

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

**California State University, Bakersfield
Professional Services Division
January 2023**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **California State University, Bakersfield**. 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/ Single Subject, including Intern | 6 | 4 | 2 | 0 |
| Preliminary Education Specialist: Mild to Moderate Support Needs, including Intern | 6 | 6 | 0 | 0 |
| Preliminary Education Specialist: Extensive Support Needs, including Intern | 6 | 6 | 0 | 0 |
| Early Childhood Special Education Added Authorization | 6 | 6 | 0 | 0 |
| Preliminary Administrative Services Credential (PASC) | 9 | 9 | 0 | 0 |
| Bilingual Authorization: Spanish | 5 | 5 | 0 | 0 |
| Reading and Literacy Added Authorization | 5 | 5 | 0 | 0 |
| Pupil Personnel Services: School Counseling | 5 | 5 | 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: CSU Bakersfield

Dates of Visit: November 6-9, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

| Accreditation Report | Accreditation Status |
|--|--|
| November 2014 CSUB Accreditation Report (Opens as a download) | Accreditation (Opens as a download) |

Rationale:

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

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

Four of the six program standards for the Preliminary Multiple/Single Subject program, including Intern were determined to be **Met**, with the exception of program standards 1 and 4 which were found to be Met with Concerns.

All program standards for the Preliminary Education Specialist: Mild to Moderate Support Needs, including Intern were found to be **Met**.

All program standards for the Preliminary Education Specialist: Extensive Support Needs, including Intern were found to be **Met**.

All program standards for the Early Childhood Special Education Added Authorization program were found to be **Met**.

All program standards for the Preliminary Administrative Services Credential (PASC) program were found to be **Met**.

All program standards for the Bilingual Authorization: Spanish program were found to be Met.

All program standards for the Reading and Literacy Added Authorization program were found to be **Met**.

All program standards for the Pupil Personnel Services: School Counseling program were found to be **Met**.

Common Standards

All Common Standards were determined to be Met.

Overall Recommendation

Based on the fact that the team found that all program standards to be Met for all but one of the educator preparation programs and found all Common Standards were **Met**, the team recommends Accreditation.

In addition, staff recommends that:

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

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/Single Subject, with Intern
Preliminary Education Specialist: Mild to Moderate Support Needs, with Intern
Preliminary Education Specialist: Extensive Support Needs, with Intern
Early Childhood Special Education Added Authorization
Preliminary Administrative Services Credential (PASC)
Bilingual Authorization: Spanish
Reading and Literacy Added Authorization (RLAA)
Pupil Personnel Services: School Counseling

Accreditation Team

Team Lead:

Nina Potter
San Diego State University

Common Standards:

Cristina Stephany
CSU Dominguez Hills

Nancy Parachini
UCLA

Staff to the Visit:

Poonam Bedi
Sarah Solari Colombini
Commission on Teacher Credentialing

Programs Reviewers:

Kristin Stout
CSU Long Beach

Morgan Appel
UC San Diego

Nicole Schneider
UMass Global

Shyrea Minton
CSU Northridge

Sylvia Kane
Vanguard University

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
CSUB Program Webpages
Faculty Vitae
Candidate Files
Assessment Materials

Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard
Preliminary MS/SS Subject Applicant
Interview Protocols
Clinical Practice Observation Examples
Preliminary MS/SS Course Sequences

Interviews Conducted

| Constituents | TOTAL |
|-------------------------------|--------------|
| Candidates | 225 |
| Completers | 92 |
| Employers | 215 |
| Institutional Administration | 16 |
| Program Coordinators | 43 |
| Faculty | 53 |
| Adjunct Faculty | 28 |
| TPA/APA Coordinator | 3 |
| Mentors | 36 |
| Field Supervisors | 69 |
| Credential Analysts and Staff | 11 |
| Advisory Board Members | 122 |
| Admissions Advisors | 9 |
| Academic Advisors | 16 |
| Collaborative Partners | 36 |
| TOTAL | 953 |

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

California State University, Bakersfield (CSUB) opened in October 1970 and is in the southern San Joaquin Valley on a 375-acre site. The university serves the largely agrarian and energy-producing communities of a five-county region including Kern, Inyo, Kings, Tulare, and North Los Angeles. The university operates campuses in both Bakersfield, a city of 378,000 in Central California, and in the Antelope Valley, a growing suburban region of 475,000 people in the high deserts of North Los Angeles.

Over 11,000 students are enrolled between both campuses of which approximately 86% are undergraduates and the remaining are graduate or post-baccalaureate students. The combined service area is home to diverse communities. CSUB is a designated Hispanic-serving university with approximately 58% of its undergraduate and 47% of its credential students identifying as Latinx. A large proportion of CSUB students are first-generation college students.

There are four schools within the university: Arts and Humanities, Business and Public Administration, Natural Sciences, Mathematics and Engineering, and Social Sciences and Education with over 1,300 faculty members. These four schools offer 57 undergraduate and graduate programs.

Education Unit

The School of Social Sciences and Education (SSE) houses twelve academic units. Two of the units, the Department of Teacher Education (TED) and the Department of Advanced Educational Studies (AESD), house the educator preparation programs. There are 26 tenure and tenure track faculty and 99 lecture faculty in the two departments. Candidates seeking a teaching credential have a variety of pathways including a traditional, intern, or residency route. CSU Bakersfield recommends approximately 300 candidates each year for a credential and/or authorization.

Table 1: Program Review Status

| Program Name | Number of Program Completers (2021-22) | Number of Candidates Enrolled (2022-23) |
|---|---|--|
| Preliminary Multiple Subject, with Intern | 152 | 205 |
| Preliminary Single Subject, with Intern | 102 | 157 |
| Preliminary Education Specialist – Mild to Moderate Disabilities, with Intern | 26 | 45 (18 new program) |
| Preliminary Education Specialist – Moderate to Severe Disabilities, with Intern | 16 | 28 (11 new program) |
| Added Authorization – Early Childhood Special Education | 18 | 20 |
| Preliminary Administrative Services Credential | 24 | 34 |
| PPS: School Counseling | 18 | 35 (10 new program) |
| Bilingual Authorization: Spanish | 26 | 19 |
| Reading and Literacy Added Authorization | 10 | 23 |

The Visit

The visit was a concurrent visit with the Association for Advancing Quality in Educator Preparation (AAQEP). The AAQEP team attended in person while the CTC team conducted the visit virtually. The institutional constituents were interviewed via technology.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple/Single Subject, with Intern

Program Design

The Teacher Education Department (TED) at CSU Bakersfield is housed in the School of Social Sciences and Education, which is overseen by the dean. The Teacher Education chair is the organization leader for the Multiple Subject (MS) and Single Subject (SS) credential programs, offered on two campuses, Bakersfield and the Antelope Valley campus. The program requires 50 to 52 semester units depending on the pathway. There are three pathways available to earn a multiple or single subject credential- a residency pathway, a traditional student teaching pathway, or an intern pathway. Additionally, the IBEST program (Integrated Baccalaureate for Excellence in Studies and Teaching), offers a route for undergraduate students to begin their studies toward a Multiple Subject credential through the liberal studies department.

The traditional teacher credential pathway serves candidates who have completed a bachelor's degree; the intern pathway is for those who are employed as a "teacher of record" classroom teacher; and the residency pathway is a collaboration between a district and the university which includes coursework and support for candidates in a co-teaching environment. All credential candidates, in all pathways complete the same sequence of coursework which includes a minimum of two semesters of clinical practice. If needed, interns may take an additional clinical practice course. Interns also attend four seminars facilitated by their university supervisors each term. Coursework for all programs is offered in both face-to-face and online formats.

The Bakersfield and Antelope Valley campuses each have TED director who oversee the program pathways on their respective campuses. The residency consortium is overseen by the TED and Special Education (SpEd) directors on the Bakersfield campus. The consortium consists of five residencies for MS and SS candidates and two for Education Specialist candidates. The directors and coordinators for each of the residencies are involved with recruiting, grant reporting, advising, and collaborating with all constituencies.

The TED holds monthly meetings for faculty and staff to communicate updates and new information. The chair consistently sends email communiques throughout the academic year with updates and pertinent information. The dean, credential analyst, and data coordinator participate in these monthly credential program meetings, which provides a place of collaboration.

Concerning external constituencies, the department partners with 49 school districts. The teacher education program holds meetings with the Teacher Education Advisory Committee (TEAC) every semester, and also holds monthly meetings with principals, assistant principals,

and superintendents from the districts they serve. Members of the TEAC report that their feedback is taken into consideration and has contributed to the creation of a Bilingual Authorization Program. Each residency program holds regular monthly collaborative meetings at various locations and times.

Coursework and Field Experience

All credential candidates complete four prerequisite foundation courses (12 units) prior to entering the credential coursework, which include topics such as sociocultural foundations, teaching English learners and special populations, and technology for educators. Stage 1 includes literacy and the arts, math methods and assessment, classroom management and differentiated instruction, and Teaching Performance Assessment (TPA) cycle 1, in addition to 20 days of clinical practice. Stage 2 includes interdisciplinary social studies, science methods and assessment, TPA cycle 2 and 60 days of clinical practice. Sixteen hours of clinical practice is required for each course taken in both Stage 1 and Stage 2, and the course instructors collaborate with mentor teachers and supervisors to provide support for the candidates to complete their assignments. SS candidates in the content areas of music, art, and physical education reported that they were enrolled in a math methods course and the content was not differentiated to meet the instructional needs of their content area. University leadership acknowledged that a course was not offered solely for music methods or art methods, instead, candidates were enrolled in a broad overarching methods course and then subject matter experts, such as subject area teachers on special assignment, were invited to the course to hold breakout sessions for those content specific areas. Candidates interviewed had not experienced breakout sessions unique to their content area and expressed frustration that the assignments they were completing did not address their content area.

