

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

San Francisco State University

Professional Services Division

May 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **San Francisco State University**. 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, with Intern	6	6	0	0
Preliminary Single Subject, with Intern Intern	6	6	0	0
Preliminary Education Specialist Mild/Moderate Disabilities, with Intern	22	22	0	0
Preliminary Education Specialist Moderate/Severe Disabilities, with Intern	24	24	0	0
Preliminary Education Specialist Early Childhood Special Education, with Intern	26	26	0	0
Preliminary Education Specialist Visual Impairments, with Intern	26	26	0	0

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Orthopedic Impairments Added Authorization	4	4	0	0
Adapted Physical Education Added Authorization	13	13	0	0
Preliminary Administrative Services, with Intern	9	9	0	0
Pupil Personnel Services: School Psychology, with Intern	27	27	0	0
Pupil Personnel Services: School Counseling, with Intern	32	32	0	0
Pupil Personnel Services: School Social Work	25	25	0	0
Bilingual Authorization: Spanish, Cantonese, Mandarin	6	6	0	0
Clinical or Rehabilitative Services: Orientation and Mobility	19	19	0	0
Speech Language Pathology: Language, Speech and Hearing	16	16	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 Francisco State University

Dates of Visit: April 10-13, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2014	Accreditation with 7th year report

Rationale:

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

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All program standards have been found to be **met** for all 15 educator preparation programs.

Common Standards

All Common Standards have been determined to be **met**.

Overall Recommendation

Based on the fact that the team found all program standards were met and that all Common Standards were 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, with Intern
Preliminary Single Subject, with Intern
Preliminary Education Specialist Mild/Moderate Disabilities, with Intern
Preliminary Education Specialist Moderate/Severe Disabilities, with Intern
Preliminary Education Specialist Early Childhood Special Education, with Intern
Preliminary Education Specialist Visual Impairments, with Intern
Orthopedic Impairments Added Authorization
Adapted Physical Education Added Authorization
Preliminary Administrative Services, with Intern
Preliminary Pupil Personnel Services: School Psychology, with Intern
Preliminary Pupil Personnel Services: School Counseling, with Intern
Preliminary Pupil Personnel Services: Social Work
Specialist Teaching: Bilingual Authorization Spanish, Cantonese, and Mandarin
Clinical or Rehabilitative Services: Orientation and Mobility
Speech Language Pathology

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- San Francisco State University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- San Francisco State University 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

Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
edTPA Results and Analysis
Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	250
Completers	74
Employers	38
Institutional Administration	48
Program Coordinators	26
Faculty	62
TPA Coordinator	5
Assessment Team	3
Field Supervisors – Program	50
Field Supervisors – District	33
Credential Analysts and Staff	2
Advisory Board Members	14
Placement Coordinators	12
TOTAL	617

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

Background Information

San Francisco State University (SFSU), established in 1899, is a public research university on 142 acres in San Francisco and serves over 30,000 students. It is part of the 23-campus California State University system. SFSU has six academic colleges centered around the study of business, education, health and social sciences, science and engineering, liberal and creative arts, and ethnic studies. It offers 118 different bachelor's degrees, 94 master's degrees and 5 doctoral degrees along with 26 teaching credentials.

Education Unit

The Graduate College of Education (GCOE) offers a range of credential and graduate programs to develop transformative and visionary educators, clinicians, and leaders. The GCOE at SFSU offers eleven credential programs and four affiliated credential programs in other colleges; seven master's degree programs, and two doctoral degree programs. SFSU produces over 400 graduates each year who are employed across the Bay area as teachers, clinicians, specialists, administrators, and leaders. The institution is home to California's Deaf-Blind services.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Preliminary Multiple Subject, with Intern	83	157
Preliminary Single Subject with, Intern	90	160
Bilingual Authorization	16	24
Preliminary Education Specialist Mild/Moderate Disabilities, with Intern	52	81
Preliminary Education Specialist Moderate/Severe Disabilities, with Intern	16	19
Preliminary Education Specialist Visual Impairments, with Intern	25	49
Preliminary Education Specialist Early Childhood Special Education, with Intern	17	34
Clinical or Rehabilitative Services: Orientation and Mobility	7	18
Orthopedic Impairments Added Authorization	2	4
Preliminary Administrative Services, with Intern	38	42
Speech Language Pathology	25	93
Pupil Personnel Services: School Psychology, with Intern	5	11

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Pupil Personnel Services: School Counseling, with Intern	14	25
Pupil Personnel Services: Social Work	11	31
Adapted Physical Education Added Authorization	1	3

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITIONS FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject with Intern and Bilingual Authorization (Spanish, Mandarin, Cantonese)

Program Design

The Graduate College of Education at San Francisco State University (SFSU) offers a Multiple Subject Credential (MSC) with an Intern option for students hired by a school district while in the program. The MSC further affords students the opportunity to add the Bilingual Authorization in Spanish or Chinese (Cantonese and Mandarin). The program is part of a school organizational structure that is led by the college dean and associate dean who oversees department chairs for each credential program. The MSC program is led by a team of faculty including the chair of the Department of Elementary Education, the coordinators of the One Year Pathway, the Spanish Bilingual Authorization, the Chinese Bilingual Authorization, as well as the student teaching placement coordinator. The office of Credential and Graduate Services, in coordination with the Elementary Education Department, is responsible for monitoring completion of admissions prerequisites and all credential requirements. The credential analyst from the credential office visits with students during their final semester in their methods courses to review all requirements for submission. The credential office receives a list of potential program completers from the placement coordinator as verification of the candidates' completion of course requirements. The full documentation of all requirements for the credential recommendation are provided to the credential analyst and a checklist is completed for all candidates as evidence of completion along with a final review of the candidates' transcripts.

The MSC program with intern and Bilingual Authorization (BILA) option is grounded in theories of transformative education with a focus on social justice and equity for children and their families. Course syllabi and interviews with current students and faculty demonstrated a commitment to equity. Completers of the program attested to the strong focus on diversity while in the program. They felt well prepared in culturally responsive and equity-minded teaching. Employers and school site administrators noted the strong focus by candidates and completers on reflective practice focused on equity. They felt this was a strength candidates from the MSC bring to their schools, demonstrating the application of the program philosophy. Mission alignment efforts are ongoing to sustain successful efforts in preparing educators to teach the diverse student population of the surrounding community in which they teach. Candidates complete student teaching in schools in the San Francisco Bay area, a population that is diverse in language, culture, ethnicity, race, and socio-economic status. Each month supervisors meet with program leadership and faculty to reflect on the program and student

progress aligned to the program mission. Students are also given an opportunity to share input on the program and its alignment with the mission. The dean meets with the Dean's Council of Student Leaders twice a semester to gain a general understanding of candidates' experiences in the programs. Current candidates shared how they have provided input on the strength of the equity focus of the program with the dean and the chair of MSC.

The MSC program also gathers input from additional educational partners, including through IHE/district partner collaborative meetings, written feedback from cooperating teachers and administrators, monthly meetings with supervisors, student course evaluations, and informal, frequent, and open feedback to the chair of the MSC program and placement coordinator to further support program improvement efforts. The SFSU MSC program chair is a member of a CSU collaborative that meets monthly with the San Francisco Unified School district to review policy and program updates to maintain a strong partnership with their local education agency (LEA) and institutions of higher education (IHE) partners. Agendas from these meetings demonstrate a focus on working collaboratively to host student teachers and hire teachers from the program.

MSC faculty meet twice a month to review all feedback from educational partners, program assessments and course evaluations. Program data is reviewed at every faculty meeting, with four key meetings each year for a comprehensive data review. At the start of every semester, including summer, faculty have an all-day retreat to set goals for the semester based on a review of student course evaluations, exit surveys, and assessment data. In addition, toward the end of the academic year in April, all faculty in MSC meet to do a full data review of student performance on key assessments, fieldwork observation forms, and the edTPA. Most recently, based on all program feedback the faculty found a need to strengthen the program in the areas of 1) teaching English Learners using a strengths-based approach to multilingualism; 2) increasing candidates' knowledge and practice of supporting students with special needs; and 3) increasing candidates' knowledge and practice of multiple forms of assessment. Program completers shared a need for improvements in the program on assessment. The alignment between student feedback and faculty data review shows a strong use of data for ongoing program improvement. The syllabi were updated to address the three areas of focus and were noted in the course matrices. Agendas for faculty retreats and data reviews and analysis confirmed the review of program data for ongoing program improvement.

Candidates can choose a one year accelerated option that begins in the summer and runs for 10-11 months or a three-semester pathway. The summer start option is considered an intensive program while the three-semester pathway is designed for candidates who may need to work and take more time completing classes due to other outside responsibilities. The MSC program is completed through a cohort model where candidates are in cohorts of 20-30 candidates. Candidates interested in the Bilingual Authorization (Spanish, Cantonese, or Mandarin) must complete the three-semester pathway and the same coursework as the traditional MSC. The methods courses in the MSC are available to BILA candidates in the BILA target language. The BILA version of the courses target heritage language content, instruction, and culture. All

credential candidates are assigned a faculty advisor throughout the duration of their program. The faculty advisors meet at minimum twice a semester with each advisee to guide their completion of their chosen program pathway. Current students and program completers confirmed the frequency of meetings with their faculty advisor and the support they received from the coordinators of their respective programs (MSC, Intern, BILA).

The Bilingual Authorization program for SFSU in Spanish, Mandarin and Cantonese was renamed the Bilingual Educators for Social Transformation (BEST) program. This change was to align with the program mission that adheres to teaching the whole child and preparing teachers to become change agents in the field. The program posits that language alone is not enough to prepare candidates for working with multilingual learners. The philosophy is grounded in learning about the communities and families which the children are from and their diverse social-cultural experiences. All BILA (BEST) candidates take the same courses as in the regular MSC program with their methods courses taught in the BILA target language that includes critical pedagogy and culturally responsive teaching rooted in the theories of bilingual education. BILA (BEST) candidates are also required to complete all three semesters of fieldwork in a bilingual setting. BILA (BEST) program data review and updates are embedded in meetings for the MSC program due to the full integration of the BILA program with MSC. Faculty meetings and data review meetings are considered the same for both programs as program updates and improvements are made for all candidates. Faculty are shared by both the MSC and BILA program and report that when a target language is not spoken as an instructor, collaboration is critical to provide language support for a candidate's target language. Completers of the BILA program valued the collaboration across faculty to strengthen their preparation in teaching in the BILA target language.

Candidates who are hired while in the program have the option of switching to the intern pathway. The program design, philosophy, and coursework is the same in the MSC as it is for interns. All program improvement efforts are the same as those in the MSC since the program does not differ for interns in design or coursework. If a candidate is hired by a school to take on a full-time teaching position the placement coordinator follows-up with the district to sign a Memorandum of Understanding (MOU) that includes the district agreeing to provide the candidate a mentor at the site and the university agrees to have the student enrolled in at least two courses to support their teacher preparation. The placement coordinator meets individually with potential interns to review the length of their program. Interns are encouraged to spread out their courses over a longer period of time to give them time to focus on their new teaching position. The program supervisors who work with the candidates as student teachers become the intern supervisors providing weekly support to interns in the field. The school district mentor is required to provide a mid- and end-of-semester formal evaluation of the intern. The evaluations are submitted to the placement coordinator along with four formal observations by MSC program supervisors.

Course of Study (Curriculum and Field Experience)

All candidates take the same courses toward the MSC with intern and BILA (BEST) options. However, the course of study for when classes are completed varies due to the extended time to complete the program in the three-semester option. In the one-year pathway, students take two foundational courses in the summer. In the fall semester, students take three of their methods courses and the child development seminar in conjunction with the first of two field placements. The first placement requires students to complete a minimum of 210 hours, 15 hours per week over the course of the fall semester. In the spring semester, students take their remaining two methods courses including online modules and a week-long in-person institute. During the spring semester students complete a minimum of 390 clinical hours, which include the required four weeks of co-teaching/solo teaching. All courses include signature assignments that are measured against the Teaching Performance Expectations (TPE). MSC faculty shared that there is a strong alignment between coursework and the TPEs. All course syllabi were updated to include a reference to which TPEs are covered by the course. All assignments, including the signature assignments indicate which TPEs are measured as an evaluation of students' progress towards meeting all TPEs. MSC program supervisors confirmed that a full revision of fieldwork documentation, including formal observation forms, shows a strong alignment to the TPEs. During each formal observation and post-lesson debrief, supervisors review TPEs demonstrated by the candidates as part of their planning, implementation, and reflective process. Candidates then set goals in alignment with the TPEs for subsequent lessons.

In the three-semester pathway students take foundations and methods courses in the first semester along with a seminar to support their initial field placement. During the first semester students complete a minimum of 12 hours per week of fieldwork. They complete methods courses in the second semester with an additional fieldwork requirement of a minimum of 12 hours per week. The third semester is devoted to full-time student teaching, four days a week, including four weeks of co-teaching/solo teaching and the supporting seminar.

The BILA (BEST) candidates complete the same course of study as the three-semester pathway but are placed in a bilingual setting with a qualified bilingual teacher in the respective language, Spanish, Mandarin, or Cantonese. BILA (BEST) program standards 2 through 5 are integrated into the regular MSC courses and the bilingual methods courses. Standard 6 is met through a language evaluation of the candidates prior to acceptance into the BILA (BEST) program. Ongoing evaluation of candidates' ability to teach in the BILA target language is completed as part of the fieldwork assessments that follow a comprehensive language rubric. BILA (BEST) supervisors explained the comprehensive process of determining a candidate's language proficiency from the beginning of the program as part of a rigorous acceptance process. Documentation of student's BILA fieldwork requirements are collected on an observation form and measured against a BILA rubric. The BILA supervisors and candidates shared the strength of the BILA (BEST) target language support and courses that develop the candidate's ability to plan, implement, and reflect on their BILA target language instruction.

