

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

**California State Polytechnical University, Pomona**

**Professional Services Division**

**March 2023**

**Overview of this Report**

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

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

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

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple Subject	6	5	1	0
Preliminary Single Subject	6	5	1	0
Preliminary Education Specialist – Mild to Moderate Support Needs	6	5	1	0
Preliminary Education Specialist – Extensive Support Needs	6	5	1	0
Added Authorization: Adapted Physical Education	13	11	2	0
Preliminary Administrative Services Credential	9	9	0	0
Agriculture Specialist Instruction	12	12	0	0
Bilingual Authorization: Spanish, Cantonese, Mandarin	6	4	2	

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** California State Polytechnic University, Pomona

**Dates of Visit:** February 5-8, 2023

**Accreditation Team Recommendation: Accreditation with Stipulations**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
Date: April 19, 2015	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation with Stipulations** 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

All program standards for the Preliminary Multiple and Single Subject credential programs were met, except for Program Standard 3 which was met with concerns.

All program standards for the Preliminary Education Specialist Mild to Moderate Support Needs and the Extensive Support Needs Credential were met with the exception of Program Standard 3 which was met with concerns.

All program standards for the Adapted Physical Education Added Authorization credential program were met with the exception of Program Standards 7 and 8 which were met with concerns.

All program standards for the Preliminary Administrative Services Credential Program were met.

All program standards for the Agriculture Instruction Specialist Credential Program were met.

All program standards for the Bilingual Authorization Program were met with the exception of Program Standards 1 and 2 which we met with concerns.

### Common Standards

All Common Standards were met with the exception of Common Standards 1 and 2 which were met with concerns.

### Overall Recommendation

Based on the fact that the team found that all program standards to be met for two of the six educator preparation programs and found all Common Standards to be met with the exception of two Common Standards, Common Standards 1 and 2 which were Met with Concerns, the team recommends **Accreditation with Stipulations**. The team recommends that within one year the institution provide evidence to the COA addressing the following stipulations:

1. That the institution provide evidence that all educator preparation programs are receiving the appropriate resources so that programs are run effectively and candidates are receiving the appropriate support. (CS 1, CS 2).
2. That the institution provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. (CS 1)
3. That the institution provide evidence that district employed supervisors are qualified and have a thorough understanding of California public schools including content knowledge, knowledge of current context including state adopted P-12 content standards, frameworks, and accountability systems, knowledge of diversity in society, and demonstration of effective professional practices.
4. That the institution provide evidence that candidates are in placements that support candidates in their requirement to take and pass the teaching performance assessment (TPA). (MS/SS)
5. That the institution provide evidence that district employed supervisors have demonstrated exemplary teaching practices as determined by the employer and the preparation program that meet the needs of candidates in the program. (EdSp)
6. That the institution provide evidence that Adapted Physical Education candidates have experiences and/or interactions with the full range of the service delivery system and reflect the diversity of grades/ages, federal disability categories and the continuum of special education services as well as skills in aquatics. (APE)
7. That the institution provide evidence that there is appropriate support for the Bilingual Authorization candidates upon entry into the program and throughout the duration of the program that includes guidance and coaching on formative assessment processes. (BILA)

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 Subjects Credential with Intern  
Preliminary Single Subject Credential with Intern  
Preliminary Education Specialist, Mild to Moderate Support Needs with Intern  
Preliminary Education Specialist, Extensive Support Needs with Intern  
Added Authorization: Adapted Physical Education  
Preliminary Administrative Services Credential with Intern  
Agriculture Specialist Instruction Credential  
Bilingual Authorization: Spanish, Cantonese, Mandarin

In addition, staff recommends that:

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

### **Accreditation Team**

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**Staff to the Visit:**

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### Documents Reviewed

Common Standards Submission	Assessment Materials
Program Review Submission	Candidate Handbooks
Common Standards Addendum	Survey Results
Program Review Addendum	Performance Expectation Materials
Course Syllabi and Course of Study	Precondition Responses
Candidate Advisement Materials	TPA Results and Analysis
Accreditation Website	Examination Results
Faculty Vitae	Accreditation Data Dashboard
Candidate Files	