All candidates are provided with a binder as a resource communication tool between the teacher candidate and the university supervisor. The binder is reviewed and initialed by the university supervisor during each visit. The program's placement coordinator works with districts to ensure that the clinical component is met for each course. The districts make recommendations for the participating placements.

Program supervisors (university supervisors) are hired to support candidates aligned with their certifications. Additionally, some faculty also serve as university supervisors. Assignment of supervisors and candidates are made by the placement coordinator and the program directors. Each candidate is provided with a university supervisor who supervises up to 30 candidates. Supervisors observe and provide rubric-based feedback at least six times each semester. The supervisors utilize the Danielson Teacher Evaluation rubric, which aligns with California Teaching Performance Expectations (TPEs). They meet with the candidates to discuss the results, and, at times, this includes a triad meeting with the mentor teacher. Mentors are trained with the Danielson rubric with the supervisors regarding how to use the rubric and provide effective feedback. Monthly mentor meetings provide training and support for the mentors. Interviews with faculty, university supervisors, and candidates confirmed the use of the Danielson framework as the rubric used to ensure candidates' practice is measured against the TPEs.

Candidates receive a Credit/No Credit grade for their clinical practice courses based on their dispositions, goal setting, and accomplishments. There is also an advisor for each credential (MS or SS). Advisors are responsible for interviewing applicants, evaluating, and reviewing applications, and having continuous correspondence with the candidates. While candidates in the residency pathway reported satisfaction with the level of support and communication about their progress towards completion of the program, interviews conducted with traditional and intern candidates highlighted the need for candidates to know how to access the information that informs them of their progress towards program completion. In addition, candidates in the traditional and intern pathways reported not knowing who to contact for assistance with their program. Many of the intern and traditional pathway candidates shared during interviews that there is a lack of support, and after admission into the program, there is little guidance provided to candidates. Traditional and intern candidates were not able to identify who their point of contact was to seek out information about their progress in the program.

Upon completion of the program, candidates are evaluated by the credential analyst. Candidates provide feedback to the program through surveys at the end of the semester. Candidate feedback data is used for continuous improvement. Completers confirmed that feedback is collected at the end of the program and at the end of a course.

The residency programs demonstrate strength in organization and implementation. District administrators reported that they are “eager to hire CSUB candidates.” One district stated that all 15 of the high school residents were hired after completing the program and had the skills to be considered as “second year teachers.” The district personnel recognized the efficacy of the co-teaching model and the shared responsibility the candidates experienced. Residency candidates reported clear expectations for the preliminary program and they “felt well-prepared” and “equipped.”

Assessment of Candidates

Candidates are assessed through signature assignments, observations by their supervisors, and self-evaluations. They receive information on the expectations and what is needed for successful program completion via a program planning document. The program is in the process of improving communication concerning LiveText submissions and communicating to candidates the purpose of the portfolio platform.

The program utilizes the CalTPA centralized scoring option through Pearson and offers two TPA courses. The first TPA course for Cycle 1 represents a complete teaching cycle (plan, teach and assess, reflect, and apply) for one content-specific lesson that is developed and taught within the candidate’s first clinical practice placement. The second TPA course, Cycle 2 emphasizes the interaction between standards, assessment, and instructional decision making, and is filmed over a unit of study, usually 3-5 lessons. TPA course faculty meet at the beginning of each semester with the TPA coordinator for training. Faculty regularly review TPA data and use it as part of the continuous improvement cycle for the program. It should be noted that mean scores for CSUB’s MS and SS candidates were above the means for the state on both cycles. The

appeals process and information regarding remediation are available in the course syllabi. Successful completion of coursework, fieldwork, passage of the TPA, and completion of other program requirements determines whether a candidate is recommended for a credential.

Findings on Standards

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

Standard 1: Program Design and Curriculum – Met with Concerns

SS candidates reported that they are placed in a subject-specific course not aligned to their content area and did not receive pedagogy appropriate to their subject area. Differentiation was not provided for assignments that candidates were required to complete. Program leadership reported that, because there are candidates in content areas where there are not sufficient numbers to warrant a methods course for that particular subject area, candidates are placed in SS methods courses for either math, social studies, science, or English and then breakout sessions are offered by subject matter experts such as teachers on special assignments (TOSAs) from a local school district to meet the specific subject area requirements. Candidates, however, were not able to verify their participation in breakout sessions and reported that their assignments in the course were still targeted towards the main content area of the course, not their subject area.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements – Met with Concerns

Both MS and SS traditional and intern candidates reported their inability to access support and assistance around issues of enrollment, program requirements, and general program guidance. In interviews, traditional and intern candidates were not able to identify who or where they would go to for support or to seek information about their progress in the program.

Preliminary Education Specialist: Mild to Moderate Support Needs, with Intern Preliminary Education Specialist: Extensive Support Needs, with Intern Early Childhood Special Education Added Authorization

Program Design

CSUB School of Social Science and Education oversees the education preparation programs for both the Antelope Valley campus and the main campus at Bakersfield. The Education Specialist programs are housed in the Department of Advanced Educational Studies. CSUB offers two options for an Education Specialist Preliminary Credential, an Extensive Support Needs (ESN) credential and/or a Mild to Moderate Support Needs (MMSN) credential. Additionally, the program offers the Early Childhood Special Education Added Authorization (ECSE AA). Within these credential programs, three pathways to the preliminary credentials exist- a traditional, intern, or residency pathway. Undergraduates interested in pursuing a career in teaching have the option of beginning coursework for their credential in the undergraduate Integrated

Teacher Education Program (ITEP) and Integrated Special Education Program. The Preliminary MMSN and ESN credentials require three prerequisite courses, seven program courses, and three clinical fieldwork courses, as confirmed in interviews with the program director and candidates. Interns are supported through additional intern seminar courses each semester. The ECSE AA program candidates complete two courses and one clinical fieldwork course. Completer interviews confirm that the ECSE AA can be added to either Preliminary MMSN or ESN credential and an interview with program leadership confirmed the added authorization is completed in an average of three courses. Completers confirmed that there has been a programmatic shift from four courses to the current two courses and clinical fieldwork is required for ECSE AA. The ECSE AA is available to CSUB candidates, as well as holders of a valid Education Specialist Credential from outside CSUB.

All Education Specialist credential objectives and pathways share a common focus on coursework and clinical fieldwork which meet the California Commission on Teacher Credentialing (CCTC) standards requirement for content and number of clinical hours. Program leadership indicated that recent programmatic changes in the traditional pathway have shifted the role of candidates in clinical fieldwork away from an observer into defined roles which include co-teaching with mentors and leading small groups. Candidate interviews confirm that the traditional preliminary credential pathway and ECSE AA are not cohort models, allowing candidates to self-select their semester course load.

The newest credential pathway added to the Preliminary MMSN and ESN credentials is the residency model. Two residencies with different districts are currently in place for education specialists. In its pilot year, the program has met specific needs in local districts, and district interviews confirm that this residency model specifically addresses an employment gap in the field. Interviews with program leadership confirm districts' need for highly qualified special education teachers with resiliency for the field was a catalyst for this pathway to be developed. District interviews confirm that the residency model was developed to include a co-teaching model alongside mentors, triad trainings, ongoing meetings for support, and coursework delivered off-site at district campuses.

Traditionally, the admission cycle for all programs is opened twice a year for the different credentials, but a recent admission change in spring 2022 limited preliminary credential candidate applications from twice a year to once. Program leadership confirmed that this change was in response to limited placement options. An effort was made to only admit the number of candidates for which there were confirmed placements and met the needed faculty ratio for supervision. Beginning Fall 2022, the admission cycle returned to every semester, with an assumption that placements can be secured. The prior number of completers as compared to newly enrolled candidates for the Education Specialist programs indicates that all programs, except the ESN traditional pathway, have increased. The program reports that historically the MMSN pathways recruit more candidates than the ESN pathways.

Candidates are recruited via information sessions promoted through social media and program websites, and application support is offered by the director and advisors. Interviews with

advisors confirm that applications are reviewed by the director and admission & graduate advisor, then candidates are invited to interviews. The program utilizes an additional orientation to outline program expectations, including the role of Teaching Performance Expectations (TPEs) and clinical fieldwork experiences. Ongoing advisor support, including the development of individualized program plans, continues to guide coursework planning, and current intern candidates report this is a valuable resource and offers frequent checkpoints throughout their program.

An interview with the director of special education confirms the role of the director in the program is to support, provide leadership, and oversee coordination for the programs at both campuses. The main campus is directed by a program director and the Antelope Valley campus is supported by an on-site coordinator. Both campuses provide oversight for different pathways, with the main campus offering more options. The director and coordinator reports to the department chair, who reports to the dean of the School of Social Sciences and Education. Department chairs meet with the dean every other week to discuss issues related to management, budget, and planning. For example, program leadership shared during interviews that if the need for a faculty hire were to arise, it is discussed at the program level, then the director and chair meet with the dean to make the request.