All cooperating teachers are required to complete 10 hours of professional development, including support in andragogy for working with adult learners. The initial two hours are

provided by the program's placement coordinator through a PowerPoint presentation that guides them through a program overview, fieldwork requirements, program philosophy, and a range of resources on teaching adults. Embedded in the presentation are a variety of readings, videos, and resources for mentor teachers. The remaining eight hours are completed by the individual cooperating teachers through their own attendance at professional development sessions or conferences in pedagogy, andragogy, and coaching. All 10 hours are submitted to the fieldwork director and logged. Any program changes are sent to cooperating teachers via email and highlighted within the same PPT to direct their attention to any new information. Cooperating teachers verified the communication and accountability from the placement coordinator in receiving the information and verifying completion of the 10 hours.

During all three terms of student teaching the cooperating teachers are required to meet weekly with their candidates to provide formative feedback on planning and implementation. They co-create weekly learning goals as part of their reflective practice that is logged on the observation tools. Twice per semester the cooperating teacher completes a formal evaluation of the candidate's teaching. The university supervisor completes an additional four formal observations, also documented on the observation forms. All observation forms are submitted to the fieldwork director who prepares data to share with program faculty during the bi-weekly faculty meetings, the once-per-semester faculty retreats and the faculty meeting at the end of the academic year. During the course of the semester any concerns presented in the observation forms, as identified by the supervisor and fieldwork director, are discussed with the cooperating teacher and the candidate. Ongoing review of formative data from the field is monitored, reviewed, and supported by the placement coordinator. Cooperating teachers, supervisors, and seminar faculty all shared that the accessibility of the placement coordinator and the efficiency and effectiveness of the communication and documentation processes used in fieldwork are a program strength.

Interns follow the same course of study and complete all fieldwork requirements and signature assignments outlined in the MSC program. The length of their program varies depending on the needs of the candidate to manage a new teaching position and coursework. The same number of formal evaluations are completed with similar processes and the same documentation forms. The only difference is that in lieu of the cooperating teacher completing two of the six formal evaluations, the site-based mentor teacher completes them for their intern.

Assessment of Candidates

Candidates are assessed formally throughout the program through signature assignments in all classes and six formal observations of student teaching each semester that all align to the TPEs. Candidates complete the edTPA and an Individual Induction Development Plan with their cooperating teacher as part of their final formal evaluation. In the initial welcome orientation for newly admitted students, the chair of the MSC and the placement coordinator review all program assessments. Each semester during the fieldwork seminar course, the instructor for the course reviews current and upcoming assessments. Faculty teaching seminars discussed various methods for reviewing program assessments. Current candidates further confirmed the

review of assignments in seminar as well as from the placement coordinator each semester. In their final semester, candidates are visited by the edTPA coordinator during their methods class to review the edTPA and provide them with their respective handbooks. Seminar faculty and cooperating teachers support the candidates in completing the edTPA. The cooperating teachers shared their knowledge of the edTPA and the support they provided the candidates. Completers agreed that the cooperating teacher was paramount in completing the edTPA. One recommendation from cooperating teachers is to have a refresher on the edTPA each year to better support their candidates. Each candidate also has a faculty adviser that meets with them twice a semester to review their progress through the program. Current students agreed that the role of the faculty adviser helped them keep up with program requirements. Additional support as needed from the placement coordinator was noted by all stakeholders, faculty, cooperating teachers, completers, current students and supervisors. The ongoing accessibility of the placement coordinator and frequent communication to all stakeholder groups was shared as a strength in the program by all. Candidates, cooperating teachers and supervisors all shared that the role of the placement coordinator was a key support in completing all program assessments.

The placement coordinator meets regularly with fieldwork supervisors to ensure students are working towards meeting the TPEs based on their fieldwork requirements. Cooperating teachers complete two formal observations each semester and provide a copy to the candidate and the placement coordinator. The additional four formal observations are completed by the supervisors. All supervisors shared the process of completing the program, formal observation tools at minimum four times a semester (one initial meeting and three formal lessons) and submitting a copy to the placement coordinator. Evidence on feedback to supervisors through email and on the observation tool showed the frequency by which the placement coordinator reviews student progress. Trends are noted across candidate observations by the placement coordinator and then used to plan upcoming program supervisor meetings. Any individual candidate concerns noted on an observation form or through email are immediately addressed by the placement coordinator. Supervisors, cooperating teachers, and faculty all confirmed a process by which the placement coordinator contacts the supervisor to discuss the individual student case, followed by meeting with the faculty and the cooperating teacher as needed. The placement coordinator meets with the student and supervisor for goal setting and the coordinator monitors student progress.

The MSC program further provides those candidates needing additional support in their courses or in fieldwork with the opportunity to participate in a Candidate Support Plan. Candidates will receive a written plan for improvement and support from their program advisor and university supervisor in meeting their goals for improvement.

All BILA (BEST) candidates complete the same program signature assignments in the MSC courses that also serve as the BILA courses. In addition to meeting the TPEs through these assessments, the BILA standards are further met through a series of assessments that target the language and culture standards that are not all part of the MSC courses. These include BILA

program standard 5 and 6 which include the language and culture of the BILA language candidates are seeking to complete. Documentation of language and culture standards are embedded in the BILA target language methodology courses and the fieldwork requirements. BILA (BEST) supervisors complete four comprehensive rubrics that evaluate the candidates listening, speaking, reading, and writing language skills as well as their ability to teach in the BILA language. The rubrics are used as part of the initial language interview and the four formal observations conducted each semester by their supervisor. BILA program standards 2 through 4 related to the implementation of bilingual methodology are documented on the BILA fieldwork rubrics. BILA faculty and supervisors confirmed the use of the rubrics and noted the comprehensive nature of the documentation to capture a full picture of the candidate's ability to not only speak the BILA target language but teach in the language. Candidates and completers of the BILA program agreed that the program provides a strong emphasis on preparing them to teach in the BILA target language, especially in teaching literacy.

Prior to beginning the BILA (BEST) program, all interested candidates must select on the MSC program application their interest in one of the available languages. Once admitted into the program, all MSC candidates are presented information on the BILA (BEST) option at the initial program orientation. Following the orientation, candidates must confirm their interest in the program. To be accepted into the BILA (BEST) program all potential candidates must complete a preliminary language assessment that is administered and evaluated by a program faculty member who speaks the language at hand. The BILA faculty members who are part of the initial interview process shared the emphasis on evaluators being strong in their proficiency of the target BILA language. The initial assessment is conducted through a one-on-one interview between the candidate and the faculty member. An interview protocol is used during the interview and a set of BILA rubrics are then used to assess the qualifying level of language proficiency needed to teach in the target BILA language. All faculty who administer the language proficiency assessment engage in calibration training to ensure reliability and validity of the assessment. Once the candidate completes the initial language assessments, they are officially on the MSC/BILA pathway for their program of study. Spanish and Chinese language BILA candidates expressed a clear explanation of the process at the time of application and throughout the admission process. Reference to the rigor of the interview was mentioned by candidates and the one-on-one support by the BILA coordinator in making an informed decision on whether to pursue the BILA.

BILA faculty and supervisors shared the use of the rubrics as part of candidates ongoing evaluation of their ability to teach in the language. As part of the first semester of fieldwork, if a supervisor believes that the candidate is not proficient enough to teach in the BILA target language, they connect with the placement coordinator to discuss replacement. The BILA rubrics are used to determine candidates' progression in the BILA (BEST) program. BILA candidates confirmed the ongoing evaluation of their progress in the BILA program by both their supervisor and the faculty coordinator for the BILA program.

During the MSC program, BILA candidates complete all fieldwork in a bilingual setting. All formal observations are recorded and evaluated against a rubric that aligns with BILA program standards 2 through 5. In the final semester, three tools are used to assess candidate knowledge, skills, and abilities: a) revisiting the pre-program interview, b) edTPA, and c) CSET: Languages Other than English (LOTE) Subtest III (language proficiency) or equivalent. A recent change in the BILA (BEST) program is that all candidates moving forward will be evaluated on their language proficiency using the program designed interview protocols and rubrics, coupled with the BILA language fieldwork assessments. They will no longer be required to complete the CSET: LOTE Subtest III.

Once candidates complete all courses for the MSC/BILA, fieldwork hours, program assessments, and the edTPA successfully the placement coordinator for each program provides a list of the program completers to the credential analyst. The credential analyst completes a final review of all program requirements, documented on a checklist with a final review of the candidate's transcript as evidence of completion. The credential analyst visits with candidates in their final semester seminar to review the checklist and requirements. Candidates confirmed the use of the checklist as a guide to be recommended for the credential. They further noted that the information is reviewed along the way by their faculty advisor.

The final observation/evaluation report from the university supervisor serves as the candidate's Individual Development Plan (IDP). The evaluation provides feedback on each of the six TPEs as well as identifying areas of strength, areas where improvement is needed, and other comments on overall teaching effectiveness. The university supervisor provides candidates with the IDP at the end of their final semester and sends a copy to the placement coordinator. The candidate keeps a copy to be presented to the clear/induction program as part of the graduate's employment with a district.

Findings on Standards

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

Preliminary Single Subject with Intern

Program Design

The Department of Secondary Education at San Francisco State University (SFSU) administers the Preliminary Single Subject credential as part of the Graduate College of Education. The department seeks to prepare reflective practitioners and leaders with a strong grounding in equity and social justice to work in the San Francisco Bay area public schools. Overseeing the SFSU Graduate College of Education is the college dean who oversees an associate dean, and a college academic business officer. The dean also oversees department chairs for each

credential subject in the College of Education. These departments handle the admissions process, document candidate progress, and confirm readiness for credential recommendations to the Commission on Teacher Credentialing. The single subject department chair, who reports to the dean, provides leadership for the single subject teaching credential program. The department chair is voted in by faculty every three years to also supervise a full-time staff field placement coordinator/intern coordinator who works with faculty in the department to identify field placements for traditional teaching candidates. The Department of Secondary Education, led by a department chair, oversees coursework and field experiences, participates in the hiring and evaluation faculty, and ensures that all aspects of the program meet accreditation standards.

The SFSU Department of Secondary Education is supported by seven tenure track faculty and nine instructors who serve as adjunct faculty and also supervise candidates. Supervisors bring unique expertise to each subject with years of experience in their respective fields. SFSU offers a fall start two-semester or spring start three-semester traditional credential, as well as a two-year intern program for district employed teachers. Fall teaching credential courses are offered morning, early afternoon, and early evening as well as hybrid and fully online in order to accommodate the candidate population. Spring credential courses begin after the school day at 4:30 to coordinate with student teaching during the day.

The standards for program design are grounded in a clear and articulated theory of teaching and learning that is research and evidence-based with the program's theoretical foundations reflected in the organization, and a scope and sequence of the curriculum provided to candidates. Adolescent development is provided in coursework as well as subject-specific pedagogy, and social, cultural, philosophical, and historical foundations of education. Curriculum and formative assessments are implemented into the program design through signature assessments and the edTPA and used to understand and analyze student achievement outcomes to improve instruction. The edTPA coordinator maintains and communicates edTPA data to the department and dean toward program improvement. An edTPA orientation is conducted each fall for candidates and is scored by Evaluation Systems of Pearson (Pearson). Any appeals are submitted to Pearson and candidates who are not successful are provided one-on-one candidate support from faculty subject experts. Summative evaluations are completed throughout the semester with focused feedback using the Evaluation Report for Observations and Documents (EROD). An understanding of the range of factors affecting student learning including the effects of poverty, race, and socioeconomic status are incorporated into an equity course and the knowledge of positive behavior supports in a classroom management course. One candidate reported the equity class as being very reflective and important for understanding current social issues, and a university supervisor mentioned the topical workshops including anti-racism and equity focused teaching. Faculty reported starting with reflection in classroom instruction and management to support candidates' learning and fieldwork.

TPEs are evident and embedded into the curriculum of the secondary education department in order to effectively educate and support candidates as beginning level practitioners to educate and support all students in meeting state-adopted academic standards. The program coursework and clinical practice provide opportunities for candidates to learn and apply the TPEs, including continuous reflection from the beginning of the program to the end as corroborated through current students and program completer interviews. One example included a candidate's expression that reflection is one of the strengths of the SFSU program, and another reported that "I had many opportunities for reflection in writing and through conversations with peers." Faculty reported the incorporation of reflection as a disposition that student teachers should develop and integrate into every assignment in order to become a reflective practitioner. The course matrix provides evidence of progression through the program for increasing complexity through introduction, practice, and assessment. The scope of pedagogical assignments address the TPEs in general and support the candidates in preparing for the edTPA and other program-based assessments as they are tied to the TPEs. Evidence in syllabi and from faculty and student interviews was found of specific edTPA support embedded in coursework. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide timely summative and formative feedback toward mastery.

Course of Study

SFSU's secondary education program provides candidates with a developmental and sequential set of activities integrated with the coursework to develop from application to practice with 7 - 12 grade students in California public schools. Clinical practice consists of 600 hours of fieldwork experience in two or three semester-long experiences with observation for one semester and student teaching in the final semester. Clinical practice experiences include co-planning and co-teaching with both general educators and education specialists. In the first semester, a three day solo teaching experience is completed as an initial introduction prior to student teaching in the final semester of student programs. In candidates' formal student teaching, candidates shared that they taught full time for the entire semester two periods each day with 5-10 hours of support weekly from the cooperating teacher.

Supervisors observe candidates four times in the initial fieldwork semester and six times in their student teaching semester. Five observation debriefs are completed on the school site during student teaching. Clinical supervision is either an in-person site visit or through use of the online iLearn platform and evaluated based on TPEs through the use of the EROD. Candidates reported the impact of the feedback given after observation on the EROD form as well as the importance of the time to debrief the information recorded by their university supervisor. This feedback is also reported to be used by the chair and faculty to inform their teaching and adjust instruction.

Program modifications have been made in the last two years to integrate two special education modules within 2 three-hour seminars after completion of the SFSU Inclusive Education

Workshop. Single subject and special education candidates are brought together in an assignment to share expertise in content and pedagogy.

Memorandums of Understanding (MOUs) are in place for all school sites selected for school placements. The MOUs are signed and require an agreement that the school site demonstrates commitment to collaborative evidence-based practices and continuous improvement; have partnerships with appropriate other educational, social, and community entities that support teaching and learning; place students with disabilities in the Least Restrictive Environment (LRE); provide robust programs and support for English learners; reflect to the extent possible socioeconomic and cultural diversity; and, permit video capture for candidate reflection and TPA completion. Each clinical site has a fully qualified site administrator.