### Interviews Conducted

Stakeholders	TOTAL
Candidates	108
Completers	56
Employers	10
Institutional Administration	34
Program Coordinators	38
Faculty	59
TPA Coordinator	20
Placement Coordinator	4
Field Supervisors – Program	41
Field Supervisors – District	27
Credential Analysts and Staff	15
Advisory Board Members	35
CSU Partnerships	2
<b>TOTAL</b>	<b>449</b>

*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 Polytechnic University, Pomona (Cal Poly Pomona) opened on September 15, 1938, as the Voorhis Unit of Cal Poly, San Luis Obispo with an all-male enrollment of 110 students. It began as a 150-acre site that was originally the location of the Voorhis School for Boys, until W. K. Kellogg deeded 813 acres of land to the state of California in 1949. In 1956, faculty, staff and students moved from the original campus to the Pomona campus. In 1961, 329 women joined the student body of Cal Poly and the Pomona campus separated from the San Luis Obispo campus in 1966. The College gained university status in 1972. Today, the university is part of the 23-campus California State University system. Cal Poly Pomona has about 29,000 students and 2,250 faculty and staff.

## Education Unit

The College of Education and Integrative Studies (CEIS) has one dean and an associate dean and houses four departments: Early Childhood Studies, Education, Educational Leadership, and Liberal Studies. Each department has a department chair. A credential services office and a clinical practice placement office service all the departments in CEIS.

Within the CEIS, there are 35 tenure track faculty and 66 adjunct faculty. In the Fall of 2022, total enrollment for the CEIS was 1,746 students. Of the total enrollment, 951 were undergraduates, 420 were credential candidates and 175 were graduate students. Students within the CEIS are 64% Hispanic/Latino with the next largest group being white at 16%, then 8.5% Asian, 3.4% non-resident, 3.4 % unknown, 2.6% Black/African American, 1.5% two or more races, 0.3 % native Hawaiian/Pacific Islander, and 0.1% American Indian. Of the students enrolled in CEIS, 66% are first generation college students and 67% are underrepresented minorities.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2021-22)</b>	<b>Number of Candidates Enrolled (2022-23)</b>
Preliminary Multiple Subject with Intern	45	153
Preliminary Single Subject with Intern	100	185
Preliminary Mild to Moderate Support Needs with Intern	0	6
Preliminary Mild to Moderate Disabilities with Intern	16	33
Preliminary Extensive Support Needs with Intern	0	1
Preliminary Moderate to Severe Disabilities with Intern	5	18
Added Authorization: Adapted Physical Education	7	2
Preliminary Administrative Services Credential with Intern	27	28

<b>Program Name</b>	<b>Number of Program Completers (2021-22)</b>	<b>Number of Candidates Enrolled (2022-23)</b>
Agriculture Specialist Instruction Credential	1	1
Bilingual Authorization: Spanish, Cantonese, Mandarin	3	6

**The Visit**

This site visit was conducted virtually. The visit proceeded in accordance with all normal accreditation protocols.



## **PRECONDITION FINDINGS**

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

### **PROGRAM REPORTS**

#### **Preliminary Multiple/Single Subject, with Intern**

##### Program Design

Cal Poly Pomona's multiple and single subject programs are housed in the Education Department within the College of Education and Integrative Studies (CEIS). Program leadership includes the Department Chair who reports to the Dean of CEIS and the program coordinators, who report to the Chair. Aligned with the university mission and vision, Cal Poly's education programs aim to be the model for developing socially just educators who provide quality instruction, embrace local and global challenges, inspire innovation, and work collaboratively to improve school and community outcomes. The multiple subjects and single subject programs are designed to be parallel. Both programs have fall and spring start options and new summer start option (to allow students to complete the program in one academic calendar year). Courses are sequential.

Cal Poly Pomona offers the Intern Credential Program for the Multiple Subject (MS), Single Subject (SS) and Education Specialist credentials. According to interviews and the available data, most program completers are traditional student teachers, and most interns serve in high needs content areas like SS STEM. CPP offers twelve subject-matter programs approved by the CTC. The multiple and single subject programs have traditionally been offered as three-semester, non-cohort-based postbaccalaureate programs, although some undergraduate students and transfer students complete the programs in two semesters. In interviews, candidates and completers noted the benefits of having optional pathways for working students and students with caregiving responsibilities.