Interviews with advisors and faculty confirmed that there is ongoing communication surrounding candidate progress. Candidate concerns are documented through faculty and staff email exchanges. Faculty and advisors can then escalate concerns to create improvement plans and these plans are now shared across the necessary college departments. Interviews confirmed that regular program meetings also document faculty concerns regarding student dispositions and academic progress.

The credential analyst meets regularly to review program changes and updates that pertain to the Education Specialist credentials and meet further with program faculty to share information from across the school. Additionally, interviews confirm a data assessment coordinator facilitates information shared across different departments to the appropriate programs. Specifically, data on the number of completers and those recommended for credentials is communicated for each credentialing pathway. Faculty report that leadership actively supports professional development through workshops and conferences and addresses other personal and professional needs.

Interviews with the advisory council confirm that their role is to share successes and barriers that are experienced by candidates and employers. Regular meetings offer opportunities for ongoing discussions, and meeting minutes are disseminated through email to ensure that all constituencies receive updates. Interviews confirmed that constituencies have opportunities to provide program feedback on needs in the field. Program directors from local education agencies (LEAs) reported that updates about CSUB are regularly shared with districts and advisory members. Meetings have recently shifted to an online platform, increasing participation. The advisory council confirms that their feedback from meetings was evidenced in the rollout of the new Education Specialist residency program.

Internally, interns report that regular communication between district administration, mentor teachers, and the university provides the necessary support interns need. Preliminary credential completers report that feedback to the university comes through a survey at the end of the program. On-going conversations with faculty after program completion was reported by many of the candidates. Current Preliminary MMSN and ESN candidates confirm that they are provided opportunities each semester to provide anonymous feedback regarding their participation in courses.

In support of candidates with an outstanding RICA requirement, districts report effective collaboration, even during the COVID-19 pandemic. CSUB offered, and continues to offer, training to districts on how to support MS and SS candidates who need to pass the CalTPA, specifically inviting districts to attend university training. RICA support was offered for Preliminary MMSN and ESN candidates and completers. This allowed selected mentors to be more informed about how to support new candidates. Districts share that CSUB has been helpful in supporting this new expectation within the Clear Credential. They also report the use of Preliminary Credential Individual Development Plans (IDPs) submitted from completers to guide the development of the Individualized Learning Plan (ILP), demonstrating the collaborative nature of this tool.

Interviews with districts, mentors, and faculty confirm that when situations with candidates arise, the opportunity to collaborate and problem-solve between the university and district is easily accessible.

Coursework and Field Experience

Documentation and interviews confirm that candidates receiving their Preliminary MMSN or ESN credential will complete 200 hours of early field experience, including 50 hours in general education and a minimum of 400 hours of final student teaching experience. Candidates in the intern pathway working towards either credential document at least 300 hours per semester of supported fieldwork as interns and must complete at least 2 semesters of intern experience and coursework. Placements for clinical practice for traditional programs, internships, and the residency model are arranged with districts, utilizing a pool of mentor teachers for these placements. Interviews with mentors confirmed the expectation of a clear credential, matching specialization area, and experience in the field as criteria for their role.

Over the arc of the programs, Preliminary MMSN or ESN credential candidates complete two clinical practice courses and a final clinical student teaching course, while ECSE AA candidates complete one field experience course. Residency model candidates complete fieldwork placements each semester of their enrollment.

Residents are selected through a collaborative process with the districts and the university. District interviews report that candidates in the residency pathway are selected through a multi-step interview process which includes initial interviews with university faculty and district representatives and then interviews between faculty, district, and candidates. Additionally, the residency model engages CSUB supervisors, who are invited into districts to observe, to ensure that the mentor-matching process is best suited for candidate and program needs. Resident

candidates are recruited from multiple formats, including information sessions and district observations provided to allow candidates a glimpse into the residency model offered.

Districts report that they match intern placements with site mentors designed to support candidates in the field. When matching mentors, districts share that they prioritize a matching credential and a mentor who is on the same campus. Partnerships with mentors are demonstrated through regular meetings, emails, and phone calls showcasing the ongoing communication between the university and district. Mentors report that district-created forms document traditional and intern MMSN and ESN candidates' progression through standards and required assessment. Overwhelmingly positive feedback from interviews with the districts and mentors support the responsive communication systems in place.

Districts report that support from their university peers was readily available and they were responsive to district needs as well as those of their interns. Interviews with program leadership and districts confirm that interns are supported in their fieldwork placement by a university supervisor and district mentors. Training for mentors is provided by CSUB and supporting districts, and interviews confirm there are multiple days of orientation and professional development to support their role.

Candidates and completers report that coursework is rigorous. Specifically, completers for the Preliminary MMSN and ESN credentials shared that the nature of teaching special education during a pandemic and differing district expectations present challenges, yet they report feeling prepared for the demands of the field. Additionally, some CSUB faculty serve as clinical fieldwork supervisors, affording the opportunity to see candidates implement coursework knowledge into fieldwork practice.

Current completers of the Preliminary MMSN and ESN credentials report that they felt prepared for writing IEPs online, the role and use of data, and meeting California state standards. However, completers noted that administrative coaching of paraprofessionals and addressing complex behaviors continue to be areas where support is needed. The university reports that social-emotional learning curriculum has been increased in the current program, as current candidates confirm. Interns and completers for both the preliminary credentials and ECSE AA report that they are prepared to teach the diversity of student abilities and needs. Faculty report that there is an increased focus on culturally responsive practices being integrated into the coursework and fieldwork expectations. Evidence of this preparation is seen in the Accreditation Data Dashboard which shows that candidates marked scores across the 6 TPE areas that matched or exceeded state averages for "very well prepared." Supervisors, faculty, and intern candidates confirm that they gain general education experiences through coursework projects, and interns and residents confirm experiences across grade ranges and ability levels. ECSE AA completers reported that shared assignments across the general education and special education courses prepared them to effectively teach across settings and populations.

The university reports that beginning in Fall 2022, CSUB supervisors for the preliminary credentials use a scheduling sheet with each of their candidates to track observations, the

focused TPEs, and debriefing notes, and to ensure monitoring and assessing of candidates' progress. Feedback is recorded on the classroom observation form, as confirmed by candidates. Interviews with supervisors and current candidates for the preliminary credentials confirm observations occur a minimum of six times a semester.

ECSE AA completer candidates confirm that the observation process consisted of approximately 45 hours in diverse settings that included home, preschool, and with families. Candidates in this program are provided feedback using the Early Childhood Special Education Competency Evaluation Form, as is confirmed by program completers. Observations were reported to occur an average of three - four times over the arc of the semester.

Supervisors and candidates for the Preliminary MMSN and ESN credentials confirm that each candidate keeps a log reporting on their experiences in the field, which include documenting observations in special education and general education classrooms. The lesson plan development process offers supervisors a chance to support candidates' increasing knowledge in supporting students across ability ranges. Both supervisor and candidates confirm that observation and teaching experience across multiple content areas, including math and language arts, is required.

Opportunities for clinical fieldwork experiences for candidates earning an Education Specialist preliminary credentials continued through the COVID-19 pandemic, and candidates confirm these were supported by supervisors through the use of technology as the mode of communication. In-person observations are provided when universities and districts allow.

Current interns share that feedback from mentors and supervisors is used to monitor progress and offer coaching support. Interns report varying amounts of support, that range from weekly to bimonthly contact. Interns stated that district mentors provide weekly support and feedback that ensures required support hours are met. Interns also noted that any concerns are often first brought to individual faculty instructors and site mentors. Interns shared that observations, of their teaching, support their pedagogical development and document progress through the TPEs.

Overwhelmingly, supervisors share that the recruitment process is rooted in recognition of their specialization area or experience as teachers in the field. Preliminary credential and ECSE AA supervisors were selected for this specific role, but many have also served as course instructors. Some former program candidates have been selected to serve as fieldwork supervisors, speaking to the high regard the program has for them.

Supervisors confirm access to professional development opportunities and updates on programmatic changes. Monthly supervisor meetings focus on best practices and program changes. Supervisors are afforded the opportunity to reflect on their practices each semester. Supervisors specifically shared they receive updates to support them with their knowledge of the CalTPA.

Supervisors engage in reflective observations, which can include their seminars being observed or the practice of peer-to-peer observation of class interactions. Every semester, candidates confirmed they are given the opportunity to complete anonymous evaluations of their assigned supervisors.

To ensure the best fit between supervisor, residency candidate, and their mentors, these matches are carefully considered by the program and district. Pre-semester opportunities for relationship building are provided within the districts. If a candidate is not well matched with their setting or the expectations of student teaching, then the university employs a triad meeting to intervene. Rarely have placement changes been the result, instead supervisors report constant communication with districts is used to problem-solve and address any challenges. Supervisors note the importance of documentation of interactions to support this process.

Faculty report that student teaching seminars provide time for candidates to collaborate with others and problem-solve issues in the field and calibrate their practices against the TPEs. Faculty confirm that the program is designed to lead the candidates to successful completion of the CalTPA pilot. ECSE AA faculty report that coursework projects are designed to be implemented in their one fieldwork semester, allowing analysis of coursework as a way of measuring continuous improvement and implementation in the field.