The program provides district employed supervisors (i.e., cooperating teachers) with a 10-hour initial orientation to the program's expectations and assures that supervisors are knowledgeable of the program and assessments to include the TPEs and the edTPA. SFSU selects individuals who are credentialed with at least three years of credential teaching experience, have a credential in the subject area they are teaching, and who have completed the initial orientation in student teaching preparation. District supervisors are selected initially by the site principal from qualified candidates identified through their district. The fieldwork placement coordinator generally considers student teacher requests when making class placements and cooperating teacher selections. Yearly meetings provide opportunities for district supervisors to stay current with program expectations. The Fieldwork Placement Coordinator reported communicating with principals to receive feedback on their choices of student teachers and who would be a good fit for their school site. Candidates shared that they have opportunities to connect with the principal ahead of their placement.

University supervisors in the department have had many years of experience, 5-20 years overall. In 2022, several new hires required onboarding which was provided by departmental supervising experts with the most experience. Training is provided for new hires starting in the fall.

Assessment of Candidates

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements. University supervisors expressed the importance of the observation feedback and conversations with candidates in order to assess concerns and plan support or intervention when a candidate is not suited for teaching. Faculty university supervisor meetings were also reported as a place to share student concerns to collaborate and brainstorm next steps.

The edTPA is implemented according to the requirements of the Commission-approved model with one faculty member coordinating the implementation, documentation, and administration processes for all tasks/activities of the TPA. The edTPA coordinator communicates and consults with full time faculty, adjunct faculty, and supervisors to implement the edTPA, to appropriately prepare candidates for the edTPA, and coordinate the use of the data for program improvement purposes. Faculty and instructors reported constant conversations related to program improvement across all facets to serve candidates, and the chair shared that edTPA signature assessment data has been used to adjust preparation for the assessment. Data was used to discover that too much instructing was focused on lesson planning and not enough on assessment. This analysis drove adjustments in instruction to focus more on assessment in preparation for passing the edTPA.

The program only places candidates in placements where the candidate is able to record teaching for purposes of implementing video requirements for the edTPA. Site MOUs assure that schools where candidates are placed have a recording policy in place and require candidates to affirm that they will follow all applicable video policies for the edTPA. Program and candidate level data began being maintained recently and aggregate results of candidate performance will be monitored over time. The SFSU Secondary Education Department uses this data for accreditation and program improvement purposes. Preparation is in place for a “Data Kitchen” that will house all data collected for the school of education to review, reflect, and develop plans for continuous program improvement.

The SFSU single subject teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment (edTPA) model selected by the program and the passing score standard for the assessment. Candidates reported the impactful support of instructors in easing them into the edTPA, preparing them through the use of examples, as well as connecting what they were seeing in their school to the edTPA and their ongoing practices. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate’s own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines. Candidates are supported through edTPA orientation and support from their supervisor. Remedial assistance is provided through the university by faculty members who teach discipline-specific curriculum and instruction seminars to provide one-on-one candidate support. Only candidates who have passed the edTPA are recommended for a preliminary single subject credential if all other requirements have also been met.

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate’s induction program. This process was reported by the department chair to be completed on the final EROD form and then

archived digitally by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Findings on Standards

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

Preliminary Education Specialist, Mild/ Moderate Disabilities with Intern, Moderate/Severe Disabilities with Intern, Early Childhood Special Education with Intern

Program Design

The Department of Special Education offers a Preliminary Mild/Moderate Disabilities, Preliminary Moderate/Severe Disabilities, and a Preliminary Early Childhood Special Education credential along with intern options for all three programs in the Graduate College of Education (GCOE). The department consists of 10 full time faculty and 42 adjunct faculty. Under the leadership of the department chair, special education faculty participate in cross-departmental projects and coursework. Interviews with faculty demonstrated the cohesiveness of faculty. Each semester, one faculty member from each of the programs is selected to serve as the coordinator for each of the programs offered. The program coordinator is responsible for maintaining all program materials (e.g., program handbook, student teaching handbook, course roadmaps) and communicating with students regarding pertinent policies and deadlines. The program coordinator also meets regularly with other program faculty members to ensure program cohesiveness and facilitate discussion regarding any programmatic needs. The program coordinator functions in the role of fieldwork coordinator for their respective program. Interviews with program faculty confirmed close coordination between the program coordinators and intern coordinator to determine placements for candidates in the three credential programs. Clear communication between the three programs was evident through interviews with faculty and students.

The faculty consider data key to program improvement and frequently review various data points including but not limited to enrollment, candidates with incompletes, intern data, budget, course enrollment, and exit data. The SFSU's data dashboard on the CTC website displays an upward trend in program effectiveness with 73% of the respondents reporting they feel the teacher preparation program was effective at developing the skills or tools needed to become an education specialist. Student evaluations of faculty teaching effectiveness are reviewed by the department chair (on hold these past two years due to pandemic). The program tracks every candidate from admissions to exit. During the interviews, it was verified that program data drives instruction and program improvement.

Each program has developed roadmaps that provide a plan of study to complete the credential based on the semester teacher candidates are admitted. The roadmaps are aligned with the

schedule of courses, and upon admission to the program candidates receive a roadmap that includes the recommended sequence of courses for full-time enrollment to complete the credential; part-time candidates are advised to focus on the methods coursework and then meet with their advisors to review their roadmaps. Candidates are encouraged to meet with their faculty advisors at least once per semester to plan their academic programs and discuss questions or concerns that they may have. Candidates verified that when they struggled or had issues, the department chair or program coordinator reached out to them and helped them come up with an alternative roadmap to align with their situation. The intern coordinator works side by side with each program coordinator to ensure MOU, placement, support, assessment, and follow through of all intern competencies for all intern candidates in the three respective programs.

Several sources of support are available to candidates in addition to a multitude of resources. The special education department website contains policies, procedures, guidelines, forms, and deadlines for all programs. The iLearn site is a portal for faculty to communicate with students through posts and email. Candidates receive information about important deadlines, scholarship opportunities, and other key events through this portal. In addition, the iLearn site, an electronic learning platform, captures important program materials and links to relevant sources.

All three preliminary Education Specialist credential areas, Mild/Moderate, Moderate/Severe, and Early Childhood Special Education, offer an intern pathway. All three programs are grounded in an interdisciplinary theoretical framework that is developmentally, linguistically, and culturally appropriate. An overarching aim of the programs is to prepare candidates with the knowledge, skill, and understanding to advance quality inclusive educational experiences for all learners, in collaboration with families and related service providers. Candidates in all three programs experience a curriculum that emphasizes the historical, philosophical, and empirical foundations of general and special education and the application of current validated practices to effectively support learners with disabilities representing differing ages, abilities, backgrounds, and socio-cultural experiences. Through academic instruction, fieldwork, and clinical experiences, candidates gain competencies while working closely with diverse learners in a variety of educational settings.

The Preliminary Education Specialist: Early Childhood Special Education (ECSE) program has an added emphasis on the importance of involving parents as partners in intervention and prepares candidates to be respectful of the dynamics and values of families. The ECSE program views children as active participants in their learning, and trains candidates to use evidence-based and developmentally appropriate practices to foster children's growth and development in home-based and inclusive settings. In addition, the ECSE program prepares candidates to collaborate with professionals in other disciplines to meet the individual needs of children and families. Coursework and fieldwork are closely integrated to facilitate the application of theory to practice.

All three programs require candidates to complete early field experience and a student teaching experience as the culmination of their credential program. Intern candidates participate in a two-year long post-baccalaureate credential program (including summers) where candidates are recommended for and issued an intern credential and are hired by a cooperating school district. Findings indicate that the majority of candidates in the three programs are enrolled in the intern pathway, and many were paraeducators prior to becoming an intern. Interns receive classroom support and mentorship throughout the program by both university and district personnel.

Every candidate is assigned a faculty advisor who serves as a mentor throughout their program. In addition to a faculty advisor, candidates have a cooperating teacher that is selected to mentor the candidate to collaborate and receive support during their final student teaching. A SFSU faculty supervisor is also assigned to the candidate and will make at least three visits during the student teaching practicum to observe the candidate's performance. Faculty supervisors will debrief with the candidate after the observation to discuss and reflect on the candidate's progress in meeting the Teaching Performance Expectations (TPE).

In alignment with the Department of Special Education's focus on human rights, social justice, inclusivity, and equal access for individuals with disabilities across the lifespan, candidates and faculty in this department have access to three specialized events designed to improve their abilities as a future educational leader. The first is the Paul Longmore Institute on Disability which showcases persons with disabilities' experiences in order to revolutionize social views. Through public education, scholarship and cultural events, the Institute shares disability history and theory, promotes critical thinking, and builds a broader community. The second is offered as a result of a special grant program, Project ALLIES, and brings together scholars across the Education Specialist and Speech Language Hearing Sciences disciplines to work collaboratively to provide high quality, evidence-based services to school-aged students on the autism spectrum with significant social-communication needs (especially those from traditionally underrepresented communities) in inclusive educational settings. The third is the Inclusive Teaching and Learning Consortium (ITLC) which represents a committee created with faculty from all GCOE programs to explore methods to reduce/eliminate barriers and to encourage collaboration between general and special education faculty and pre-service teachers. These three programs within the Department of Special Education and in collaboration with other departments supplement the course of study for Education Specialist credential candidates. In interviews, completers reported the value of participating in the programs that supplemented their coursework and field experience. A program completer reported "At San Francisco State I learned how to connect theory and pedagogy. I learned to be a lifelong learner always focused on evidence-based research practices, equity, and inclusive supports for all students."

Course of Study

All Education Specialist candidates, regardless of specialization area, must take core coursework focusing on the foundations of special education, legal aspects, and knowledge of students with special needs, and communication and collaborative partnerships with other professionals and

families from diverse community cultures. This coursework addresses fundamental knowledge and skills in meeting the needs of English language learners; reading/language arts instruction; behavioral, social, and environmental supports for learning; and curriculum and instruction in general education.

Education Specialist specialization coursework extends a candidate's foundational knowledge and skills by focusing on assessment and instructional strategies specific to the learners for which the candidate is being prepared. This coursework provides candidates with knowledge of evidence-based practices specific to their specialization while also providing opportunities to practice implementing these strategies through course assignments. The faculty team advocates for providing space to use multimodal instructional materials to engage in content including videos, online modules, podcasts, collaboratives, and online small group discussion groups, all designed to model research based best practices. Candidates and completers discussed the modeling of assistive communication throughout the programs.

Across programs faculty, university supervisors, cooperating teachers, candidates, and completers indicated multifaceted opportunities to work with a wide range of learners representing differing ages, abilities, backgrounds, and socio-cultural experiences who may be in general education, inclusive, or special education settings in schools, county run programs, Head Start, or state funded infant toddler and preschool programs. There are considerable opportunities for all candidates to interact with general education candidates/teachers. The Mild/Moderate and Moderate/Severe programs require candidates to take a literacy and mathematics class through the general education program and interact with general education candidates in those classes.

Mild/Moderate with Intern

Teacher candidates complete eight core courses, four methods courses, and one student teaching experience, which is the culmination of their credential program all comprising 45 units. Many of the classes have signature assignments directly linked to field experiences. Students are given opportunities to work collaboratively with faculty and special education doctoral students in developing and executing their research projects. Instruction is based on high leverage practices. Recently the Mild/Moderate (M/M) Program faculty members reviewed and revised program/course materials to include more intensive core content instruction. After receiving feedback from current candidates and recent graduates, the M/M faculty team successfully completed major revisions to two core courses with the purpose of eliminating redundant information and adding instruction related to content-area pedagogy and disciplinary literacy.

Teacher candidates are required to conduct 280 hours of supervised student teaching (during the final semester, after all credential coursework is completed). Student teaching comprises at least 240 contact hours (direct work with students identified with mild to moderate support needs) while 40 hours may be applied to related activities (consulting with the cooperating teacher, attending IEPs, school-site meetings, collaboration with related personnel and

families). During the semester they conduct their student teaching, teacher candidates are enrolled in the Student Teaching Seminar, which serves to guide them through this experience.

Moderate/Severe with Intern

Teacher candidates complete eight core courses, four methods courses, two fieldwork and one student teaching experience for a total of 51 units. The six methods courses for the Moderate/Severe Disabilities credential pertain to ecological assessment, family partnerships, standards based curriculum development, and instructional strategies, IEP goals and administration, inclusive education, ability awareness, peer supports, curricular adaptations and modifications of general education content, culturally responsive teaching, data collection, lesson planning, para-educator training, next generation sciences, sex education, teaching deafblind students, Positive Behavioral Supports (PBS) and Augmentative and Alternative Communication (AAC), autism spectrum disorders, dual/multi language learners, data-systems, and designing curricular units. A recent change was made in response to CTC's Universal TPEs: the content of the method courses was updated to increase focus on standards-based academic instruction in the areas of literacy, science, and math for students with extensive support needs. The course content and assignments for the student teaching seminar were revised and updated to meet the needs of the students.

The program offers a sequence of three semesters of fieldwork at fieldwork sites in inclusive, urban schools in the San Francisco Bay Area that deliver educational services to students with disabilities in general education classrooms, as well as in community and vocational settings for transition programs. All schools used as training sites have programs that meet research-based evaluation criteria for programs serving students with extensive support needs.

Teacher candidates are required to conduct 430 hours of supervised student teaching across two fieldwork and one student teaching experience. During Fieldwork 1, all candidates are placed in inclusive K-12 or transition programs one day per week for 12 weeks, except for intern teachers who complete practicum requirements in their own programs. During Fieldwork 2, the same practice is followed for all candidates. During the semester of student teaching, intern teachers can use their programs as a student teaching site if they meet a set of criteria based on the current literature on best practices in the education of students with extensive support needs.