The Chair is a member of the CEIS Council of Chairs and sits on the CSU Deans of Education Executive council. The program coordinators work closely with the Chair, intern program coordinator, Teaching Performance Assessment (TPA) Coordinator, Education Specialist coordinator, Coordinator of Credential Services, Teacher Preparation and Recruitment Advisor, Credential Analyst, Clinical Practice Placement Coordinator, and CEIS Evaluation and Assessment Coordinator. Together, they oversee program admissions, advising, curriculum, instruction, clinical placements and review program data to ensure continuous improvement. The program coordinators also serve on various college and university Educator Preparation committees and engage with district partners at meetings each semester.

The department leadership team meets monthly and maintains ongoing communication through meetings and technology. The department, Clinical Practice Office, and programs hold monthly meetings to share information. In addition, the single subject coordinator meets regularly with Single Subject Advisors from across the university to support subject-matter pathways, admissions, advising, content-area methods for specific disciplines, and clinical practice supervision and placements. The department and CEIS Credential Services Office (CSO) maintain websites as resources for information, updates, forms, and progress monitoring from

admissions through program completion and the College publishes a monthly newsletter to celebrate accomplishments. Additionally, the department also maintains a clinical practice Canvas organization to support candidates, cooperating teachers and university supervisors.

The college and larger institution involve several committees and boards to ensure communication across internal leadership and external stakeholders. During interviews, program coordinators described how the various committees operate. The Dean convenes a District Partners Advisory Board each semester to meet with district leaders (often superintendents) and college leaders (including credential analysts) to discuss program-district needs and partnerships. The University Educator Preparation Committee (an internal leadership committee) met under the former Dean to support the coordination of leaders of different colleges. This committee is not currently convening because of changes in leadership and improved systematic ongoing communication by the Interim Dean and department chair with other college leaders. During interviews, MS and SS coordinators leadership noted big changes in leadership and faculty turnover in recent years, which is why there is currently more reliance on part-time, adjunct faculty while they run searches. Benefits have meant a tight-knit cast of leaders, program alignment, and positive program culture.

As evidenced by agenda notes, survey documents, and confirmed in interviews with faculty, coordinators, supervisors, cooperating teachers, candidates, and competitors, CPP has a variety of mechanisms for eliciting and incorporating program improvement feedback. Although some cooperating teachers and completers did not recall feedback surveys for program improvement, there is evidence from other interviewees and documentation to support that this practice is happening.

CPP seeks general program improvement feedback through district partner meetings held each semester by the dean, chair, and program coordinators. CPP faculty and staff utilize program and candidate data to facilitate conversations regarding stakeholder needs and to inform department and program decision making. The Dean's Office convenes a campus-wide education committee to share program and Commission on Teacher Credentialing (CTC) updates and to seek faculty and staff input for program improvement. Program coordinators host clinical practice orientation meetings where they collect input from university supervisors. CPP collects survey data from candidates, completers, cooperating teachers, and employers and uses it to identify program strengths and areas for improvement. The chair and program coordinators track candidates' perception of the program over time, program strengths and areas for improvement, and note concerns to inform decisions, including clinical practice placements and supervision, course assignments, and faculty retention, tenure, and promotion. The chair and coordinators also analyze the annual CSU Chancellor's Office exit survey, alumni, and supervisor surveys for program decisions and strategic planning. Findings and supporting data are shared at program meetings with program faculty and analyzed for Strengths, Weaknesses, Opportunities and Threats (SWOT) to guide CPP's ongoing mission, vision and values strategic work. In fall 2020 MS and SS programs engaged in Strength Weakness, Opportunities and Threats (SWOT) analyses and identified (1) understanding what is happening in courses to strengthen and streamline curriculum, (2) expanding bilingual programs and (3)

recruiting more black students as top priorities. In Spring 2021 CPP began strategic planning along with a discussion of ways coursework addresses justice in response to exit survey feedback and the national conversation on race.