Signature assessments in courses are used to track candidate progress, and faculty members report that these are tied to key TPEs and how they are introduced or practiced through the course or fieldwork experience. Data from these signature assignments is used as a summative assessment for candidates, so they are informed of progress in meeting program expectations. This data is used to monitor program progress and is evaluated to highlight trends over years. ECSE AA faculty report that these signature assignment expectations are directly tied to clinical fieldwork experiences.

Faculty members share that they collaborate on candidate data and fieldwork performances across the six TPEs. The Preliminary MMSN and ESN credential programs utilize formative and summative assessments in clinical fieldwork to inform candidates and analyze program effectiveness.

Districts report that ongoing communication within the residency model is fostered through monthly meetings, emails, and phone calls. Sustained communication allows concerns in the field to be addressed in a timely manner.

The advisory council members shared through interviews that identified employment gaps in the field are brought to the college, and programs respond by providing viable interns and specific content area experts. Specifically, in 2018, recruiters shared a need for the Early Childhood Special Education added authorization program and a pipeline was made to address this through the ECSE AA.

Assessment of Candidates

Interim and exit surveys are distributed to preliminary credential and ECSE AA candidates to gather their feedback on the program as a whole. Regular faculty meetings utilize this data to discuss programmatic changes and address candidate needs. Specifically, faculty reported a focus on candidate challenges with the admission process, and adjustments are currently being made in conjunction with the admission office.

Some faculty report using course midpoint survey check-ins, intentionally seeking candidate feedback on course elements and faculty report adjusting based on this candidate input.

Faculty members report that office hours, email, and phone calls are informal ways that candidates are provided information about their progress through program expectations. Candidates confirm that course performance is provided through a shared system, Canvas, where signature assignment data, coursework, and fieldwork assignments are submitted and evaluated. Departments utilize the tool PeopleSoft to track and share critical candidate information. Faculty members report that they identify candidates who would benefit from tutoring or other support services and that the program has systems in place to come alongside candidates not making successful progress. Faculty for ECSE AA and intern candidates confirm that additional observations are offered during fieldwork if needed.

Improvement plans are created for candidates who are not meeting program expectations. Program leadership and faculty confirm that this document is developed and shared in conjunction with the graduate office, director, and advisor to offer layers of support to the candidate. Faculty advisors report that they use improvement plans designed to inform and support candidates that have not met specific dispositions or expectations of the program. Check-ins are completed each month by the program and admission advisors to ensure that candidates are successfully on track. Information from the Accreditation Data Dashboard shows that the majority of candidates report that the program is "very effective" in preparing candidates (68% in 2021).

Completer and current candidates for the Preliminary MMSN and ESN credential programs confirm that both the main campus and Antelope Valley campus offer a specific class that prepares them for the RICA assessment. Bootcamp study sessions are offered to assist candidates in preparing for the RICA. This evidence was supported by current interns who state the preparation is embedded in coursework. The Accreditation Data Dashboard shows that the CSUB pass rate for the RICA is 85%, compared to the state pass rate of 82%.

The credential department confirmed through interviews that it reviews the records of candidates who hold a preliminary credential to evaluate their appropriateness for pursuing the ECSE AA. Following this, candidates are informed about their necessary expectations to receive the ECSE AA.

Districts who support residents report collaborative review of completer data, district data sources, and current candidate surveys to reflect on program improvement.

Advisors confirm that candidates are informed about the variety of assessments that will be completed across the arc of the program through a number of different channels, including individual advising about meeting these requirements. Regular updates and tracking of student progress through assessments is a role of the advisors from both the main and Antelope Valley campuses.

Orientation to the different pathways occurs at admission, and candidates are informed orally and in writing through individualized program plans about coursework and assessment expectations. The credential analyst confirmed that at the start of their final term, candidates are informed in writing of any missing expectations. Following the development of the program plan, candidates have continued access to advisors to make changes. Emails and meetings, in person and virtual, ensure candidates have access to advising support. While program plans are developed at the entrance to the credential program, at the conclusion of their program candidates collaboratively develop an IDP, informing them of expectations for clearing their credentials.

Intern candidates report that assessments of fieldwork include midpoint and summative evaluations and regular feedback through direct observations. This communication provides feedback on progress towards the TPEs and preparation for the CalTPA. Candidates, faculty, and supervisors confirm that candidates are provided coaching on interpreting the CalTPA rubrics and provided opportunities in preparatory coursework to model CalTPA tasks. CSUB has identified a performance assessment coordinator who will have the responsibility to maintain data for this assessment.

Current Antelope Valley and main campus candidates report that clearly developed syllabi, with included TPEs, inform candidates about how they will be assessed during coursework. Completers in the ECSE AA program confirm that TPEs are also listed and regularly reflected upon for their program.

Current interns report awareness that they will be participating in the CalTPA, but do not yet know what to expect from this assessment. Some current traditional candidates participated in the pilot program for the CalTPA and reported that CSUB supported the process, especially through the analytical evaluation of the CalTPA components. Supervisors indicate that support for the CalTPA is offered through six specific support course offerings and fieldwork and coursework assignments have been adjusted to create practice space for this assessment. The program reports that candidates are provided with information about the acceptable supports and options for remediation. Candidates are allowed three attempts to pass, with embedded extra coaching and a support course, prior to program dismissal.

Preliminary credential completers share that continued advising support and collaborative communication with the faculty and staff is a hallmark of their program. Clear communication about program expectations is shared through social media, advising, and the website. The Antelope Valley completers report that they felt a sense of connection with the main campus and that support and advising in preparation for assessments were extended to them.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and university supervisors, the team determined that all program standards are met for the Preliminary Education Specialist: Mild to Moderate Support Needs program, the Preliminary Education Specialist: Extensive Support Needs program, both with intern, and the Early Childhood Special Education Added Authorization Program.

Preliminary Administrative Services Credential (PASC)

Program Design

The Preliminary Administrative Services Credential/Educational Administration (hereafter PASC/EDAD) program at CSUB is housed administratively within the Department of Advanced Educational Studies (AESD) in the School of Social Sciences and Education (SSE). The objective of the PASC/EDAD is to “prepare educational leaders and future administrators to promote PK-12 student growth and equitable educational opportunities for all students.”

The 24-semester unit PASC/EDAD program is delivered both synchronously online and in person using a cohort model through its campuses in Bakersfield and Antelope Valley. Fieldwork is completed onsite at candidates’ schools or districts. Although PASC/EDAD’s primary geographical foci are Kern and northern Los Angeles counties, candidates are drawn from across central California and beyond. Cohorts typically number between ten and twenty candidates each in a traditional pathway to the administrative services credential. There are 34 candidates enrolled for the academic year 2022-2023. 24 candidates completed requirements for the PASC in the academic year 2021-2022.

PASC/EDAD is co-led by two faculty directors from AESD/SSE, supported by seven part-time lecturers with extensive PK-12 administrative experience as well as a coordinator for the California Administrator Performance Assessment (CalAPA). Faculty co-leads report directly to the AESD chair, who in return reports to the Dean of SSE. Program leads meet regularly with faculty and administrative staff, including opportunities for professional development hosted at both campus locations.

The program was subject to significant curricular and structural modifications over a five-year period beginning in 2018 that included a reduction of the number of units required to complete the program; more purposeful integration of California Administrator Performance Expectations (CAPEs) and dedicated alignment of course sequencing with CalAPA cycles. These adaptations were made iteratively and consultatively, involving PASC/EDAD faculty, program advisors, candidates, and community constituencies, including the program’s advisory body.

PASC/EDAD uses the Educational Administration Advisory Council (EAAC) as a vehicle to engage employers and key community constituencies in critical dialogue to inform direction and continuous improvement. Currently, the EAAC comprises two recent program graduates, two current candidates, two part-time faculty (who are district superintendents), one district-level

program coordinator, one site administrator, the Director of Education Assessment and Accreditation for SSE, and the two full-time PASC/EDAD faculty.

Ongoing feedback from the Council is augmented by data received through university-generated course evaluations and surveys for active candidates, in addition to surveys of program completers and employers. Members of the EAAC also have opportunities to meet informally with program directors on an ad hoc basis to provide additional feedback and to offer insights and perspectives on courses and overall direction for the PASC/EDAD.

In interviews, members of PASC/EDAD stakeholder groups consistently reported feeling well supported by the program, underscoring frequent communication, clarity around essential programmatic elements (including admissions and credentialing processes, coursework, and the CalAPA), flexibility, faculty accessibility and expertise, and program leadership as key contributors. Completers and candidates highlighted a ubiquitous and pervasive holistic culture of care existing within and across cohorts and campuses, especially during the pandemic, inspiring greater degrees of connection to the program and levels of camaraderie between candidates at the Antelope Valley and Bakersfield campuses.

Constituencies across the board highlighted the program's interest in and receptivity to feedback and recommendations for improvement on the part of co-directors and faculty members. They also underscored the continual and consistent use of data and research in a variety of settings to inform changes to the program, explaining that themes related to attention to intersectionality, access, equity, and inclusion were priority areas. Over the course of the past four years, these modifications have included adjustments to program design, delivery modality for coursework, course content, and support for candidates, faculty, as well as partner districts and schools.

Coursework and Field Experience

The PASC/EDAD program at CSUB comprises six courses totaling 18 semester units and six units of field work aligned to the CAPEs. Three courses are completed in the fall semester and three in the spring semester. Although each course is instructionally focused on a particular CAPE, other CAPEs are deliberately incorporated to provide candidates with a more robust understanding of their dynamic and reciprocal interrelationships.