Early Childhood Special Education with Intern

Teacher candidates complete six core courses, six methods courses, and two student teaching experiences (one in infant/toddler setting with children birth to age 3, one in a preschool setting with children ages 3-5), which is the culmination of their credential program. Teacher candidates are required to conduct 320 hours of supervised student teaching. The infant-toddler experience (120 hours) is completed within an early intervention setting (program-based and/or home-based) that provides services to children birth to age 3 and their families. The preschool experience (200 hours) is completed within a school-based setting (inclusive, head start, etc.) serving young children ages 3-5 with disabilities, and their families.

Candidates take core and specialization coursework simultaneously. All coursework focuses on working with typical and atypical children, collaborating with families, supporting positive behaviors, literacy and communication, assessment, and curriculum and methods for working with very young children. Two specialized courses focus on working with children with sensory and motor impairments. Employers commented during interviews that the course of study is exceptional, candidates are well-prepared to teach ECSE and for IFSPs/IEPs and for conducting assessments. Candidates and program completers stated that the course of study was demanding and prepared them for working with very young children with disabilities and their families. Candidates and program completers shared that they benefited from the program focus on inclusive practices for young children.

The ECSE program places a heavy emphasis on assisting candidates with their ability to apply what is learned through coursework to their work with learners with disabilities. Practical assignments are scattered throughout both core and specialization courses. This provides candidates the opportunity to demonstrate knowledge and implement specific strategies many times throughout the program – during course assignments and later during fieldwork practica. During fieldwork, candidates are placed with certificated and experienced teachers who provide ongoing guidance, mentorship, and support during the fieldwork experiences. Candidates receive additional guidance and support from the university supervisor. Candidates are observed in the fieldwork placement by both the mentor teacher and university supervisor and receive both oral and written feedback. A final written evaluation is completed and shared with the candidate. University supervisors and mentor teachers collaborate in their support of the candidates through email, on-campus meetings, and other forms of communication.

Assessment of Candidates

All special education candidates are assessed continually throughout their program. Prior to entering the program, candidates must meet the basic skills requirement and complete prerequisite coursework. The basic skills requirement is typically met through the CBEST examination. While in the program, candidates must complete all required courses and maintain a GPA of 3.0. Concerning specific courses, candidates are required to complete all course assignments and participate in scheduled exams. Candidates must pass each course with a grade of “C” or better.

Candidates complete the student teaching requirement as traditional student teachers or as teachers-of-record (i.e., under an Intern credential). During fieldwork, candidates are evaluated by both the university and the mentor teacher. The fieldwork evaluation delineates a number of competencies. Across the semesters of fieldwork, teacher candidates complete a comprehensive ePortfolio development in each student teaching experience that requires them to conduct assessments, compile signature assignments, write goals, plan interventions, collect data and engage in ongoing self-reflection. Completers verified advisement that took place to assist them at the end of the program when they were expected to write their Individual Development Plan (IDP).

Through coursework, fieldwork and clinical experiences, teacher candidates have multiple opportunities to learn, apply, and reflect on each TPE and in their specialty standard areas (Mild/Moderate, Moderate/Severe, and Early Childhood Special Education) Teacher candidates are monitored on their progress and performance in meeting their competencies through course grades, fieldwork activities, student teaching observations and evaluations, and portfolio documentation.

Over the course of each respective program, candidates create an online portfolio documenting academic work, fieldwork, and student teaching experiences. All courses require a signature assignment that addresses the Standards of Quality and Effectiveness for Education Specialist Instruction Credential Programs and the primary California content standards related to each course, which candidates include in their ePortfolio. The entire portfolio is evaluated during the student teaching experience to determine the candidate's understanding and demonstration of teaching standards and professional dispositions. One candidate reported, "I learned to be introspective and reflective about teaching; I took what I was taught and stood up for it! I have a strong toolbox full of research-based strategies for all learners."

Cooperating teachers selected for their specific experience and credentials evaluate candidates during their student teaching/internship. At midterm, the cooperating teacher, faculty supervisor and candidate meet to discuss and reflect on the candidate's progress in meeting the TPEs. This midterm evaluation at the site is used transparently to benchmark progress. The final evaluation is summative in nature and serves to indicate the quality of the candidate's total teaching performance. The final grade is determined by the faculty supervisor while reflecting the combined judgment with that of the cooperating teacher. Cooperating teachers reported receiving training in GoReact, the new video assessment tool. They discussed their involvement in advisory and professional learning retreats as well as one-on-one updates from program coordinators. Cooperating teachers verified a strength of the special education department is the ability to listen to constructive feedback and implement changes in a timely manner.

A faculty supervisor makes at least three visits during the student teaching practicum to observe the candidate's performance. Within the student teaching experience (two for the Early Childhood Special Education candidate and three for the Moderate/Severe disabilities candidate), teacher candidates complete a comprehensive ePortfolio that demonstrates their knowledge, skills, and disposition as an educator of students with disabilities. The faculty supervisor and university mentor provide ongoing feedback on the portfolio through the student teaching experience(s), utilizing established instructions and rubrics.

Findings on Standards

After review of the institutional report, supporting documentation, outcome data, including assessment and survey results, and 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 Education Specialist: Mild/Moderate with

Intern, Moderate/Severe Disabilities with Intern and Early Childhood Special Education with Intern Credential program.

Preliminary Education Specialist: Visual Impairment with Internship

Program Design

The Visual Impairments (VI) credential program prepares teachers to serve students birth to 22 years of age who have been diagnosed with a visual impairment including co-occurring diagnoses of autism, deaf-blindness, or other disabilities. The credential program features a combination of face-to-face, hybrid, and online learning. This type of instruction was introduced pre-pandemic to accommodate the VI teacher shortage in California and support the needs of credential candidates who attend from across the state. Evening and online courses meet the needs of candidates who are working full time as interns, teachers in other fields, or other educational support staff from a wide geographical area from across the state. The leadership of the VI program consists of a program coordinator who has extensive experience in the field. The program coordinator holds a doctorate in education with an emphasis in Visual Impairments and is a certified Orientation & Mobility specialist.

The coursework was designed to include a combination of weekly synchronous instruction using Zoom, online learning through asynchronous learning modules and the program's learning management system (i.e., iLearn), and in person sessions done once every semester. "Lab Weekends" were created for candidates to have hands-on learning experiences at locations such as California School for the Blind and Lighthouse for the Blind where candidates stay overnight on the site and interact with employees who are visually impaired or blind. This gives candidates firsthand experience of what services students with visual impairments receive when they attend these programs. Key assignments prepare candidates to reflect upon inclusive practices, universal design for learning, instructional adaptations to curriculum and assessment, and approaches to support services in a range of delivery options for a diverse level of academic and cognitive abilities in students from birth to 22 years of age. This was confirmed through stakeholder interviews, a review of program documents including course syllabi, program roadmap and the Credential Approval Program Plan (CAP) form.

Candidates are advised about program requirements on an ongoing basis throughout the program. Advisement occurs as part of the program application process, at group orientations with the Special Education Department Chair, and then with VI program coordinator. Advisement also occurs during VI-specific courses. Candidates are expected to meet at least once a semester to review progress and discuss course sequencing with program coordinator. Candidates are enrolled in a division iLearn site that provides timely and easy access to information sources and forms as well.

Employers of program completers consistently reported that their new SFSU hires were exceptionally well prepared. Employers stated that completers were articulate and able to handle the tasks of teaching students with visual impairments. Completers reported that they

were fully prepared to enter the teaching profession, and that experience-based learning during coursework and field observations was a contributing factor to their confidence and success during their first year of teaching. They also shared that the program coordinator encouraged a culture of community and collaboration.

Program documentation and stakeholders reported that they have numerous opportunities for providing input to the VI program. Candidates are expected to meet with their faculty coordinator once each semester to discuss any program concerns and review program progress. All stakeholders shared the ease and efficiency in communicating with faculty, including the coordinator. All stakeholders shared they were encouraged to rate their satisfaction with advising, course rigor, and program delivery with VI faculty. Candidates complete end of semester course evaluations for each class to rate instructor effectiveness. This data is used to drive curricular and training updates.

The VI program manages a team of eight adjunct faculty and four fieldwork supervisors. The program coordinator and fieldwork supervisors also support a network of site mentors who help mentor students in the student teaching process. All site mentors were graduates of SFSU. All program course instructors meet on an annual basis to collaborate on effective teaching strategies of both online and in person sessions. Up to date professional development is a must for faculty members in the VI department to ensure they stay abreast of the ever-changing needs of their candidates and the students they serve. This is especially evident in the constant updates in assistive technology that is required for students with visual impairments to access instruction. The program coordinator has secured grants to support faculty continuing their professional development. Leadership and collaboration of teacher candidates is highly encouraged throughout the credential program by either presenting at conferences or being active on online communities and listservs.

Course of Study (Curriculum and Field Experience)

Using a program roadmap, candidates take between 52-54 units required for all VI credential candidates. The course work is broken up into three categories: core courses, method courses, and student teaching. All education specialist credential programs in the division share a common core that provides candidates with foundational knowledge about disability, English language acquisition, educational law, general assessment processes, classroom management, positive behavior support, and characteristics of atypical learners with diverse learning needs.

The Category I: Core Courses include six introductory level courses: Laws, Ethics, and Instructional Planning; Transition Planning for Students with Disabilities; Development, Diversity, and English Language Learners; Elementary School Health; Curriculum and Instruction in Mathematics; and Literacy Instruction in K-12 Classrooms.

The Category II: Method Courses are designed around specific methods for VI related skills. These courses are Basic Orientation and Mobility Skills; Technology for Visually Impaired Students; Assessment for Learners with Visual Impairments; Instruction for Learners with Visual

Impairments; Issues in Visual Impairments; Basic Communication Skills for Learners with Visual Impairments; and Advanced Communication Skills for Learners with Visual Impairments.

The VI program shares four courses with the credential program in Orientation and Mobility (O&M): Basic Orientation and Mobility for Learners with Visual Impairments; Medical, Educational, and Rehabilitative Implications of Visual Impairments; Living Skills Assessment and Instruction for Learners with Visual Impairments; and, Visual Impairment: Special Populations.

Program completers reported that they were well prepared to provide UEB (Unified English Braille) braille code and Nemeth instruction. As evidenced by a review of documents, the program utilizes a roadmap (i.e., course sequence) document and the Credential Approved Program Plan (CAP) form to clarify program requirements and potential approved course substitutions.

Candidates complete a continuum of fieldwork—from early classroom observations to signature key assignments conducted in the field—that encourages reflection and practice aligned with state standards and evidence-based practices. Participation in early fieldwork forms a foundation and helps build the candidates' list of resources to use with future students. Fieldwork experiences are designed to align with program standards and coursework to provide candidates with multiple opportunities to put their acquired knowledge and skills into practice. The program coordinator reported that faculty and university supervisors meet regularly to review documentation to ensure demonstration of competencies.

Teacher candidates must complete 400 hours of supervised student teaching in one student teaching experience. Site mentors provide at least two hours of support each to candidates interning in the field, while traditional credential candidates work alongside their mentor teacher throughout the duration of student teaching. Student teachers must prepare for a minimum of 6 observations by their faculty supervisor and mentor teacher. During each observation, candidates are advised on lesson planning, evaluate lesson execution and reflection of their practices. Each student teacher and their support team meet with the program coordinator a minimum of three times during the workshop style course SPED 723. Student teachers are required to complete self-evaluations at the beginning, middle and end of the semester to help with reflection and improvement of goals they have created for themselves. The final evaluation is summative and included in their portfolios.

Program candidates participate in signature assignments, panel discussions, and several field observations in a variety of settings that accommodate students from various age ranges (e.g., California School for the Blind, Lighthouse for the Blind, California Deaf Blind Resources, etc.) so credential candidates have a firm grasp in working with infants, toddlers, elementary, secondary and transition aged students for each course. The culminating experience for candidates is final directed teaching in which demonstration of competencies may be met in intern or student teaching placements.

Assessment of Candidates

Candidates are assessed throughout their program with the use of signature assignments that address the Standards of Quality and Effectiveness for Education Specialist Instruction Credential Programs and the primary content for California state standards in the area of Visual Impairments. Credential candidates build a comprehensive portfolio that demonstrates their understanding and knowledge of VI specific skills. An emphasis on the integration of coursework and fieldwork is stressed within the SFSU VI credential program.

Candidates are assessed in all fieldwork placements using faculty-validated rubrics and checklists. Faculty supervisors use checklists and rubrics at each classroom observation. A summative final fieldwork reflects the program's commitment to four program elements: a) preparing effective teachers; b) differentiating assessments, instruction, and placements for blind and low vision students; c) promoting access to Core and Expanded Core Curriculum; and, d) empowering family and community supports for students with disabilities. All data is collected, aggregated, analyzed, and discussed at program-level meetings throughout the academic year and informs program improvement.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Education Specialist Visual Impairments with Intern Credential Program.

Added Authorization in Orthopedic Impairment (OIAA) Added Authorization

Program Design

The Orthopedic Impairment Added Authorization (OIAA) program prepares teachers to serve students with physical disabilities from birth to 22 years of age in school and community settings, showcasing a variety of instructional models, curriculum adaptations, and assistive technology specific for students with orthopedic impairments. The program serves a small number of candidates per year. As of Fall 2021, four students were enrolled in the OIAA program.

Candidates who are pursuing or who hold an Early Childhood Special Education, Mild-Moderate Disabilities, Moderate-Severe Disabilities, or Visual Impairments credential may earn the Orthopedic Impairment Added Authorization. The OIAA coursework includes four specialized courses.

The OIAA program constituents have structured opportunities for providing program input via surveys, as well as open conversation with the professors and program advisor of the OIAA program. The OIAA program requests feedback surveys from students via email and the iLearn site mid-semester. After the completion of each class, the university requests that all students provide course evaluations. Feedback surveys are requested from all candidates in the program

where they rate their satisfaction with advising, course rigor, and program delivery. Program faculty and the advisor reported that the data collected from feedback is used to guide instruction, revise assignments, and provide support for candidates' learning, such as offering tutoring or course counseling.