Summer 2021, as part of a Special Projects for Improving Classroom Experience (SPICE) grant awarded to one adjunct CPP university supervisor, recent 2020-2021 alumni trained university supervisors on classroom applications (e.g., Pair Deck, Kami, Google Suite), based on a technology interest survey. Not only is this evidence of responsive program improvement, but it served as an innovative opportunity for professional development for all faculty, including adjuncts and supervisors. Over the past two years, CPP also piloted and developed a robust supervisor evaluation process (described in interviews by coordinators, faculty, and supervisors) for adjunct faculty to assure consistent quality across all programs. Faculty and supervisors receive timely feedback based on a peer support model and are guided and counseled on next steps for professional development and/or program improvement. It was reported through interviews with faculty and program coordinators that the chair and faculty course leads also meet with adjunct faculty to co-plan courses.

In addition, the department chair and program coordinators continue to alert all faculty and staff to professional opportunities and supports such as GoReact training, the CTC CalTPA conference and YouTube channel, and campus forums. The grant-funded summer PD described above included invitations to all faculty, including full-time and adjunct faculty and supervisors. Campus leaders noted \$1200 regular professional development budgets for tenure-track faculty.

#### Course of Study (Curriculum and Field Experience)

Clinical Practice is a cooperative effort between Cal Poly Pomona and school districts, with whom they have approved contractual Memoranda of Understanding. The Clinical Practice Office, in collaboration with department leadership, requests and approves placements from over 70 different school districts within the local geographic area. Districts and schools are chosen based on the following criteria: Schools are culturally and linguistically diverse, including English learners, students with disabilities, and those who are economically disadvantaged. Schools demonstrate commitment to collaborative evidence-based practices, continuous program improvement, and students with disabilities in the Least Restrictive Environment (LRE).

All coursework is completed prior to entering clinical practice. After completing a program plan with a faculty advisor that outlines coursework and program requirements, candidates begin a series of foundation courses and field experiences that orient them to CPP core values, model effective practices, and provide a solid foundation of professional and pedagogical experiences, consistent with the mission of educating all students. As indicated in a sample fieldwork log, candidates are placed with specific district-approved teachers in discipline-specific classrooms where they observe and reflect on course-based teaching strategies (i.e., disciplinary literacy practices) and work with students to support their learning in small groups or one on one. In interviews candidates expressed concerns over equity since students are responsible for finding

their own field placements for pre-clinical practice fieldwork, which for some meant inequitable access for those without connections to local schools and teachers. Once pre-clinical fieldwork and foundational courses are completed, candidates complete a series of methods courses before completing their final semester of clinical practice.

Veteran practitioners (Cooperating Teachers/Intern Support Providers) are selected in collaboration with district administration for effective teaching and complete 10 hours of training in effective supervision approaches, including adult learning and coaching, content-specific pedagogy and instructional practices to support diverse learners (8+ hours) and an orientation to the program (2 hrs.). However, interviews conducted provided inconsistent evidence that all district-employed supervisors are current in the knowledge and skills for candidate supervision and program expectations to support the candidates in their requirement to take and pass the teaching performance assessment (TPA). During interviews, some completers spoke about being paired with inappropriate science placements for implementing NGSS during their clinical practice and felt that impacted their success rate on TPA. Some music completers also noted being unable to succeed on TPA based on the placement and grade-level assigned. Candidates may not all be placed in appropriate clinical practice settings or have a mechanism for correcting when they have concerns about issues at their placements impacting their progress during clinical practice.

CPP offers a triad of support (university supervisors, district employed supervisors, and cooperating teachers). Traditional student teacher candidates complete their clinical practice in one semester, under the guidance of a cooperating teacher and university supervisor. Intern candidates complete clinical practice while employed, as a contracted teacher, within a partnership public-school district. Intern candidates register for clinical practice each semester and are under the guidance of a university supervisor and school-based intern support provider. University supervisors are tenure-track faculty or part-time lecturers. Both district and university supervisors sign the midterm and final evaluation, which indicate that the candidate has met all the TPEs. The Clinical Practice Handbook, which all parties review (and both the cooperating teacher and supervisor sign) indicates the attendance expectation for clinical practice that candidates will attend each day for the full contract day for the 16-week duration of the clinical practice placement.

In interviews, program coordinators described how the College Assessment Committee monitors and disseminates program learner outcomes. The committee develops 3-year assessment cycles of inquiry around specific TPE-focused data. Some of the TPE-specific indicators they use include but are not limited to: TPA scores, exit surveys, IDPs, and supervision forms.