PASC/EDAD courses are intentionally sequenced to support specific cycles of the CalAPA and include: (1) EDAD 6100 Visionary Leadership (CAPE 1), (2) EDAD 6500 Ethics and Integrity (CAPE 5), and (3) EDAD 6200 Instructional Leadership (CAPE 2), all offered fall semester. EDAD 6400 Family and Community Engagement (CAPE 4), EDAD 6300 Management and the Learning Environment (CAPE 3), and EDAD 6600 External Context and Policy (CAPE 6) are offered during spring semester. As mentioned earlier, a unique facet of PASC coursework is an intentional integration of elements of the CalAPA in ways that help prepare candidates for each cycle. This embedded strategy was highlighted and lauded by candidates, completers, and program faculty as part of a broader system of support around the Administrative Performance Assessment.

Fieldwork consists of two interdependent courses at the candidate's site, EDAD 6830 and EDAD 6840 (offered in fall and spring respectively alongside coursework, worth three semester units each) and supported by site-based mentors and university supervisors. For the most part, principals or district administrators at candidates' home schools/districts serve as site-based mentors. At present there are three university supervisors, comprising the two PASC/EDAD program co-directors at CSUB main campus and one adjunct faculty member from the Antelope Valley campus. The university supervisor from Antelope Valley was recruited by program directors and is supported formally through regularly scheduled meetings, as well as informally through anecdotal conversations about the program and candidate progress therein.

PASC/EDAD fieldwork courses offer custom-tailored opportunities for practice and feedback on the CAPEs in a real-world setting and provide occasion for candidates to access individually focused support related to specific CalAPA Cycles. Fieldwork involves two essential elements: (1) organizational scans (visionary and instructional leadership, management and learning environment, family and community engagement, ethics and integrity and external content and policy) and (2) the development of communities of practice, focused on a specific educational equity issue. In the words of a PASC completer, "equity is a big part of every problem (problems of practice) we are going to solve." Other completers lauded the value of course-based resources around servant leadership, cultivating communities of practice, and working with implicit biases.

With respect to fieldwork, data pulled from the Accreditation Data Dashboard from the 2020-21 academic year suggests that over 95 percent of respondents found the program helped them understand the long-term roles and responsibilities of service as a school administrator. Over 85 percent reported that the PASC/EDAD program helped them to better understand the day-to-day roles and responsibilities of site administrators.

Candidates and completers alike reported in interviews that coursework prepared them well for CalAPA cycles and established conditions for candidate success, both in terms of expectations and requisite rigor. Data from the 2020-2021 academic year extracted from the Accreditation Data Dashboard support these findings, with over 90 percent of survey respondents indicating that the PASC/EDAD program prepared them well for the CalAPA and helped them better understand the purpose of the assessment. Over 95 percent of respondents felt the program helped them better understand submission and scoring processes.

In the context of data extracted from the Accreditation Data Dashboard and during interviews at the site visit, candidates reported receiving frequent feedback from site-based mentors and assigned university supervisors. University supervisors provide consistent advisement in the context of rubric-based assessments of proficiency in the CAPEs, biweekly journals submitted by candidates that speak to organizational scan experiences, as well as evaluation of candidates' work product around critical questions related to CalAPA-aligned formative assessments (for example, videos, writings, among others). Site-based mentors document hours associated with the organization scan twice annually and provide formative feedback and direction on CalAPA-related assignments.

Assessment of Candidates

The PASC/EDAD program at CSUB employs candidate proficiency in the CAPEs as the underpinning for its assessment design. In so doing, the program uses a system of diverse measures to determine the extent to which candidates meet these expectations, including evaluations by site mentors thrice per annum (beginning, middle and end of year) and corresponding self-assessments that follow a similar schedule. Moreover, designated university field supervisors assess candidate progress toward meeting the CAPEs biannually (middle and end). Candidates also receive formative guidance, direction, and feedback on a biweekly basis from field supervisors in the form of responses to written assignments and the distribution of hours in the context of organizational scans. Candidates are provided formative and summative feedback within the body of non-field-based courses, each of which focuses on a particular CAPE and its dynamic interplay with others.

The PASC/EDAD program also utilizes the CalAPA as a supplemental series of metrics, with attention to each cycle embedded across the program writ large. Coursework and fieldwork, individually and in concert, offer unique reflective and process-related learning opportunities, not the least of which are peer review and discussion of work product as measured success criteria.

For those candidates who do not pass any one or more cycle(s) of the CalAPA, a low-cost elective course offered through CSUB Extended Education that provides targeted, one-on-one support and interventions is available. The course is designed specifically to attend to unique shortfalls and to provide remediation to allow candidates to remain enrolled with the PASC/EDAD program and to resubmit any cycle as needed. At the time of this writing, there has not been a need for the course. Candidates are offered three opportunities to pass CalAPA cycles before they are counseled out of the program, each with increased levels of one-to-one support.

The embedded approach employed by PASC/EDAD has been successful to the extent that it is being considered for use in other SSE programs employing similar assessments.

The PASC/EDAD program also uses the Educator Preparation Programs (EPP) unit Candidate Dispositions assessment. Candidates and their site-supervisors independently evaluate candidate dispositions using the EPP Dispositions rubric at the beginning of the program, at the end of the first semester, and then once more at the end of the second semester. The university supervisor also assesses candidate dispositions at the end of each semester. Themes covered by the EPP Dispositions assessment include: (1) professional collaboration; (2) reflective practice; (3) professional ethics; (4) student centeredness; (5) professional leadership; and (6) professional competence.

Materials submitted and concomitant interviews with constituencies confirm that candidate competencies are appropriately assessed and well aligned with program standards for the PASC and that these data are used to support candidates and to guide ongoing programmatic improvement. During interviews, constituencies reported that assessment criteria and processes were communicated clearly, consistently, and effectively throughout the program.

Findings on Standards

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

Bilingual Authorization: Spanish

Program Design

The Bilingual Authorization Program (BILA) at CSUB is designed to prepare credentialed educators to teach in dual immersion programs or other bilingual educational settings. The authorization is offered for the Spanish language. Candidates of this program are credentialed teachers already teaching in the classroom.

BILA is housed within the TED of the SSE with administrative support from the Office of Extended Education. The first point of contact is the BILA academic coordinator who leads the program. Administrative support is provided by an academic advisor within the Office of Extended Education and the credential analyst. The TED chair oversees all department programs including BILA and the director of extended education oversees all aspects of program operation.

The BILA academic coordinator attends the monthly TED meetings and meets with the SSE dean once a semester to discuss the program. The coordinator meets regularly with the BILA academic advisor and faculty through email, face to face, and Zoom meetings. Constituent input is obtained through the Teacher Education Advisory Council (TEAC) meetings which consists of CSUB administrators and faculty, representatives from county offices and local school districts, and community members.

Interviews confirmed that the academic coordinator works closely with school district partners to recruit candidates for the program and develop cohorts. This relationship also makes it easier to find candidate placements for fieldwork in dual immersion classrooms.

Coursework and Field Experience

The BILA program consists of three 3-credit courses. Candidates are grouped in cohorts and must take the courses sequentially. The course sequence begins with a course in the Foundations of Bilingual Education, followed Bilingual Teaching Methods Across the Content Areas, and concluding with Fieldwork in the Bilingual Classroom. The courses are taught in English and in Spanish. Courses are designed to be taught in a hybrid model of in-person and online instruction. Modifications had to be made during the COVID-19 pandemic where the in-person instruction was transferred to Zoom.

The courses cover matters of sociocultural, linguistic, and pedagogic import towards equitable schooling opportunities for English learners. Candidates have the opportunity to learn best practices for teaching multilingual students. Document analysis and interviews indicate that

candidates learn about the cultures of the families they work with and integrate that culture throughout instruction.

The program requires twenty hours of fieldwork which occurs in the last course. Candidates who are already teaching in a dual immersion setting can do the fieldwork in their own classrooms. Otherwise, the principal of the school will provide opportunities for the candidates to teach in bilingual settings. Candidates and faculty shared they often had to get creative and use Saturday school and summer school options due to the substitute teacher shortage. The instructor of the fieldwork course advises and evaluates candidates during fieldwork.

Assessment of Candidates

Document analysis and interviews confirm each course includes multiple means of assessing candidates. Each course contains a signature assignment and rubric that aligns to the course learning objectives. Candidates spend time reflecting on their own culture and experiences, learning about the history of bilingual education and planning community and family partnerships. In the final course, fieldwork is assessed through videos. Competency in using the Spanish language as well as writing coherent lessons for reading, writing, listening, and speaking are evaluated in the fieldwork course. Candidates and completers shared that peer feedback is used extensively throughout the program. They also confirmed that substantial feedback is provided by instructors of each course.

Passage of the CSET III: World Languages in Spanish is required to fulfill BILA Program Standard 6: Assessment of Candidate Language Competency. Within the credential application there is a checklist for the bilingual authorization which asks candidates to submit test scores. This is verified by the credential analyst.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and mentors, the team determined that all program standards are met for the Bilingual Authorization in Spanish Program.

Reading and Literacy Added Authorization

Program Design

The Reading and Literacy Added Authorization Program (RLAAP) at CSUB is designed to develop literacy experts and instructional leaders in the PK-12 setting. The program is centered on creating a culture of literacy, which is woven through its content and delivery. The program seeks to augment conceptual awareness of candidates and hone their skills to instill within their students and colleagues' values associated with a culture of literacy in their students and colleagues.