The OIAA program advisor and faculty meet on a regular basis to address program and candidate needs. Program constituents confirmed through interviews that informal communication happens on a weekly basis and OIAA advisor is easily accessible when questions or concerns arise. The advisor is available via phone, text, email and in person sessions on campus when needed. The advisor shared that the team holds an annual team building workshop during each summer to review course requirements and to learn new methodologies in the field that will help support candidates' improved learning of orthopedic impairment specific standards. Continuing education is highly encouraged for all faculty. Reimbursement for attendance and traveling expenses at subject specific conferences is offered. OIAA program advisor has procured grants to help defray the costs for faculty to travel to and attend workshops and conferences.

The OIAA program advisor holds an introductory orientation for new candidates each semester to discuss the OIAA track. The advisor meets with individual candidates and reviews the OIAA course roadmap of when courses will be given depending on their fall or spring start date. The more formal Credential Approved Program Plan (CAP) Form is also completed to ensure that candidates know which classes they will need to take and when. Some courses in the OIAA have been included in other credential program coursework.

The program advisor holds an advisory meeting with each candidate once per semester to review the forms that are to be filled out as the candidate's progress in the program, emphasis is included on ensuring procedures are up to date and completed correctly for applying for the added authorization at the end of the candidate's program. Program constituents verified that the program advisor and candidates review the advising page on iLearn together which has information on courses, procedures, and blank/sample forms, etc. Candidates and completers all agreed that the iLearn system helped keep needed program information in an easy to find location.

During the candidates' last semester, the OIAA program advisor meets with each candidate to complete the CAP form, where information is reviewed and verified for accuracy. Candidates are required to attach the CAP to their application for the orthopedic impairment added authorization and turn into the GCOE credentials office for processing. Completers shared they felt supported throughout the process, although the content was difficult at times, they always felt they could reach out to course instructors and program advisor for feedback and support in a compassionate and timely manner.

Course of Study (Curriculum and Field Experience)

Specialization coursework in the OIAA builds on the candidates' previous credential area knowledge (e.g., Mild/Moderate, Visual Impairments, Early Childhood Special Education, etc.)

as the context for developing pedagogical knowledge for teaching and learning in the authorization area. There is an emphasis threaded throughout the specialization coursework on teaching candidates to understand the unique medical and physical needs of students with orthopedic impairments, management of specialized equipment, working with community programs, and other support related services to instruct and assess a student via team approach, implement evidence-based practices based on assessment data, understand students' complex communication needs through Augmentative and Alternative Communication (AAC), and use a wide range of Assistive Technology (AT). Candidates in the OIAA are expected to expand their skill set to serve students through assessments and create adaptations to their curriculum to make learning accessible due to their unique orthopedic needs. Candidates are expected to learn strategies to support essential life skills that include personal independence and vocational experiences that include individual transition planning.

The OIAA coursework includes four courses (12 semester units), that cover areas pertinent to the area of orthopedic impairments and related needs; *Teaching Individuals with Physical and Other Health Impairments, Physical, Health, and Sensory Impairments, Transition Planning process for Students with Disabilities*, and *Issues in Augmentative and Alternative Communication (AAC)*.

Each of the courses in the OIAA sequence requires observations, field participation activities, and completed coursework. Completers and candidates shared positive feedback on their experiences of visiting the different programs introduced during the OIAA courses. They felt the assignments, observations, guest lecturers, and field participation activities were all relevant to their current positions of working with students with orthopedic impairments and the opportunity to practice skills learned on the job.

Candidates complete student teaching experiences as part of their initial credential and do not require student teaching or a culminating project to apply for and earn their OIAA.

Assessment of Candidates

Assessment of candidates is ongoing throughout the program. OIAA candidates are assessed with written tests and projects within each course. According to interviews with OIAA completers, current candidates and the program advisor, Orthopedic Impairment Added Authorization candidates are assessed throughout the year-long program with monitoring points located in each of the four courses. Per interviews of program completers and current candidates, they receive both formal and informal feedback about their progress from the course instructors on a regular basis.

According to the program advisor, if students are unable to demonstrate competency with the required courses, they are provided assistance in the form of academic counseling, tutoring, and the ability to redo coursework. Several measures are used including rubric scored essays, signature assignments, and objective exams.

Findings on Standards

After review of institutional reports, supporting documentation, interviews with candidates, completers, faculty, and employers, the team determined that all program standards are fully **met** for the Orthopedic Impairment Added Authorization program.

Adapted Physical Education Added Authorization

Program Design

The Adapted Physical Education Added Authorization (APEAA) at SFSU is offered through the Kinesiology Department within the College of Health and Social Sciences. The APEAA Program is coordinated by one tenure-track faculty in the Kinesiology Department. The coordinator is responsible for advising the APEAA candidates, teaching most of the program coursework, and supervising fieldwork.

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 teaching credential; or 3) a current teacher credential holder can add the APEAA. All candidates complete five courses in Adapted Physical Education (APE) including an internship. Course content includes but is not limited to Movement for Individuals with Severe Disabilities, Therapeutic Exercise, and Motor Assessment of Individuals with Disabilities.

Program documents and interviews with faculty and program leadership indicate the current program coordinator stepped into their position four years ago. As a result, the coordinator is still working to put procedures in place for program improvement, and these changes have been delayed due to COVID. These changes include active recruitment to the program and methods to further connect the APEAA to the SFSU Integrated Teacher Education Program (ITEP) program in Kinesiology and Secondary Education P.E.

Interviews with current and graduating APEAA alumni indicate they enjoy the hands-on interaction with the coordinator and classmates. Students expressed strong backgrounds in Universal Design for Learning. They expressed an interest in a greater emphasis on behavior management. This was addressed in the program standards, however students wanted more.

Interviews with public school and non-profit organizations indicated a good working relationship with the community. Kids Enjoying Exercise Now (KEEN) and Special Olympics were two examples of strong programs. As noted by the APE coordinator, better relations with local public school APE teachers are happening; this has been slowed due to COVID. These program constituents report the APEAA program and its coordinator 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

Candidates in the APEAA Program complete 105 hours of supervised fieldwork imbedded throughout the APEAA coursework, including 70 hours in APE K-12 school placements. Evidence was available to support course sequencing, connection of courses to fieldwork placements, and integration of fieldwork through the program, provided through program materials and interviews with program leadership, candidates, completers, and mentors.

According to review of syllabi, interviews with program leadership, candidates, completers, mentors, and candidates, fieldwork placements are in a variety of settings (including community and schools) across all age groups and a variety of settings that represents all aspects of APE. 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.

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 coordinator (who teaches the courses). At the end of the field work placement candidates complete a work sample to demonstrate a candidate's competency in the content standards related to APE. 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 2.0, which includes reaching out to candidates and providing additional supports to improve understanding of material and increase readiness to complete 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.

Preliminary Administrative Services with Intern

Program Design

The Preliminary Administrative Services Credential (PASC) at SFSU is housed within the Department of Equity, Leadership Studies, and Instructional Technology in the GCOE. The program is designed to provide professional preparation for educational administrators with a focus on preparation program elements aligned to a social justice-oriented mindset. The program design focuses on content that prepares candidates to understand the importance of

“abolishing marginalization” and of inclusivity for all learners. Gail Furman’s work on Social Justice Leadership as Praxis (2012) is the foundation for the program elements and field work experiences. The work of Capper, Theoharis, and Sebastian (2006) further supports the program emphasis on critical consciousness, knowledge, and practical skills. Interviews with existing candidates, completers and employers indicated that the social justice focus is a centerpiece in the instructional design and the interviews indicated that this focus is embedded into the coursework throughout the program. In fact, one superintendent of an employer district indicated that if the social justice focus were missing, he would not be aligned with the program nor participate as a faculty member. It was evident that students felt strongly that their course work is preparing them to be leaders who embrace a deep sense of inclusivity as a hallmark in teaching and learning. Completers, in particular, seemed to understand the connection to applying what they have learned to policy decisions that impact schooling. The interviews with program leadership further supported that the program course work provides numerous opportunities for candidates to learn how to identify, analyze and minimize personal bias and institutional inequalities. The interview with completers, including candidates who were all working in leadership positions, unanimously indicated that their course work and their field work had prepared them well for their current leadership roles.

There are two pathways embedded into the PASC program: a traditional pathway to secure the administrative credential and an internship pathway to support new administrators. Both options are offered on the San Francisco campus as well as the Marin County Office of Education. The program offers a master’s degree that embeds the administrative credential. There are several defining features of this program including viable and collaborative relationships with school district partners, and a robust preparatory program to support success on passing CalAPA cycles. The PASC program intentionally focuses on the knowledge and skills necessary to lead. Interviews with both completers and existing candidates and interns, indicated that they felt their program was a balanced blend of theory and practice. They also felt strongly that having current practitioners as instructors contributed to their understanding on how to apply theory at the school site level. While coursework addresses concepts embedded in CalAPA, direct CalAPA support is specifically addressed through a workshop model. This model is extremely effective, given the fact that the pass rates for CalAPA candidates has been 100%. The program lead explained that the knowledge and skills embedded into the courses are uniquely focused on social justice issues and equity gaps to ensure that candidates are prepared to lead diverse groups, students of color, and marginalized groups. However, while the program is intentionally designed to provide rigorous content around elements embedded into CalAPA, the mechanics of completing CalAPA cycles is addressed through workshop type sessions that are targeted at the assessment guidelines and rubrics for each cycle. Interviews with existing candidates and completers indicated that this targeted support for CalAPA was excellent and contributed to successful completion of the CalAPA cycles. The completers indicated that the way CalAPA support was delivered, eased their anxiety level because the workshops were so focused on the mechanics of the assessment guides and the rubrics. The program lead indicated that using the workshop approach reduced the number of scoring deductions for issues around videotaping, meeting planning, etc. The

result was a 100% pass rate and the program lead highlighted that they were also able to narrow the standard deviation so that all candidates were hovering around a pass score of 23. She indicated that by narrowing the standard deviation, it was more evident that students were receiving more consistent instruction and support around CalAPA measures across the cohort.

The program design supports both full-time and part-time students by offering all-day weekend courses and asynchronous online meetings. The course sequence is organized around a cohort model which is described below and is flexible to meet the individual needs of students. Both existing candidates and completers indicated that the cohort model is highly conducive to developing an organic program that is relationship based. Candidates and completers expressed that faculty and program staff are highly invested in their academic success in the program as well as highly invested in their personal wellness. Interviews with faculty, employers, and program staff further validated the strong network of relationships that has been established and nurtured throughout the PASC program. The collaboration, communication, and coordination in the program is highly evident, based upon the relationship building that has been evolving over time. The employer partners are truly knowledgeable about the program and its expectations. The interviews with site supervisors and employers indicated that there are many conversations around program development and improvement. The program leadership agreed however, that capturing these conversations in a more formal way, might provide better insurance of using the ideas and discussions to support continuous improvement, and in particular, development of benchmarks to support continuous improvement goals.

Course of Study

The coordination of the PASC program is facilitated by a highly qualified associate professor/coordinator who works very closely with candidates and who assumes a primary role in supporting candidates through the CalAPA process. The program coordinator also plays a key role in developing an effective network among employers and faculty and it is highly evident that both groups provide feedback to inform the continued evolution of the program model around the social justice theme. The communication system appears to be multitiered to support ongoing communication across all levels of the organization, particularly with the employers, site supervisors and the field supervisors in the PASC program. There is not a formal advisory board established to facilitate the cross pollination of ideas and supports but as it relates to collaboration, communication, and coordination, the organic nature of the collaboration has resulted in a rich course content of study and robust support systems for candidates.

The program is organized around an internship/practicum model to ensure coordination with actual fieldwork experiences. The fieldwork courses enroll no more than 7-10 students as a means of maintaining a very individualized experience for each student. University supervisors are expected to conduct bi-weekly check-ins and teach four workshops per semester. The university supervisor and site supervisor team up to conduct regular meetings with candidates and the interviews accentuated the seamless nature of this collaboration. An initial triad

meeting sets the foundation for making sure the candidate understands expectations and pacing of the coursework. The interviews also illuminated an elevated level of investment from both site as well as university supervisors in candidate success and well-being. The sequence of courses is very intentional, and each course experience is anchored to a rich “practical engagement” experience which is developed between the site supervisor and the candidate. Both existing candidates and completers praised the cohort model as one that creates a highly balanced program sequence of practice and theory. The candidates also expressed that having faculty with school and district experience was beneficial. Faculty interviews indicated a high degree of collaboration around standardization of processes around scheduling, pacing and expectations around Zoom meetings and use of Zoom tools.

The course outlines and assignments are directly aligned with the CAPEs and the program standards and reflect rich, authentic learning experiences and field work placements for candidates. The course sequence engages candidates in rich discussions and activities that focus on leadership theory with a unique focus on social justice constructs, as well as leadership skills, law, change processes, educational planning, technology, and planning. The 60 hours of required practicum offer robust opportunities for grounding candidates in actual practice and the courses appear to be offered in a sequence that ensures each course builds on prior courses and this was echoed by candidates as extremely valuable. The nature of the focus on social justice throughout all the courses creates many openings throughout the program to build candidate skills to be critical thinkers about the importance of helping candidates understand the importance of schooling in a democratic society, as well.

The completers called out the University and Job Pipeline event as a key to their employment and the program leadership also indicated that this event was a wonderful way to bring partners, faculty, and candidates together. It was evident from all the interviews that program staff, faculty and supervisors work extremely hard and so it is hoped that for the future there will be resources available to recognize and reward those efforts.

Assessment of Candidates

Candidates are evaluated and assessed through a variety of activities that are delivered through a robust hybrid model. Candidates are assessed using the following processes:

1. Mastery on signature assignments (Introduced at the beginning of the program through Welcome meetings)
2. Capstone assignment on planning for change (this assignment focuses on the use of data to inform school improvement and informed practice)
3. Submission of two capstone papers
4. CalAPA submissions
5. Cumulative portfolio
6. Exit oral examination defense of the cumulative portfolio
7. Field work experiences

Assessment of candidates is very collaborative and well supported through the triage system established between the university supervisor and the site supervisor working as partners in the support of the candidate. The exit oral examination defense is a culminating event that allows the candidate to “defend” their portfolio in a formal presentation setting that includes the university and site supervisor. Other faculty may attend this event as well. The interviews indicated that this part of the assessment is cumulative and acts as somewhat of a celebration of the candidate’s journey in the program. The course rubrics for the signature assignments and the capstone papers are concise and the field work experiences are clearly articulated by the field and site supervisor and allow for candidate input.