### Assessment of Candidates

Teacher candidates learn about program expectations before applying to clinical practice through program orientations, program handbook, the clinical practice website and pre-clinical practice workshops. Once admitted, they attend a mandatory clinical practice orientation, receive a copy of clinical practice handbook, and meet with their university supervisor. Across

the semester, the university supervisor meets with the candidate a minimum of seven times, 1 meeting and at least 6 formal lesson observations with debriefing meetings. Program coordinators oversee hours across the arc of the program. During COVID-19, candidates maintained a log of their daily attendance, which they added to a modified IDP. This document was signed by both the candidate and their supervisor. When candidates have not acquired sufficient hours or have not satisfactorily met all TPEs, CPP offers extended clinical practice for them. During each observation, the university supervisor documents elements of the candidate's practice related to the candidate's selected focus, using the Making Content Accessible form. If conducting a virtual observation, the university supervisor uses the GoReact video annotation platform to provide timely feedback using annotations and markers. After each observation, the university supervisor provides meaningful written, and verbal "clinical" feedback related to the teaching practices and dispositions employed by the candidate and uses the Student Learning Reflection Log (SRL) to conduct a debriefing meeting with the candidate. The candidate reflects on all the data they gather across the semester and input from the cooperating teacher to complete the mid-term and final evaluation and discusses the evaluation with the cooperating teacher and university supervisor.

The multiple and single subject program candidates attend teaching performance assessment seminars and can access syllabi and the credential program website to assist with their understanding of the CalTPA requirements and to plan for TPA. According to the seminar EDU 51080 syllabus, instructors support candidates in preparing their cycle submissions during course meetings and through formative assignments aligned with the two CalTPA Cycle expectations. Program leaders revise program and clinical practice handbooks annually and provide updates at orientation meetings, based on input and survey data from a variety of stakeholders. Each term instructors invite alumni of CalTPA high performers to clinical practice seminars as guest presenters to share their submissions, experiences, and tips for success.

As evidenced by documents provided and interviews with TPA coordinators, remediation specialists, as well as candidate and completer interviews, candidates receive support and make a plan with guidance from support staff to resubmit their TPA. Overall, the evidence showed CPP offers support before and during remediation (when needed) for candidate completion of TPA.

### 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, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple/Single Subject Credential Program except for the following:

### **Standard 3: Clinical Practice – Met with Concerns**

There was inconsistent evidence that all district-employed supervisors are current in the knowledge and skills for candidate supervision and program expectations to support the candidates in their requirement to take and pass the teaching performance assessment (TPA). During interviews, some completers spoke about being paired with inappropriate science placements for implementing NGSS during their clinical practice and felt that impacted their success rate on TPA. Some music completers also noted being unable to succeed on TPA based on the placement and grade-level assigned. Candidates may not all be placed in appropriate clinical practice settings and there is not a systemic mechanism for correcting when they have concerns about issues at their placements impacting their progress during clinical practice.

### **Preliminary Education Specialist Mild to Moderate Support Needs and Extensive Support Needs, with Intern and Integrated Teacher Education Pathways**

#### **Program Design**

The Education Specialist programs at Cal Poly Pomona are housed in the Department of Education within the College of Education and Integrative Studies (CEIS). The CEIS Interim Dean cited three overarching foci of the college during the introduction session on day one of the accreditation visit: interdisciplinary studies, experiential pedagogy, and issues of social justice. Cal Poly Pomona (CPP) offers Education Specialist credential programs in mild/moderate support needs (MMSN) and extensive support needs (ESN). The two programs are designed around five core learning outcome themes: 1) adapting instruction, 2) collaboration skills, 3) evidence-based practices, 4) multi-tiered systems of support (MTSS), and 5) data-driven Individualized Education Program (IEP)s. There is a program coordinator for both credential programs. The CPP Education Specialist program faculty currently consists of two full-time tenure-track faculty and seven part-time adjunct faculty members. Both credential programs currently include students who enrolled prior to Fall 2022 and are therefore working under the previous standards, as well as students who enrolled in Fall 2022 or after who are working under the new structure with TPEs. According to the 2022-2023 program statistics document provided by CPP, the total number of students in the MMSN program is robust, as is the total number of students in the ESN program who enrolled prior to Fall 2022. However, there is only one student who enrolled in the ESN program since Fall 2022 and working under the new structure with TPEs. Program faculty report institutional barriers to implementing effective candidate recruitment strategies, including effective use of ubiquitous social media platforms.