Changes were made to the original design of the program including initiatives to attract more candidates from the secondary level to help address the need of high school students with low literacy rates. Additionally, to address the need of the growing number of English learners, all courses have a strong base of English learner knowledge integrated throughout.

Candidates for the RLAAP program must hold a California teaching credential and have taught for at least three years. The program consists of four 3-credit courses with embedded clinical practice. The program is taught completely online, attracting candidates from across the state.

The RLAAP is housed in the SSE in the TED. The program also receives administrative support from the Office of Extended Education. The program is led by the RLAA academic coordinator. The RLAAP academic coordinator reports to the SSE dean. The academic coordinator regularly communicates with program faculty.

Interviews confirmed that RLAAP leadership participates in monthly meetings held by the TED. Constituent input is obtained through the TEAC meetings which consist of CSUB administrators and faculty, representatives from county offices and local school districts, and community members as previously noted.

Coursework and Field Experience

The RLAAP consists of four courses, typically two courses are taken in semester one and the next two courses are taken in semester two, which provides candidates the option to complete the program in a year. The program is aligned with CCTC and International Reading Association (IRA) Standards for the Reading Professional. Each course syllabi clearly states how the tasks are aligned to the standards. Document analysis indicates the program also integrates the CA Dyslexia Guidelines, the California Preschool Learning Foundations and Frameworks as well as the CA Reading/Language Arts Frameworks into its course design.

Clinical practice is embedded into each course. Candidates complete most of the fieldwork in their own classrooms, however candidates make arrangements with the school administration and course instructors to complete fieldwork tasks in a different grade level. Tasks include planning and teaching lessons, delivering professional development presentations, and teaching small group reading interventions. Clinical fieldwork tasks closely align with the program standards and course objectives.

The university partners with demographically, socioeconomically, and linguistically diverse schools and districts that promote culturally responsive pedagogy to ensure placements meet CCTC standards.

Assessment of Candidates

Candidates in the RLAAP are assessed in multiple ways. Throughout the program, candidates complete a variety of assignments and field-based tasks that measure their competency as reading professionals who have the knowledge and skill bases about creating an effective culture of literacy in the diverse classrooms. Each course has clearly described assessments and rubrics and includes a signature assignment that demonstrates candidates' knowledge of the reading standards which are clearly posted in course syllabi. Each course requires submission of videos which is how course instructors evaluate fieldwork. Candidates record themselves teaching a lesson and reflect on the experience. Candidates confirmed that they receive an abundance of feedback from instructors to support their growth.

Due to the small size of the RLAAAP, there have been very few candidates who struggle to progress through the program. Faculty shared that if a candidate is struggling, it is handled on a case-by-case basis typically with the instructor of the course.

Upon completion of the program, candidates complete a credential recommendation form to ensure they met the criteria of the reading authorization. This form is reviewed and used to submit an official recommendation by the credential analyst in the SSE.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and mentors, the team determined that all program standards are met for the Reading and Literacy Added Authorization Program.

Pupil Personnel Services: School Counseling

Program Design

The MS in Counseling: PPS School Counseling program is housed in the department of Advanced Educational Studies (AESD) in the CSUB School of SSE. The program is a 52-semester unit cohort-based program that has historically enrolled 18-20 candidates annually, and most recently admitted 15 candidates, with 10 enrolling under the most recent PPS standards. The decrease in admissions was noted to be due to the limited number of school placement options for clinical practice. The program admits annually in the fall semester. The program is led by one program director and includes one additional faculty member. There is a Clinical Placement Coordinator who oversees the fieldwork experience of candidates, including placement. The program is aligned to the school counselor performance expectations (SCPEs) of the PPS credential authorized by the California Commission on Teacher Credentialing. As noted by the program, candidates complete 21 units of core counseling courses that cover competencies and theories essential to all educational counselors, 12 units of PPS specialty courses essential to counseling practitioners in school counseling, and 16 units of supervised fieldwork.

Communication between the two full-time faculty members (program director and core faculty) occurs primarily during monthly meetings with one another, and at times the meetings will include the dean and/or associate dean. There is also regular communication with the other educator preparation programs in the college through monthly meetings. Specific program needs are addressed with the Department Chair or the Director of Accreditation. As identified in interviews with adjunct faculty, communication with adjunct faculty occurs primarily through the advisory committee meetings, and faculty noted that these meetings also include members who are not adjunct faculty. Adjunct faculty addressed the desire to meet as a separate group. Connected to the advisory committee, faculty interviewees shared that feedback is provided in the areas of program changes connected to what they are experiencing as practitioners in the field.

The program maintains communication with internal constituents and external community partners through the Educational Counseling Advisory Committee. The committee is composed of completers, practicing school counselors, core faculty in the program, adjunct faculty in the

program, a VP of Student Affairs at a local 2-year college, a community partner, a VP of Admissions and Enrollment Services, the Dean of Students, the Associate Director of Student Health Services, and PPS candidates. This committee meets each semester and most recently, the focus has been on transitioning to the newly implemented standards and SCPEs. As identified in interviews, the PPS program has shared program-level data during advisory committee meetings in the past, and this data is used to identify needed changes or modifications.

Candidates begin their program with theoretical courses, prior to moving onto more practical application courses that span five semesters. As noted by the program, the core counseling courses provide the scaffolding for candidates to understand and develop individual counseling skills, overarching theories of counseling, and applications of the core skills and theories in school settings, while the specialty courses review the American School Counselor Association (ASCA) Model to provide candidates the opportunity to develop strategies to design key components of school counseling programs. There is also examination of equity and justice connected to systemic oppression, as seen in program documentation, and noted by candidates during interviews. Candidates complete 100 hours of required practicum in year 1, including 50 hours each semester, 500 hours of required fieldwork in year 2, including 250 hours each semester, and 300 hours of fieldwork in the final semester of the program in year 3.

The program is delivered through in-person classes or synchronous meetings online. During the pandemic, the program transitioned to online synchronous engagement and has since returned to in person classes, with candidates engaging in practicum and fieldwork at a P-12 school site.

Coursework and Field Experience

Candidates are placed in fieldwork by the Clinical Practice Coordinator (CPC). During interviews, it was shared that districts are sent lists of mentor counselors (supervisors) who have previously been approved to supervise candidates. The district will contact the supervisor to confirm their availability, and if they are available, the candidate will receive the supervisor's contact information. All documentation connected to the placement process and supervision is available in the program's supervisor handbook. Once candidates are placed at field sites, the CPC is responsible for entering the candidate's information into the LiveText database, where candidates will log field hours, supervisors will monitor and approve hours, and complete evaluations of candidates.

The program ensures connection between coursework and fieldwork through real world case studies and course content that is geared toward preparing candidates to work with the diverse student populations they will encounter in the field. This is paired with candidates' engagement in practicum and fieldwork that also provides connection to course content. Program completers shared that they felt very prepared to enter the field as practicing school counselors and believed they were given the tools necessary to succeed. They noted that the program has a strong connection to the surrounding community and appreciated the focus within the program on the diverse groups of students present in surrounding P-12 schools. The program completers did note that they would have appreciated more focus on crisis counseling and how

to engage in certain situations connected to violence and safety. The program has addressed this feedback through the creation of a crisis counseling course to ensure candidates learn the skills necessary to engage in situations with students around violence and safety. Through interviews with current candidates, it was made evident that the courses completed in the program are foundational to the work they engage in at the field sites, further highlighting the connection between theory and practice that program ensures exists. Further examples included the required mandated reporting review and Question, Persuade, Respond (QPR) training that candidates must engage prior to entering the field to ensure they are prepared to work with students experiencing violence or suicide ideation.

Candidates receive regular and ongoing feedback from their instructors, site supervisors, and university supervisors during the field experience. Candidates are required to meet with the university instructor to examine the connection between content taught in courses and experiences in practicum and fieldwork. Evaluation measures of candidates include feedback on assignments, feedback on signature assignments submitted via LiveText, group presentations, reflection and self-assessment assignments, and evaluations completed by supervisors during Fieldwork I, II, and III. Candidates reported that they are shadowed by their university supervisor at their site at least once, however, for some, by the time of this site visit, these visits have not yet occurred. The program appears to have a robust evaluation process to ensure candidates are being supported throughout the program and gaining the necessary skills to work as school counselors in the field.

Supervisors are selected through a collaborative process between the university and the district. For the program, the site supervisor must hold a PPS: School Counseling credential and have two years of experience. The placement is overseen by the CPC as noted earlier in this report. There is a supervision handbook that is reviewed with site supervisors that includes all policies and procedures connected to the field placement. Supervisors are also required to be trained in supervision, are oriented to the supervisory role, evaluated, and recognized in a systematic manner. The program director has confirmed that the program is in the process of developing the required supervisor training in the models of supervision and SCPEs, and this training will be available for supervisors in Fall 2023. Currently, the supervisors receive information about different models of supervision through content reviewed in the program's handbook for supervisors. This handbook is also shared with candidates, so that they are also informed of expectations connected to supervision. The program coordinator shared that there is a spreadsheet available that includes all candidates and their site placements, and this sheet is available to be reviewed weekly to understand how candidates are progressing at their field sites and to understand how supervisors are supervising candidates. This document is updated weekly. The program director also shared that there are site visit meetings with supervisors to confirm candidates are making adequate progress.