Findings on Standards

After review of the institutional report and evidence artifacts, including supporting documents on the website, interviews with existing candidates, completers, teaching faculty, employers, field supervisors, site supervisors and program coordinator/support staff, the team determined that all program standards were **met** for the Preliminary Administrative Services with Intern Credential Program.

Pupil Personnel Services: School Psychology with Intern

Program Design

The Pupil Personnel Services School Psychology Program (PPS) is housed in the Department of Psychology, an academic unit within the College of Science and Engineering (COSE). The leadership in the program consists of a coordinator, a designated faculty member in the program, and faculty and lecturers from the Psychology and Special Education Departments, the latter located in the Graduate College of Education (GCOE). The coordinator and psychology faculty report to the Chair of Psychology. Faculty within the Special Education Department report directly to the chair and dean for the Graduate College of Education. The School Psychology Coordinator is primarily responsible for the program’s curriculum, placing candidates at school sites, identifying part-time lecturers, communicating with site supervisors, and addressing candidate issues. The program also works with the College of Extended Learning (CEL) as the third year of the credential program is offered through the CEL. The coordinator of the program attends the monthly meetings of the Graduate College of Education’s (GCOE) Accreditation Steering Committee.

The PPS School Psychology program, through the College of Science and Engineering and the Psychology Department administration, utilizes school psychologists from Bay Area school districts to serve as lecturers and supervisors. The PPS School Psychology Program lists five full-time faculty and nine lecturers. Lecturers are required to hold a California Pupil Personnel Services Credential (PPS) with an authorization in School Psychology, Counseling or Social Work, and/or to hold a license in Psychology, Marriage and Family Therapy (MFT), Social Work, or Educational Psychology (LEP). In addition to holding a PPS credential with an authorization in school psychology, field supervisors for the practicum and fieldwork placements are required to have a minimum of two years experience as a school psychologist. Lecturers and supervisors

noted that a strong part of the program was that “most of the lecturers were graduates of the program.”

Course of Study

The PPS School Psychology Program is designed as a three-year, 81-unit program with a planned sequence of courses, supervised practicum, and field work placement experiences. The course sequence provides candidates with a first year of courses that includes more clinical practice than is typical of other school psychology programs with some current candidates noting that “we didn’t expect to learn so much about psychotherapy.” The program states that the first-year practicum is intended to be an introduction to basic human service in the schools and related agencies.

The second-year program course sequence is mixed with candidate fieldwork placement. Candidates gain advanced knowledge in the field through coursework, including special education courses. Additionally, candidates are expected to end the second year with the ability to provide basic school psychological services with minimal direct supervision in their third year.

During the third year, the program is dedicated to a full-time internship, and courses are designed to support the final internship process. Candidates are strongly encouraged to seek resources throughout their internships, and some candidates and completers noted that they were “able to obtain a lot of information about assessment testing in their fieldwork sites.”

Throughout all field experiences, candidates are provided with university and site supervision, with more direct supervision in the first two years so that candidates can work more independently in their final year of fieldwork. The direct supervision includes learning more about the assessments that their site uses. Supervisors noted that San Francisco State candidates are “...far more prepared for counseling type situations compared to other candidates.”

Assessments of the Candidates

Candidates are evaluated on the school psychology competencies at the end of each year by their site supervisor and their university supervisor. The School Psychology Internship Placement Competency Evaluation is one of the assessments used at the end of the second and third year, and it is correlated with the standards from the state CTC and with the National Association of School Psychologists (NASP) Domains. During the second and third year, candidates are evaluated mid-year to provide formative assessments. In the third year, candidates are required to complete a Case Study Report, which is used as a summative assessment.

In addition to coursework and fieldwork requirements, the program requires candidates to complete different assessments in written English. The first assessment is within the admission process, where candidates complete required essays. The second assessment is in year two and the final assessment in year three is the satisfactory completion of the Culminating Experience.

Based on the assessment of writing skills, candidates may be required to complete additional writing courses to meet expectations for the writing of professional-level reports and documents.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and site and university supervisors, the team determined that all program standards are **met** for the Pupil Personnel Services School Psychology with Intern Credential program.

Pupil Personnel Services: School Counseling with Intern

Program Design

The PPS School Counseling Program is one of six programs within the Department of Counseling's graduate Counseling Program. The Department of Counseling (DOC) is CACREP (Counseling and Related Educational Programs) accredited and resides in the College of Health and Social Sciences headed by a dean, who meets weekly with the DOC Department Chair. The PPS School Counseling Coordinator leads the School Counseling program, working closely with two other school counseling faculty. School counseling faculty oversee students' two years of school field experience in coordination with the DOC field experience coordinator and partners in the San Francisco Unified School District, the Oakland Unified School District, and other Bay Area schools. The DOC continuously modifies its curriculum and procedures through both internal (faculty, staff, and student) and external (community partners, accreditation bodies) review.

The program encourages input from faculty during yearly retreats, weekly department meetings, the Counseling Student Association, alumni, and supervisor meetings. Faculty and lecturers stated that the weekly faculty meetings are available to all, but if meetings can't be attended, emails of important information are sent out regularly.

Course of Study

The courses that make up the 60-unit program leading to the Master of Science in Counseling degree with a PPS School Counseling credential are offered to candidates in either a two- or three-year course sequence. The program is available to full- and part-time graduate candidates. Additionally, candidates with a previous master's degree in a counseling-related field can be admitted to the PPS School Counseling credential-only program.

All admitted candidates are assigned a faculty advisor after enrollment in the program and are required to meet with that advisor at least once per semester to track program progress. The core courses of the program, made up of 33 units, offer a theoretical foundation in the field of counseling. The school counseling specialization courses, which make up 9 units, focus on foundational aspects and practical application to the school counseling field and are based on the American School Counselor Association (ASCA) National Standards.

Candidates are required to complete an application process for school field experience. The DOC hosts a meeting each semester providing training for the supervisors and a space for face-to-face collaboration between site and faculty supervisors. The faculty instructor for the practicum course supports foundational counseling skill development through direct observation of mock counseling sessions in an onsite training counseling clinic. Candidates complete two years of fieldwork and are concurrently enrolled in DOC courses to support their learning. The faculty instructors for the courses serve as liaisons to the school sites where candidates intern and site supervisors confirmed that the faculty are in continual contact with them through email and phone conversations for training and evaluation purposes.

Assessments of the Candidates

Evaluation and assessments of the performance of candidates are an integral part of the counseling program. Candidates are assessed through course assignments targeted for consistency with the standards for both CTC and CACREP.

At the end of each semester, site supervisors fill out a comprehensive evaluation of the candidate's performance. The evaluations are then reviewed by candidates and faculty instructors. During each semester, the faculty supervisors for the internship courses review candidate recordings of counseling sessions from the field followed by individual coaching sessions. Faculty supervisors also conduct group supervision in their classes either weekly or biweekly depending on the course.

All candidates must complete a culminating experience project in the last course of their program. Candidates are allowed to select one of several projects with most candidates in the past having selected the Program Design Project. Completers and candidates indicated in interviews that "the option to choose a project was helpful so candidates can meet individual needs."

Instructors also consistently challenge candidates to self-evaluate through assignments that require them to reflect on what they are learning, their performance at their fieldwork sites, and their areas for growth. Candidates are also evaluated on their professional behavior through the Professional Readiness Behavior Rubric (PRBR). All instructors complete a PRBR for every candidate at the end of each semester. These scores are then reviewed by a Student Evaluation Committee (SEC).

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and site and university supervisors, the team determined that all program standards are **met** for the Pupil Personnel Services School Counseling with Intern credential program.

Pupil Personnel Services: Social Work

Program Design

The PPS Social Work program is housed in the School of Social Work in the College of Health and Social Sciences (HSS). The PPS Social Work program coordinator reports to the Director of Social Work who reports directly to the Dean of the College of Health and Social Sciences. The PPS Social Work program coordinator makes programmatic decisions in the PPS Credential program with input from administration. In collaboration with the field director, the PPS Social Work program coordinator maintains a list of “qualified” PPS Social Work field placement sites and works with prospective PPS Social Work candidates to secure a field placement. The PPS Social Work program coordinator meets with the Director of Social Work weekly and attends social work faculty meetings bi-monthly. The faculty stated in interviews that they receive weekly communications from the program coordinator in addition to “continual informal communications.” The coordinator also consults with credential analysts, staff in the social work and school counseling department, staff in the Graduate College of Education (GCOE), and all PPS Social Work candidates.

The coordinator works closely with the field director in outreach to incoming and current Master’s of Social Work (MSW) students about the PPS Social Work program, to assess and qualify school placements and PPS Social Work field supervisors, and support candidates in their selection of school placements. The field director, utilizing input from the program coordinator, works with all candidates, including prospective PPS Social Work candidates, to secure qualified field placements. PPS Social Work field placement supervisors assess the SFSU PPS Social Work program annually via a survey that is administered at the end of the spring semester. The survey gathers information about their experience in the program, the responsiveness of the program, and the clarity of program expectations. The PPS Social Work Coordinator reviews the results with the director for consideration and adjustment in program policies and procedures.

Course of Study

PPS Social Work candidates complete their school fieldwork internship in Year 1 of the 60-unit program. The majority of their PPS Social Work standards are met in Year 1 of the program. All candidates are required to complete a second year internship as part of the Master’s program, and a majority of candidates complete a second year internship in a child welfare placement. The program reports that the CTC standards are concurrently introduced in class, practiced in the field, and then assessed in class and in the field.

All PPS Social Work candidates complete MSW core courses in addition to three courses specifically for the PPS Social Work program. The additional coursework is focused on social justice and the history of social work practice in underserved, disenfranchised populations. Candidates and completers of the PPS Social Work Program stated that this was one of the strengths of the program and for many “the reason to study at SFSU.” These courses are aligned with candidates’ field placements and complement their field experiences. Employers and site supervisors stated that “the candidates are well prepared when they start at a site.”

All field supervisors have their MSW and PPS in Social Work, and provide a minimum of one hour of individual supervision weekly in addition to group supervision as needed to meet the requirements of the standard.

Assessment of Candidates

During the candidates' orientation, they are provided with the Verification of Standards form. This form is used throughout the program and immediately prior to graduation as part of candidates' assessment process.

Candidates receive ongoing guidance, advice, and results/feedback about how they will be assessed throughout their first year of their program. Candidates are assessed for program competencies in their first year of PPS Social Work field placement and courses, which includes a signature assignment. Assessment is a collaboration between the student, course instructors, and the field placement supervisor.

Supervisors and candidates complete a year-end evaluation of the PPS Social Work program and their PPS Social Work field placement. The PPS Social Work field instructor visits all PPS Social Work placements two times during the school year to solicit input and monitor the candidate's goals in relation to the standards.

Prior to graduation, candidates and the PPS Social Work coordinator review, complete and sign the PPS Social Work Verification of Standards as part of a final assessment of a candidate's competencies.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, outcomes data including assessment and survey results, the completion of interviews with candidates, recent completers, field instructors, program leadership, faculty, employers, and field liaisons, the team determined that all program standards are **met** for the Pupil Personnel Services: School Social Work credential.

Clinical or Rehabilitative Services: Orientation and Mobility

Program Design

The Orientation and Mobility (O&M) Program is nationally approved by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). This program prepares O&M specialists with the needed expertise to work with a diverse population of infants to adults with visual impairments. This specialized training supports those with blindness or visual impairment, as well as individuals with concurrent disabilities (e.g., deaf-blindness, traumatic brain injuries, developmental, other health and physical impairments). After candidates complete the O&M credential program, they are certified as specialists who can work in a wide range of environments including schools, hospitals, rehabilitation programs, public and non-public agencies, training individuals on skills that promote independent travel and autonomy.

San Francisco State University (SFSU) offers two program options to obtain a California Clinical Rehabilitative Services Credential in O&M: (1) M.A. Degree plus Credential option; (2) dual credential in O&M and Visual Impairments. Students who desire to earn a M.A are required to enroll in one additional three-unit course. Students can either participate in full-time or part-time option. Courses are held in the evenings and on weekends, to accommodate those that work and also those that will need to travel to SFSU. SFSU is one of two university programs in the state of California who offer degrees in O&M, therefore candidates come from across the state and from out of state to enroll.

The O&M program is coordinated by a well-established professor who holds a California Clinical Rehabilitative Services Credential in Orientation & Mobility (CRS-O&M). The program coordinator is also nationally certified by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) and holds a degree in Physical Therapy. This expertise contributes to the enhanced instructional elements in the course to enhance and guide instruction in the program to support the motor needs of individuals with visual impairments, which is unique to SFSU.

The program coordinator position assists with recruiting, advising candidates, monitoring fieldwork processes, collecting and analyzing data for program improvement, providing input on staffing for courses, assisting with accreditation tasks, and facilitating program meetings. All lecturers who teach the O&M methods courses have the CRS-O&M credential, are ACVREP certified and hold a master's degree in special education with an emphasis in Orientation & Mobility, and work in the field.

Faculty interviews and a review of documents confirmed that SFSU leadership and O&M program faculty hold annual program review meetings in order to address updates to content, technology and teaching strategies. As per Program Standard 4: Effective Communication and Collaborative Partnerships, SFSU special education department staff meet monthly, where the O&M coordinator represents the program's needs. Data from formal and informal measures is shared at these monthly meetings. Data based on candidates' needs is reviewed to improve the educational outcomes. One such positive change from data collected was the addition of tutors to help struggling candidates meet individually with support for writing. The faculty are also in weekly communication to address any pressing needs or concerns that may arise.

