Calendar identifies the cycle of data collection, analysis and discussion with the unit and programs. The unit uses a data discussion protocol to support more thoughtful and purposeful conversations in order to make appropriate modification based on findings. The assessment and accreditation analyst is responsible for reviewing the data and overseeing the process of presenting the data and facilitating discussions. Data is shared with faculty, staff and stakeholders including the coordinating council for discussion. The data is examined for areas of need that informs program improvement and strategic planning.

Different data are gathered at common points in each program, this includes follow-up surveys of program completers, clinical practice data, completer focus group data, and data from Commission program completer surveys. During the visit the team had opportunities to view examples of each type of data and data discussion protocols with evidence of improvements made at the unit level in response to the different data collected. The team was able to confirm

that the assessment process is being used in a consistent manner to support improvement efforts.

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

Candidates in the SOE are trained to build relevant knowledge and essential skills to work with P-12 California schools within the established guidelines, standards and frameworks adopted by the state. Data and information provided during the site visit interviews reflect that candidates meet the Commission-adopted standards across various programs. It was evident that the unit integrates an assessment process to ensure it is meeting Commission-adopted standards as programs seek to positively impact the development of candidates’ competencies and skills. Examples of evidence collected include data from one-year out program completers, alumni and employer surveys, edTPA and CalAPA data, clinical practice observation data, master teacher surveys, collected data from grant-related activities, anecdotal excerpts from students, candidate vignettes, current candidates and completers accomplishments, and other sources. Data findings from these multiple sources indicate high scores and reflect that programs have positively impacted candidates’ professional development and growth and their readiness to serve in California P-12 schools.

Information gathered from faculty, field supervisors, stakeholders, principals, employers, district personnel, and school community members include soft and anecdotal evidence that the unit programs have a positive impact on candidates. For example, candidates are ‘sought after’ by school district employers and alumni receive recognition based on their performance and the impact they are making on students in P-12 settings. Similarly, in interviews with members of partnership groups, site-based employers provided further anecdotal information that the local school districts have higher retention rates of program completers compared to completers from other institutions. In reviewing the documents presented, evidence supporting the positive impact on candidates includes materials and brochures disseminating faculty research, awards and accomplishments, fellowships and recognitions, community engagement

events and other activities that contribute to enhancing school-university partnerships, which can have a promising impact on candidates and the larger community within the P-12 California schools.

The unit and its programs evaluate and demonstrate that they are positively impacting the development of candidates' competencies and their ability to serve in California's schools. The unit has forged solid collaborative partnerships with various districts that are positively impactful; interviews with unit personnel, candidates in various programs, alumni, site-based supervisors, employers, and other stakeholders reflect recurrent themes that relate to the positive impact on candidates' growth and professional development conducive to the educational needs of P-12 California schools.

INSTITUTION SUMMARY

Starting with the first educator program in 1933, Agriculture Education, the SOE has grown and changed to its current offering of six approved educator preparation programs. In keeping with the university's theme of "Learn by Doing" the unit adopted six learning themes that were highlighted throughout the visit. These themes also drive their practice and collaboration with K-12 partners to ensure candidate competency. Candidates, faculty, cooperating teachers, and district partners all praised the efforts of the unit for their work on producing competent completers, building sustainable programs, and their ongoing work on social justice.

The faculty, staff, administration, and partners all share a passion for developing and retaining the best trained educational teachers and leaders that are ready to disrupt inequities and create inclusive schools and classrooms. This was demonstrated in various ways throughout the visit.

Institutional support has been consistent and the commitment to maintain this support is evident based on interviews with institutional leadership and deans. The director's commitment has resulted in continuous funding to sustain the current initiatives, to create opportunities for new initiatives, and to hire and support a diverse faculty.

Employers of all program graduates, many that are alumni, reported that program completers are well prepared, true collaborators, and raise the level of the teaching community at their sites. They are eager to hire completers and retain the close working relationship they have with the SOE. They cited many examples of how completers have a positive impact on their schools and student outcomes, and quickly become leaders at their school sites and in their districts.

Candidates and completers are engaged in pedagogy and have gained a lot of practical experience with cross-program authentic educational experiences like the mock interviews and

a mock IEP project. Candidates praised the effectiveness of their programs, faculty, and advising.

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