Interviews confirmed that faculty do not formally evaluate the site supervisor (mentor counselor), and instead they hear directly from the candidates if issues arise with the supervisor. Both candidates and program faculty could not identify instances where there have been concerns about a supervisor or candidate that resulted in the candidate needing to be

placed with another supervisor. The CPC also confirmed this. Ultimately, if needed, there is a process should a situation arise where supervisor/candidate relationship has become ineffective, and the candidate must be moved to a new supervisor. The process would begin with the CPC connecting with the site and supervisor to hold a restorative conversation. If that was unsuccessful, the program coordinator would then be involved, and a corrective action plan would be developed for the candidate. In situations where the district wants the candidate removed, the chair would also be included in the process. Site supervisors (mentor counselors) also confirmed that there is a verbal conversation that is focused on expectations should any issues with a candidate arise, however, they noted that there have not been any issues that have needed escalation to a higher level for the removal of a candidate.

Feedback is obtained through a robust process. Interviews confirmed that data is collected by the Data Coordinator and the CPC (for fieldwork), and this avenue allows the program director to understand how candidates are progressing at their field sites. While the CPC, data coordinator, and the program coordinator all shared that there are no formal rubrics to measure site supervisors, as noted previously, site supervisors are monitored through the LiveText system. Additionally, candidates have an opportunity to both evaluate each course instructor through completion of the SOCI (Student Opinionnaire of Curriculum and Instruction) and submit an evaluation of the field site supervisor. Program leadership confirmed that the supervisor evaluation data is not aggregated or examined, and instead the program relies on candidate feedback about issues with the site supervisor. Site supervisors reported that data is used to monitor candidate success and achievement, and this impacts how candidates are trained at the field site. Site supervisors (mentor counselors) also reported that they document candidate progress through the LiveText platform and identified that there is extensive monitoring of candidate progress to ensure any issues are identified and addressed quickly. Program leadership shared that additional feedback is received from peer/teacher observations. The program uses all data collected to inform changes/modifications to the program. One example of a modification that was shared was when candidates and faculty identified the need for training around crisis, violence, and safety, and the program responded by creating a crisis counseling course. This was also confirmed through interviews with the advisory committee, who noted that their opinions as practitioners in the field is regularly sought and feedback has led to support of student learning, goals, and outcomes.

Assessment of Candidates

Candidates are assessed/evaluated on knowledge connected to the SCPEs and their abilities to implement the core competencies of the SCPEs in school settings that are assessed throughout the program. Additionally, the program notes that candidate dispositions and the evaluations that assess candidate performance in the domains of the SCPEs are introduced or reviewed in every class and instructors provide feedback regarding the dispositions through signature assignment assessments to allow candidates an opportunity to implement feedback to improve their performance and knowledge base. While the program does not have faculty complete a rubric connected to student dispositions, they are reviewed during each class, and, if issues arise, faculty contact the program director. This was also confirmed through interviews with faculty (core and adjunct) and placement coordinators. As noted previously in this report,

candidates are tracked throughout the program, and should there be any issues connected to candidates' progress, the program has a process in place that includes the development of a corrective action plan (CAP) for the candidate. The candidate is followed through the CAP process through completion of remediation. Additionally, candidates identified various ways they are able to reach out for support if they are struggling in the program. Specifically, they can connect directly with faculty for their courses and noted that faculty are aware and attuned to what is happening with students and connect with students in a supportive capacity.

Candidates reported that they are informed at the start of their program about all evaluation and assessment processes connected to their engagement in the program. This includes clear expectations and classes needed, number of fieldwork hours required, which is solidified in the contract that candidates sign upon entry into the program. It was also noted that the website, program handbook, and course syllabi are also resources for expectations and evaluative measures. Additionally, during the program, candidates receive credential information related to what is required near the end of the program for the credential application.

Findings on Standards

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

INSTITUTION SUMMARY

As the only public institution of higher education in a 100-square mile radius, California State University Bakersfield (CSUB) plays an important role in the region. The collaborative relationship between CSUB and local education agencies (LEAs) to support and develop educational professionals stood out as a strength across educator preparation programs. In addition to including LEAs on multiple committees and advisory groups, CSUB attends county office of education and superintendent meetings. LEAs report that when they share their needs with CSUB, the institution is quick to respond and work collaboratively to develop new programs, expand, or improve current programs to meet the needs of the local schools. The collaborative relationship is evidenced by the large number of residency programs that they have established to meet the demands for new teachers. Residency programs include: the Black Educator Teacher Residency with the Panama Buena Vista Union School District dedicated to recruiting and retaining diverse individuals with an emphasis on Afrocentric cultural competency; the Kern Teacher Residency with the Greenfield Union Elementary School District; the Kern High Teacher Residency with the Kern High School District; the Kern Urban Teacher Residency with Bakersfield City School District; the Teacher Residency for Rural Education with Visalia Unified School District; and the Education Specialist Residency programs with Bakersfield City School District and Greenfield Union Elementary School District. In addition to these established residencies, LEAs report that they are in the process of developing at least one new program specifically to address the need for more bilingual educators.

The collaboration does not end once candidates complete their programs. The LEAs also report that CSUB continues to support the needs of the teachers and local schools as candidates enter induction programs. The Individual Development Plans (IDPs) were developed collaboratively with LEAs and are used to help develop individual induction plans. CSUB has provided support for those candidates who completed their preliminary credential program during the COVID-19 pandemic and had deferred the Teacher Performance Assessment (TPA) and/or RICA to their induction programs. CSUB held workshops for these new teachers as well as professional development for induction mentor teachers. To meet the needs of the local schools, the workshops were open to new teachers who completed teacher preparation programs other than CSUB. This is an example of the important role CSU plays in the region, ensuring that there are high quality education professionals to work with the students in local schools.

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> |

| <p align="center">Common Standard 1: Institutional Infrastructure to Support Educator Preparation</p> | <p align="center">Team Finding</p> |
|--|---|
| <p>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.</p> | <p align="center">Consistently</p> |
| <p>The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.</p> | <p align="center">Consistently</p> |
| <p>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.</p> | <p align="center">Consistently</p> |
| <p>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.</p> | <p align="center">Inconsistently</p> |
| <p>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.</p> | <p align="center">Consistently</p> |
| <p>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p> | <p align="center">Consistently</p> |
| <p>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.</p> | <p align="center">Consistently</p> |
| <p>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p> | <p align="center">Consistently</p> |

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The education unit has developed a research-based mission and vision of teaching and learning with a focus on community partnerships and preparing highly qualified education professionals. Interviews with faculty and district constituents made it clear that CSUB is living up to its mission and that the institution plays a central role in the community. During interviews, constituents reported that the SSE at CSUB is a valued partner in the region that is responsive to the needs of the local schools, districts, and county offices of education.

Exit survey data indicate that candidates feel prepared to begin their careers as educational professionals. During interviews, school principals and other district personnel who have hired completers from CSUB report that program completers from all programs are well prepared to begin their professional careers.

Each educator preparation program has established an advisory committee to actively involve faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for each respective program. In interviews, school district partners reported that their input is valued and acted upon. They stated that they have multiple opportunities to provide input and collaborate on program design. They provided examples including designing new programs such as residency programs, increasing the size of programs to meet increased demands, such as the Bilingual Authorization program, improving current programs and processes, and in evaluating candidates in the field.

The success of candidates in the field as well as information gathered from interviews with faculty and candidates, exit survey data, and program completion data provided evidence that the institution provides the unit with sufficient resources for the effective operation of the educator preparation programs. However, there was some concern from the candidates in the Preliminary MS and SS traditional and intern pathways who stated that they did not receive sufficient advisement to guide them about their progress towards program requirements and were unsure who to go to for support. During interviews with unit leadership, they indicated that they were in the process of revising their advising process which would address this issue.

Interviews with unit leadership indicated that they receive institutional support required to address the needs of educator preparation programs as evidenced by the addition of two new faculty positions to help meet their needs. In interviews with institutional leadership, it was evident that they value the educator preparation programs and have directly observed the impact that these programs have in the community.

The institution is committed to the hiring and retention of diverse faculty. A review of current recruitment efforts in SSE reflects their desire to hire faculty with a commitment to diversity and equity. Initiatives to retain diverse faculty and staff include faculty and staff affinity groups, and a leadership academy designed to promote a diverse pool of faculty members within the academic ranks and support their campus leadership aspirations. In interviews, faculty indicated that they feel supported and have opportunities for professional development and growth.

A review of the documents and interviews with the credential analyst and candidates provide evidence that there is a clear credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

| Common Standard 2: Candidate Recruitment and Support | Team Finding |
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| Candidates are recruited and supported in all educator preparation programs to ensure their success. | <i>No response needed</i> |
| The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. | Consistently |
| The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. | Consistently |
| Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. | Consistently |
| Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. | Consistently |

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Through document review and interviews with stakeholders, it is evident that the unit recruits, admits, and supports candidates to attain program requirements. Program directors and advisors hold information sessions for prospective candidates prior to an admissions cycle. Admissions and program advisors support candidates to complete the application process, and once admitted, candidates are supported by program faculty, directors, and advisors. Support to progress through the program is also provided by the placement coordinator, TPA lead, and university supervisors up to the credential recommendation process.