Additional faculty and lecturers with extensive professional clinical and teaching experience provide instruction and supervision. Constituents interviewed unanimously commended the level of experience, knowledge and skill set of all program faculty. Recent completers shared that the faculty created an environment of open dialogue and working in a collaborative approach that has lasted well after their program ended. Constituents stated that faculty are always prepared for their respective courses and program activities, modeling excellent teaching techniques and practices.

Current candidates and completers reported that faculty members clearly communicated program requirements at the beginning of each class and throughout the program, via quizzes of the course syllabus or reading throughout the syllabus with the entire class. All stakeholders interviewed stated they felt well-informed of what the requirements were for each class and for the program as a whole either by faculty, program website and/or the iLearn learning platform. All interviewed reported that program faculty are responsive to all communication and identified responsiveness and ease of access to faculty as strengths of the program.

Stakeholders have structured opportunities for providing input to help improve the program. Program candidates complete the program's mid-semester surveys and rate their satisfaction with course material, pacing, assignments, and program delivery. Constituents shared that they experienced first-hand that their responses to these surveys were read and used for immediate changes to classes mid-semester.

Course of Study (Curriculum and Field Experience)

The Orientation & Mobility coursework includes 14 comprehensive courses in O&M and other vision-related classes that follow an intentional sequence to introduce candidates to foundational disability knowledge, as well as content specific to visual impairments, including medical and psychosocial aspects associated with vision loss. All constituents reported that the course sequence is logical, and that course content is built on previous courses. Recent completers reported that the course sequence helped prepare them for entering the job market, despite the disruption from the COVID-19 pandemic. Candidates stated that the pandemic did not impact program quality and felt advisors and faculty were compassionate and understanding, while remaining firm on program expectations.

Candidates are introduced to O&M techniques for learners with visual impairments and engage in practice-based learning through simulation of both total blindness and low vision, observation, practice teaching, and reflection during weekend sessions, particularly on Saturdays. Program faculty reported that low vision is emphasized in multiple seminars and includes skills specific to this population (e.g., scanning, tracking, glare remediation, navigating problem solving skills while out in the community, etc.). Completers and current candidates report that the program effectively addresses the needs of learners of all ages from birth throughout the lifespan, who have degenerative conditions and progressive vision loss. There is an emphasis threaded throughout all coursework to teach candidates to identify learner strengths, individualized instruction, accurately establish present levels of performance, and implement evidence-based practices based on assessment data. Program completers consistently reported that they were particularly well prepared for the general foundations of instructional planning for infants, children and adults (e.g., developing lesson plans, writing measurable goals, IEP development). Constituents verified during interviews that the assessment course prepared them for all facets of assessing learners with diverse needs and applying assessment data to instructional strategies. O&M candidates were required to learn how to administer all forms of assessment a person with a visual impairment would require in the school and or hospital setting, including those typically completed by Teachers of the

Visually Impaired. Additional coursework addressed how to integrate O&M technologies into instruction and how to teach learners to use technology for safe and effective planning and performing of travel skills.

The program has an emphasis on sensory and concept development related to purposeful movement in a variety of travel environments found in home, school, and community settings. Current updates to the O&M program include the addition of course content on sensorimotor functioning and assistive technology and its impact on O&M practices. The updated coursework will begin during Fall 2022.

All constituents reported that case studies, fieldwork, and visiting guest lecturers from outside agencies supported their training to meet the needs of infants. Candidates and completers indicated that the program effectively exhibited the importance of early intervention for infants and toddlers with visual impairments. The program consistently brought in outside agencies and their clients to share their experiences with O&M candidates. Multiple completers and candidates shared they were impressed by the panel with parents of infants and their support providers to share their knowledge and the social-emotional impact that families experience when navigating how to help their child's developing needs.

Fieldwork experiences and outside agency linkages are key aspects of the program. Fieldwork is a part of all courses. Observations of learners of all ages and ability levels across a range of settings is necessary to ensure candidates have a breadth of knowledge to serve diverse types of learners. Upon completion of the O&M methods courses, candidates complete 440 hours of supervised student teaching. Each student completes two student teaching experiences, one set of 220 hours in a public school system where they will serve students birth to 22 years of age and another set of 220 hours with a private, state, or federal rehabilitation center serving adults, 22 years of age and older. All constituents reported that special attention is provided to ensure that student teachers are matched with master teachers who can best meet the specific interest levels and needs of candidates and this was confirmed by faculty and program advisor. Candidates report that the program ensures fieldwork placements provide opportunities to observe a diversity of students (e.g., ages, school settings, students with additional disabilities such as autism spectrum disorder, physical disabilities, and deafblindness).

Candidates are assessed in all fieldwork placements by faculty supervisors and district employed mentor teachers. To facilitate communication and a coordinated approach to supervision, faculty supervisors schedule fieldwork observations when district employed site mentors are present and available. Rubrics and checklists are established and validated by program faculty and clinical supervisors. Faculty supervisors use a formative Likert-scale checklist for fieldwork observations, and a summative rubric is used at the end of the fieldwork assignment to describe performance on program and O&M content standards. Site mentor teachers use a checklist to evaluate candidate performance throughout the student teaching process, starting with week one, at the midpoint of semester, and end of the fieldwork experience, and as needed if needs occur. An *O&M Specialist Handbook* was referenced

multiple times in interviews with constituents. The handbook was found to be comprehensive and significantly contributed to candidates understanding what was required of them.

Assessment of Candidates

O&M candidates are assessed on an ongoing basis throughout their program. Candidates are required to meet with their advisor each semester. All constituents confirmed through interviews that immediate informal assessment and feedback happened during every Saturday session where they practiced teaching O&M skills during in-class simulation activities with classmates who are traveling under conditions of simulated visual impairment. This immediate feedback is crucial for student safety. All interviewed stated the feedback was delivered in a respectful way after every practicum session. Weekly responses included positive comments from the session and suggestions for items to be practiced.

Formative and summative assessments also occur through evaluation checkpoints of candidate portfolios developed to demonstrate competencies in meeting the standards of the profession, and candidates receive information about their progress throughout the program. Candidates shared that an entire course is dedicated to ensuring their portfolios are completed and hold accurate information that is checked by O&M course lecturers and advisor. For the means of program improvement, faculty collect and analyze aggregate candidate data to understand program quality and effectiveness and to consider ongoing program improvements.

Candidates are advised about program requirements at several points throughout the program. Advisement occurs as part of the program application process and during a 1:1 session with the program coordinator where the CAP and course roadmap is completed. Candidates are encouraged to discuss any feedback, get clarification and voice concerns to the faculty and coordinator at any time. Stakeholders shared that the iLearn site and program website provides timely and easy access to a variety of information sources such as how to apply for fieldwork and frequently requested forms.

In feedback received recently from ACVREP leadership, completers from SFSU have about a 96% passing rate. According to ACVREP, this rate is a much higher percentage of pass rate than most universities from across the country. The ACVREP exam is the only national exam in O&M. Employers, in both school and non-public agency settings, consistently report that program graduates are exceptionally well-prepared to enter the profession, and interviews with program completers demonstrate a remarkable sense of pride and distinction in being graduates of this program.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Clinical or Rehabilitative Services: Orientation and Mobility Credential Program.

Speech-Language Pathology Services Credential

Program Design

The Speech, Language Pathology Services Credential program is housed in the Department of Speech, Language and Hearing Sciences (SLHS) within the Graduate College of Education. The chair of SLHS also serves as the school internship coordinator. She also provides clinical training within a local public school. The rest of the full-time faculty deliver academic and clinical training in their areas of expertise. Part-time faculty provide academic and clinical instruction in their areas of expertise.

The curriculum includes all academic and clinical experiences necessary for American Speech and Hearing Association (ASHA) certification in speech-language pathology, the California Speech-Language-Pathology Services Credential (SLPSC), and the California license to practice speech-language pathology. More recently the curriculum has been updated to include increased integration of clinical and academic coursework by incorporating observation and clinical simulation of virtual clinical sessions into academic coursework; additional courses dedicated to Interprofessional Education and Family-Centered Practice; courses specifically addressing ASHA's nine disorder areas; and an integration of content relevant to education laws, policies and procedures into the courses that address school-based issues. Candidates are required to complete all academic courses.

The SLPSC program works closely with the Credential and Graduate Services Center (CGSC). There are two points of regular communication. The first point of contact is when graduate students are accepted to the program. The CGSC ensures that each applicant receives a Certificate of Clearance (COC) from the Commission on Teacher Credentialing (CTC) and identifies the graduate student as a credential candidate who meets the entry requirements for a school internship. The student list is regularly updated and shared with the department chair and Academic Office Coordinator. The second point of communication is during the final semester of the graduate student's program, when the graduate student has completed their program of study and applies for graduation. Because completing the graduate program of study means that the graduate student has also completed the credential requirements, the CGSC then emails the graduate student informing them that they have been recommended to the CTC to receive the SLPSC. CGSC consults with the SLHS chair regarding any discrepancies. Each graduate student participates in an exit interview to verify that they received the email and ensure that they follow up with the CTC. Completers confirmed that communication from the program was "timely, helpful and beneficial to my success in the program."

Input is requested each semester from internship mentors in school settings. It takes place during the placement of school interns; during outreach throughout the semester of the internship; and during one observational visit each semester. The evaluation of interns by the site-based mentor also provides feedback to the program. Input is received through the student organization and the National Student Speech-Language-Hearing Association (NSSLHA) regarding continuing education needs. Lastly, several SFSU faculty are represented

on the District 1 Board of the California Speech-Language-Hearing Association, providing many opportunities for input and collaboration.

Course of Study (Curriculum and Field Experience)

The academic courses for the speech-language pathology program total 35 units accompanied by six clinical practica hours and 14 units of internships based on the number of experiences necessary for the candidate to obtain the 375 clinical clock hours plus 25 observational hours required for ASHA certification and California state licensure. Candidates must complete one elective academic course which can fulfill one course required for a specialization. The culminating experience for candidates is either a written comprehensive examination or a Master's thesis. Candidates who wish to pursue a specialization can take up to 15 additional units prior to their culminating experience. The specializations offered by the SLHS are in Augmentative and Alternative Communication, Autism Spectrum, and Early Childhood. Each is focused on preparations for work in public school settings and each recruit's input from school-based communities of practice. The entire program takes two years/five semesters including a summer session.

In the first year of this two-year Master of Science program, candidates complete coursework focused on the nine areas of communicative disorders outlined by ASHA (speech sound production, voice and resonance, fluency, receptive and expressive language, hearing, swallowing/feeding, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication). Candidates also participate in two types of early clinical training experiences. The first is classroom-based observational and clinical simulation activities, which are distributed across the academic courses. Completers stated that the sequence of courses and their content helped them learn the material before applying the knowledge to their clinical and fieldwork experiences. One completer stated, "I am prepared for the challenging position I have right now, because of my preparation." The second is two semester-long hands-on clinical training courses, also known as on-campus clinics. These clinics are of two types. The first is a set of specialized clinics that reflect the clinical and research specializations of the full-time faculty, including a schools-based specialization that takes place within a local public school. Additional clinics focus on autism and take place in the after school program of a local public school; two clinics focused on augmentative and alternative communication; a voice clinic focused on gender affirmation; and a neurogenic clinic that focuses on aphasia and traumatic brain injury. The other kind of clinic is the general clinic, which provides clinical training to work with a variety of communicative disabilities.

In the second year of the program, students participate in two semester-long internships. One takes place in a public school. The other takes place in another setting, such as a private practice or hospital. However, students can request a second school-based internship, with a different school and population if possible. These internships are both accompanied by internship workshops that provide opportunities to share, reflect on, integrate, and augment the internship experiences.

The connection of the field experience (internship) with coursework takes place in several

phases. Before the internship begins, either in the fall or spring semester in the second year of the program, each intern is surveyed regarding their preferred type and location of school placement, and what languages they speak. School-based master teachers (mentors) are contacted based on intern preference and feedback, to determine their willingness to mentor an intern. Once identified, master teachers are matched to interns in terms of best fit. The intern-master teacher pairs receive an email with information about the internship guidelines, the department calendar, a link to the mentor handbook website, and their assigned SFSU site supervisor, who is on the SFSU faculty. The mentor's required continuing supervision education unit's requirement, California state license, and certification are verified. Mentors reported that the program was regularly communicating with them and was quick to respond when information was being sought. In addition, mentors shared the value of monthly meetings and appreciated the opportunity to meet with other mentors to problem-solve or share information.

Master teachers also receive electronic copies of the Knowledge and Skills Assessment (KASA) clinical evaluation tool, as well as guidelines for using it. This tool is a three-tiered hierarchical assessment that was developed by SLHS faculty (Solomon-Rice and Robinson, 2015, *Clinical Supervision and the Use of a Three-Tiered Hierarchical Approach to Evaluate Student Clinician Performance, Perspectives in Higher Education, 25(1), 1-10*). The KASA is administered at the midpoint and at the end of the semester. The completed KASAs are provided to the SFSU site supervisor assigned to the candidate, as well as the internship coordinator. The SFSU site supervisor has at least three meetings with the intern and mentor, including at least one in-person or virtual site visit. Employers and program constituents confirmed that SLP candidates from SFSU are well-prepared, good communicators, and appreciate feedback.

Assessment of Candidates

Candidates are assessed for program competencies twice each semester for each clinical training experience, using the Knowledge and Skills Assessment (KASA) clinical evaluation tool. This tool provides feedback for beginning (first semester clinical training experience), intermediate (second clinical training experience), and advanced (internship experiences) levels of competence and skills. Candidates can track their clinical skills development throughout their clinical training with the use of the KASA. Candidates receive information about their assessment and progress through the program in their courses. In the first semester of their first graduate year, when they engage in their first clinical training experience, they are introduced to the KASA clinical evaluation tool. This tool is typically administered at midterm and at the end of the semester, during which the candidate and the clinical educator engage in a dialogue about the clinical skills outlined in the form and then sign the form.

This same tool is used for every clinical training experience, including the school internship, allowing for the depiction of progress from beginning, to intermediate, to advanced clinical skills.