The unit offers myriad recruitment opportunities focused on diversifying the educator pool. As confirmed through the Accreditation Data Dashboard, the candidate demographics closely align with the local communities served. Diversification efforts include recruitment into teacher residency programs, the BETR program, which began in Spring 2022, being the newest. Within CSUB, the IBEST and ITEP programs support candidates to complete an integrated bachelor’s degree in liberal studies and a multiple or education specialist credential. Candidates are also recruited from the five single subject matter preparation programs. Interviews with the Teacher Education Advisory Council (TEAC) confirmed that the unit collaborates across the university to provide multiple and more financially sustainable pathways for candidates to enter preparation programs. Additionally, the Teacher Education Department (TED) chair has intentionally

recruited athletes from the university to ensure that they have a pathway into the teaching profession.

Admission criteria are provided on each program webpage and include course sequences, pathways, and requirements. Descriptions of programs and contact information for staff are accessible for prospective candidates. If candidates have questions about basic skills or subject matter requirements, they are directed to the AB-130 Coordinator.

After admission, programs hold an orientation for new candidates. Support throughout the program is provided by faculty, staff, placement coordinators and university supervisors. Through Peoplesoft, appropriate university personnel can view candidate attainment of credential requirements such as the RICA, subject matter, and TPA to support advising throughout the program. In addition, faculty and advisors have access to digital candidate files to enable timely support. To complete the CalTPA, candidates in teaching credential programs are supported by faculty teaching courses dedicated to each cycle of the performance assessment. CalAPA preparation and support is embedded within the educational administration program coursework, as confirmed by interviews with candidates. According to the TPA coordinator, candidates who do not pass the TPA during their second attempt are required to enroll in an extended education course that provides one-on-one tutoring by a trained faculty member. Candidates who do not pass the TPA during their third attempt are counseled out of the program.

While candidates are supported through regular interactions with faculty and staff, a system of feedback and support exists. Unit leadership, including the dean, associate dean, chairs, directors, data coordinator, AB-130 coordinator, placement coordinators, as well as admissions advisors meet monthly as the Credentials Office Committee to ensure systems are properly functioning and changes to programs are communicated. Many of the same faculty and staff also meet regularly within the Educator Preparation Program Committee to support the efforts of programs. If a candidate is not developing the practice required for recommendation of a credential, they may be placed on an improvement plan. In Spring 2022, the improvement plan process was revised to include addressing professional competencies along with the dispositions for concerns. Additionally, this resulted in the training of university supervisors to ensure that candidates are identified and provided additional support, if needed.

Candidates are notified and advised regarding requirements during the final term of their program, and completion of credential requirements is verified by the admissions advisor. After completing programs, candidates are provided a credential application, which is reviewed by the credential analyst.

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
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| 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 |
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| 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 constituencies, it is evident that clinical practice is a focus of the educator preparation programs at CSUB. Clinical practice is built upon the continuous development of collaborative, deep partnerships with local districts in the southern San Joaquin Valley and northern Los Angeles County. Partnerships are also developed outside local areas to support the online Reading and Literacy Added Authorization Program. The mission that guides the educator preparation programs shares the unit’s resolve to “cultivate school, university, and community partnerships that prepare highly qualified education professionals, who work collaboratively to nurture an equitable and informed education community.” The programs offer a course of study grounded in research and

effective practice. Coursework and field experiences are integrated to provide opportunities to practice and demonstrate competencies.

Across the unit, partnerships are maintained through various committees that include multiple levels of leadership in CSUB and local districts. Within the Credential Office Committee and the Educator Preparation Program Committee, directors who support placement within the educational administration and educational counseling program, as well as coordinators, who support placement within the preliminary teaching credential programs, can collaborate with chairs and deans to communicate and discuss issues that relate to clinical practice. Within program handbooks, site-based supervisor requirements are clearly identified. Interviews with placement coordinators and district leadership confirmed that site-based supervisors are co-selected and that placement requirements are verified.

Within the Preliminary MS, SS, and ES credential programs, district partnerships have been the foundation for the development of residency programs. In addition to the two education specialist residency programs, the MS and SS programs have five residency programs. Interviews with employers, principals, mentor teachers, faculty and residents confirmed that reciprocal partnerships exist between the school districts and CSUB. As a result, residents experience additional clinical supports such as carefully selected mentor teachers who are further trained in co-teaching and mentoring, monthly summits to collaborate with fellow residents and mentor teachers, and opportunities to interact with principals to attain teaching positions. District partnerships within the MS and SS programs could be leveraged more to ensure that placements for traditional candidates are completed and communicated in a systematic, timely manner, and to ensure that interns are further supported.

Interviews with site-based supervisors confirmed that they are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner. University leadership, coordinators, and university supervisors interact with mentor teachers and site-based supervisors to communicate program expectations and support effective practices in mentoring candidates. Candidate interviews indicated that they are provided open communication with university supervisors, as well as space and time within courses to communicate concerns that emerge in the field, including working with site-based supervisors. If a site-based supervisor is found to be ineffective, the program communicates with district personnel to avoid future candidate placement with the same individual. While the dean and leadership look for additional ways to provide recognition, other than intrinsic rewards, site-based supervisors are currently provided gift cards.

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. LiveText is utilized for completion and storage of observations, evaluations, and the documentation of hours. In addition to competencies being met, coursework is focused on preparing candidates to provide an equitable, culturally responsive learning environment for the diverse student populations and communities served by CSUB and local districts.

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

Based on a thorough document review and verified by interviews with program leadership, coordinators, faculty, candidates, advisory board partners, employers, and supervisors, it is evident that the educator preparation programs at CSUB use multiple forms of assessment to engage in continuous improvement processes. There is ample evidence to verify the collection, analysis, and data sets are used to design and implement program modifications. Internal and external constituencies confirmed that multiple data artifacts are analyzed and discussed at regularly held faculty meetings, quarterly advisory council meetings, and at the CSUB educator program retreat each summer. At these meetings, modifications are made using the various data sources to inform decisions.

Part of the continuous improvement cycle is to share data and gather feedback from internal and external constituencies. At regular advisory council meetings, priorities are discussed based on local district needs. It was shared by external constituencies that some of their input was acted upon, and changes were made immediately. Other suggestions inspired changes in curriculum and policy. For example, district leaders requested support for bilingual students, recruitment and retention of Black students and addressing students with special needs. As a result, CSUB faculty, in collaboration with districts, designed, applied, and received residency grant awards in collaboration with LEAs. Another example is the rescheduling of program courses to allow candidates to focus on completing the state assessments with greater efficiency.

All programs within the unit collect signature assignment data, licensure test data (e.g., CalTPA, CalAPA), fieldwork supervisor observations, cooperating teacher survey data, and exit/completer survey data. These results serve as the impetus for improvements. One of the

examples given in interviews with faculty was that candidates needed much more expertise in dealing with English Learners and that led to major course content changes.

Interviews with external constituencies (i.e., employers and advisory board members) indicated they were regularly consulted regarding candidate preparation, and their input was used in making program revisions and initiating new programs to meet community needs, such as in the intern and residency programs. Another example was when candidates “struggled with videotaping lessons for the CalTPA. They (CSUB) bought specific types of cameras to help their intern candidates. The districts hadn’t been prepared for this.”

All groups examine CalTPA and CalAPA data and look for areas that need more in-depth support. Some of the CSUB faculty are state performance assessment assessors and this is essential in designing innovative approaches to improving passage rates, which currently are higher than the state averages, as noted in the Accreditation Data Dashboard. “We have tons of data, from signature assignments from the courses, the common use of rubrics, and TPA data. We do unit surveys and end-of-course evals and we bring it back and look at it every meeting. We have a summer retreat with so much rich data...we make action plans and adjust what we are going to do differently.”

| Common Standard 5: Program Impact | Team Finding |
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| 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.

In discussions with advisory board members, school site administrators, and superintendents about the impact that CSUB completers had in their schools and districts, these constituents stated they preferred to hire CSUB completers above graduates from other programs. They added that CSUB completers are better prepared to meet the challenges of the local community and schools than graduates of other programs. These constituents commented on the responsiveness of CSUB faculty and administration in addressing local district specific needs. They emphasized the effectiveness of the residency programs in preparing teachers for their districts and the support that the university offers its interns in their schools: “CSUB students are open to challenges,” “When we posted for intern teachers, the university was very quick to respond,” and “We have a Black [educator teacher] residency program with 15 students which helps with the differences and changes that need to be made.”

These constituents added that the CSUB completers understand the needs of the communities and “represent the families they serve.” Constituents stated the completers are adept at lesson planning, differentiation, assessment, use of technology and culturally responsive pedagogy. In addition, the completers are able to build relationships with students, collaborating and planning with their colleagues, receiving feedback with a positive attitude, and demonstrating the capacity to self-assess and reflect on their practices. As shared during interviews, “Students come with a great deal of knowledge about curriculum and knowledge about our districts.”

Superintendents and site administrators indicated they have hired several CSUB completers and over time these teachers “are being elevated to leadership roles” and that “many have become adjunct faculty for the CSUB educator preparation programs.” They added that this creates cohesion and coherence between the CSUB education programs and the school districts.

Another factor contributing to the positive reputation of CSUB is retention, completers tend to stay in their positions for extended periods. Through a review of CSUB documents, it was noted that there is a robust compilation of research and grant awards directed at meeting the education needs of the Bakersfield area as evidenced by the number of residency program awards supporting diverse educators, bilingual educators, rural schools’ education, special education educators, and STEM educators.