Internship mentors receive a handbook (now an online website) and guidelines for how to complete the form. Learning Outcome Verifications, or LOV Notes, is a system used by the

department, in which candidates who are struggling either academically or clinically are reviewed each semester, both at midterm and at the end of the semester. At midterm, this system assigns individual core faculty to provide extra support to students who are receiving a grade of B- or less.

Findings on Standards

After review of the institutional report and evidence artifacts, including supporting documents on the website, interviews with existing candidates, completers, teaching faculty, employers, field supervisors, site supervisors and program coordinators and support staff, the team determined that all program standards were **met** for the Speech-Language Pathology credential program.

INSTITUTION SUMMARY

The Graduate College of Education (GCOE) at San Francisco State University (SFSU) focuses on preparing reflective, transformative educators, clinicians, leaders and scholars who advance the professions within education. Many of their educational partners shared their appreciation for the quality candidates that come from their programs that fulfill a need in the community. Specifically, the bilingual authorization program in Cantonese allows the large number of dual language learners in the San Francisco area to maintain their first language. Many district partners and employers of candidates across programs offered at SFSU remarked about the self-reflective qualities of the SFSU candidates, in addition to their strong grounding in social justice. The faculty at SFSU reported that the continuity, connectivity and high regard for working with young people is the value that the programs at SFSU bring to the education community at large.

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

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Graduate College of Education’s (GCOE) vision is evident in its statement of purpose, which focuses on developing “transformative and visionary educators, clinicians, and leaders for social justice, to effect change for good across the Bay Area and beyond, and to create an engaged, and productive democracy.” The decision to operationalize the vision into clear action steps resulted in the creation of ten guiding commitments that include social justice, student support, community and collaboration, culturally sustaining and inclusive pedagogy, content knowledge, clinical practice, current research, inquiry and scholarship, operations and governance, and accreditation. The guiding principles are consistent with California’s adopted standards and curriculum frameworks, and each is grounded in research. Faculty across programs were involved in creating the vision and, in interviews, were able to articulate how it influences their programs.

Shared governance operates through multiple teams and councils, including the Leadership Team, Faculty Council, Staff Council, Dean’s Council of Student Leaders, GCOE College Meetings, Accreditation Steering Committee, and District Partner meetings. Agendas for these meetings over the past year and interviews with participants make it clear that faculty, staff, students, and district stakeholders have a voice in the organization, coordination, and decision-making for educator preparation programs. Faculty and instructional personnel regularly collaborate with P-12 and community partners through field supervision, providing professional

development in schools and districts, participation in school-based research partnerships, and other collaborative forums, such as at the Institutions of Higher Education Meetings with San Francisco Unified School District.

Resources have been strained by declining undergraduate enrollment rates across the university. This has played out in hiring “chills” for new faculty hires. In addition, the GCOE faculty teaching load remains historically higher than for faculty in other colleges (4:4 vs. 3:3). Budgetary decisions are complicated as the unit seeks to provide resources while still maintaining under enrolled programs that reflect the unit’s social justice commitment such as the Bilingual Credential programs. However, there is broad agreement that there are enough resources to adequately support educator preparation programs, with faculty and staff engaging in multiple roles to maintain educational quality.

Current leadership in the GCOE is widely valued across the unit and the university. A commitment to transparency nurtures close collaboration with the deans of other colleges and regular meetings of the Accreditation Steering Committee allow the unit leadership to guide and support programs outside the GCOE. University procedures and internal mentoring and professional development ensure that faculty and instructional personnel are qualified and represent and support diversity and excellence.

The education unit has a clear credential recommendation process managed by experienced credential analysts in the GCOE as was confirmed by interviews with completers.

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

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

Through document review and interviews with stakeholders, it is evident that the unit recruits, admits, and supports candidates to attain program requirements and enter the educator pool. Program and admissions coordinators hold regular information sessions which are complemented by unit events geared toward the intentional recruitment of diverse teacher candidates in the San Francisco Bay Area. Significant events in the past, such as EduCorps and Dia de la Familia, have welcomed students and their families to meet with faculty and staff to gain interest in the teaching profession.

Prior to the COVID-19 pandemic, The Education Advising Community Hub (TEACH) was a space for students to study, work, and informally meet for advising. Advisors would organize events and act as a liaison between the undergraduate programs that act as pathways to GCOE credential programs. With only one remaining advisor, TEACH still acts as a resource and support for prospective candidates; yet, recruitment has continued through the efforts of unit and program leadership, as well as the specialized equity work of the Center for Science and Mathematics Education (CSME). Interviews with the leadership team indicated that programs are striving to match the diverse SFSU undergraduate demographics within the GCOE programs. In addition, department chairs thoughtfully recruit from undergraduate majors, such as ethnic studies, to support diversification efforts.

Admission criteria are provided on each program webpage, as well as course sequences, pathways, and requirements to earn credentials. Descriptions of programs and contact information for faculty, coordinators, and staff are accessible for prospective candidates. Admission processes are department based for all Pupil Personnel Services (PPS) Programs and the Adapted PE Authorization. For the Education Specialist and Educational Administration Programs, applications are processed respectively by the Administrative Support Coordinator and the Academic Office Coordinator for the departments. For the Multiple Subject, Single Subject, and Speech-Language Pathology Programs, two application coordinators housed within the Graduate Services Center process all applications.

After admission, every credential program has an orientation provided by department faculty and staff. Resources for credential programs that can be taken independently or embedded

within a master’s degree program are shared on the website. The coordinators for edTPA and CalAPA provide candidates with handbooks, an orientation, and support for completing the performance assessment. For coursework, faculty are the main advisors to candidates and are available during office hours for individual meetings. Faculty act as the first point of intervention to identify candidates who are struggling to meet course competencies. Modifications to course assignments and due dates, or the ability to revise assignments after the provision of feedback, are processes faculty use to support candidate retention. During fieldwork, cooperating teachers (CT) and university supervisors inform department chairs or placement coordinators if candidates need additional support. Mid-semester meetings with university supervisors or evaluations from CTs are systematically used to identify and construct improvement or action plans to address candidate needs. Ultimately, if a candidate issue is unresolved at the department level, the Associate Dean of GCOE is notified and takes action to address the problem.

While candidates are organically supported through interactions with faculty and staff, an additional system of feedback exists through the elected Dean’s Council of Student Leaders, Faculty Council, and Staff Council Co-Chairs meeting on a regular basis with the Dean. This enables the Dean to hear multiple perspectives to understand collective needs and proactively provide support.

To track attainment of requirements, candidates are coded by program and degree in Peoplesoft. Department chairs and program coordinators query data and follow up with candidates who need to meet requirements. The Cahill Learning Resources and Media Lab acts as a learning community space for current and future candidates. The Media Lab holds media equipment for TPA recording and provides test preparation resources. Credential analysts confirmed that they check TPA passing scores, exam completion data, coursework and other requirements to ensure candidates are ready for recommendation. Overall, within the Graduate Services Center and departments, coordinators and credential analysts provide guidance for candidates to navigate the programs, from gaining admission to applying for credentials and added authorizations.

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

Through document analysis and interviews with stakeholders, it is evident that clinical practice is recognized as the foundation for educator preparation and a priority for the unit. Clinical practice is named as one of ten guiding commitments for the GCOE and includes the development of sustainable partnerships for more meaningful candidate experiences in the field. The programs offer a course of study grounded in research and effective practice.

Coursework and field experiences are integrated to ensure candidates learn, practice, and demonstrate competencies.

Partnerships with colleges and districts are maintained across the unit to support the relationships between faculty, placement coordinators, principals, teachers, and agency personnel. The Nicholas Certo Speech, Language and Hearing Clinic provides on-campus clinical practice for the SLHS department. Affiliated PPS and Adapted PE programs provide clinical practice through their college contexts and within field placements. The unit holds a District Partners meeting every semester for all other programs that focuses on convening those who are responsible for clinical placement. Within interviews, leadership shared that there are plans to include PPS Programs in the conversations with districts, since school site placements have overlapped.

Through a New Generation of Educators Initiative (NGEI) mini-grant, the Dean led a project to analyze the process for selecting, vetting, and supporting cooperating teachers across the unit. As a result, a deeper partnership with San Francisco Unified School District was developed and a need to intentionally place candidates across district regions within underserved communities was identified. Currently, the unit implements the Cooperating Teacher Selection process, which was developed from the grant, and involves the nomination, application review, principal approval and matching of CTs and candidates. Additionally, the Special Education Department has a process for placing candidates with program graduates, who are teaching within the community, which was confirmed by interviews with completers. Demographic data of the counties surrounding SFSU indicates candidates interface with a diverse student population when placed within local districts.

Through document analysis of program handbooks and clinical evaluation tools, it was evident that clinical experiences are integrated throughout coursework and evaluated based on program standards across the unit.

Interviews with site-based supervisors or Cooperating Teachers (CTs) confirmed that they are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner. Coordinators, department chairs, and university supervisors interact with CTs to support effective coaching of teacher candidates. Each program provides training through different methods such as a yearly convening, coordinator presentations, or module completion. CTs are recognized every year during culminating events held by departments, such as the Secondary Education Department's celebration for completers. The unit also holds a Celebrating Our Own virtual event to recognize program completers and CTs.

Since 2014, the Center for Science and Mathematics Education (CSME) has worked closely with Trellis Education, to complement grants that fund candidates to complete high quality clinical practice. Trellis is a mentor community that works with public teacher preparation and school districts to enact research-based, 6-year trajectory of support for those entering the secondary STEM teaching profession. Through residency models, candidates develop practice with a deeply trained site-based supervisor. After being supported to complete Induction, the

graduates reciprocate their experience by serving as site-based mentors. The Dean further supports this work through her service as a board member for Trellis, and the unit may benefit from sharing this intentional model to develop and retain site-based supervisors across programs.

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 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

Summary of information applicable to the standard

Interviews confirmed GCOE’s commitment to advancing the data-driven culture of continuous improvement that was presented within the submitted accreditation narratives, organizational charts, meeting minutes, and assessment website. The current system, in its fourth year of operation, is an evolution of work that began ten years ago. Three layers of activity drive the current system. Layer one, formal unit activities, leverages bi-annual college meetings as well as bi-weekly leadership team meetings to establish, implement, and monitor short and long-term continuous improvement pursuits. Layer two, formal communication with stakeholders, leverages bi-annual District Partners meetings, monthly Faculty Council meetings, monthly staff meetings, bi-annual Deans Council of Student Leaders meetings, and monthly Accreditation Steering Committee meetings to systematically gather input that merges unit and program assessment activities. The final layer, formal program-level activities, involves program faculty in analyzing and synthesizing unique program data (performance - edTPA/CalAPA/Praxis - and signature assignments) with unit-level improvement agendas.

Common to all three levels is the adoption of an inquiry-oriented, seven-step cycle that uses multiple measures such as admission data, program completion rates, and exit surveys to set

goals, design improvement implementation plans, and refine data gathering activities. The web-based Data Kitchen allows unit and program administrators and faculty to “go into the kitchen pantry and collect the data ingredients needed” to engage in deep data dives. A core committee called “AT3” (Assessment Team 3) composed of three members – the dean, associate dean, and the Assessment/Accreditation Analyst – guides the process. Interviews with the “AT3” members highlighted both annual and long-term continuous improvement goals. Interviews with program administration and faculty affirmed that unit leadership’s commitment to transparency and collaboration has increased program administrators' and faculty’s willingness to embrace the continuous improvement process.

Program narratives and the supporting documentation illustrated the continuous improvement process with the example of the 2019 collaborative efforts that resulted in the adoption of ten guiding commitments. Interviews with administrators, faculty, and stakeholders substantiated the value of the collaborative activities. The impact of the guiding commitments includes (1) the awarding of mini-grants that focus on topics such as collaborative early childhood activities with faculty in Mexico and updated equipment for the speech-language program, (2) adjusting scholarship awards to increase educator-candidate diversity, and (3) examining the impact of COVID on admission, retention, and candidate satisfaction.

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.

Interviews confirmed information within the submitted accreditation narratives, organizational charts, advising materials, and program websites regarding GCOE’s commitment to ensuring candidates are prepared to serve as professional school personnel. Course grades, clinical fieldwork evaluation forms, and required assessment reports document that candidates meet Commission adopted competencies. Prior to candidate recommendation for a credential, the credential analyst verifies all program requirements are met. Interviews with unit leadership revealed that a recent addition of a query function within the “Data Kitchen” now provides up-

to-date information to assist relevant program personnel in monitoring and supporting the candidate during their credential program tenure.

Interviews confirmed that program administrators and faculty monitor their impact on candidate learning and competency through the triangulation of Student Evaluations of Teaching Effectiveness, Exit Surveys, and course/program assessments. Conversations during the bi-weekly Leadership Team meetings keep unit leadership apprised of trends and potentially significant instances that unit leadership may need to address.

Interviews with administrators, faculty, completers, and stakeholders affirmed the unit's commitment to "develop transformative and visionary educators, clinicians, and leaders for social justice to effect change for good." Minutes from college and department meetings highlighted routine conversations focused on reducing barriers to candidate success through identifying and addressing unit/program systemic biases, inclusive teaching practices, and integration into the SFSU community. Outcomes of the various conversations include (1) the creation of new program delivery options such as the BA Integrated Teacher Education program which allows undergraduate students to earn a credential and the SF Scholars in SPED which blends undergraduate, graduate, and credential courses into one program, (2) events such as the Career Fair, (3) the significant number of program graduates assisting candidates during fieldwork, and (4) district partnerships such as the San Mateo County of Education initiative to increase the substitute teacher pool.

Interviews with administrators, faculty, completers, and other program constituents also affirmed the unit and its programs' impact on schools that serve California's students. Appreciation for the well-prepared nature of candidates was a consistent theme during interviews with district partners. Efforts to impact teaching and learning were also apparent in programs such as (1) the SFUSD-SFSU Trellis Residency program which systematically works to increase STEM educator diversity and retention, (2) the Center for Math and Science Education which provides professional development opportunities that connect candidates with expert P-12 teachers, and (3) the Inclusive Teaching and Learning Consortium which connects faculty from all GCOE programs and other colleges to explore methods to reduce/eliminate barriers and to encourage collaboration between general and special education faculty and pre-service teachers.