Cal Poly Pomona offers the Education Specialist MMSN and ESN credential authorizations through three pathways for both authorizations: (a) the post-baccalaureate option, (b) the intern option, and (c) the Integrated Teacher Education (ITEP) option through a partnership with Liberal Studies and the Early Childhood programs. The post-baccalaureate option represents the traditional pathway; students in this option have the option of full-time or part-time status. Because most candidates are working in K-12 schools when they enter the program, students choosing the intern option represent the majority of Education Specialist candidates. As a result, the Education Specialist Coordinator collaborates with the Intern

Program Coordinator to ensure policy and programmatic decisions are in alignment. Prior to enrolling in the intern option, these candidates must first complete four foundation courses before they can apply for intern status. The ITEP option allows undergraduates to earn a BA and Education Specialist credential in four years. ITEP students enroll in the program as freshmen or as juniors in the case of transfer students. The first ITEP freshmen cohort (i.e., Fall 2019 start) is currently in the clinical practice phase of their program. Education Specialist candidates take all courses together, with the exceptions of one stand-alone course for MMSN candidates and one stand-alone course for ESN candidates. Total units are 45 for both the MMSN credential and the ESN credential. The program offers rolling admissions in fall, spring, and summer. The program does not use a locked cohort model, in that candidates complete coursework sequentially and developmentally but have some latitude to accommodate personal and professional obligations, as was corroborated through various interview sessions.

The Education Specialist Program website provides prospective and current students with program highlights and pertinent program resources. The website highlights the July 1, 2026 deadline for students who enrolled prior to the transition to the new TPE requirements, corroborated through a search of the website content. The department and credential services offices also maintain websites with resources for information, updates, forms, and progress monitoring from admissions through program completion, although many candidates reported that the related “roadmap” documents were inaccurate and/or out-of-date. Many candidates also reported significant difficulty in receiving clear and timely advisement and guidance; this was exacerbated during periods of faculty sabbaticals.

The structure and content of courses reflect the CPP “Learn by Doing” philosophy and the five core program themes. A recent OSEP 325K grant also provided the program the opportunity to rework course syllabi so that educating students with extensive support needs is addressed in all core courses. Program faculty report that candidates also have multiple opportunities to customize readings, assignments, and course projects to reflect the respective student populations they are preparing to serve (i.e., MMSN, ESN, or both). This component of the two programs is essential because of the nature of the course sequence; as described above, the Education Specialist program offers one course dedicated solely to students in the MMSN program and one course dedicated solely to the ESN program. All other courses are taken by candidates in both programs. Incoming candidates complete program plans with their advisors that outline the credential requirements, course sequence, and general responsibilities.

To highlight the “common trunk” approach to preparation, education specialist candidates begin with a series of four foundation courses, which are also taken by multiple and single subject candidates. Candidates then complete a series of core courses aligned with program themes before completing their final semester of clinical practice. Practice-based field experiences are embedded throughout foundation and core courses to model program values. Students are required to complete these field experience activities in four different settings to ensure a diversity of experiences. Most candidates and completers reported difficulty in securing field sites with little guidance from CPP faculty and staff, although some reported that they were allowed to supplant some fieldwork requirements through video examples provided

by the program. The program enters MOUs with LEAs to ensure that employers will accommodate fieldwork activities for candidates serving as interns or employed as paraeducators, as was confirmed by program completers and administrators in partner LEAs.

Stakeholder input is gathered in multiple ways and includes superintendent's meetings, a college-wide education committee to share program and state updates, and various advisory boards for grant-related activities and to get feedback from district and community college partners (e.g., the Mt. San Antonio College advisory board). Program faculty attends district advisory board meetings for additional opportunities for shared feedback regarding program and district needs. Survey data are collected and used to highlight program strengths and areas for improvement and includes data from program completers, cooperating teachers, and clinical practice participants.

### Course of Study (Curriculum and Field Experience)

The Education Specialist course of study occurs in three phases: foundations courses, core courses, and clinical practice. All program methods courses are taught in a hybrid format, rotating face-to-face or synchronous instruction with asynchronous instruction. All courses are scheduled in the late afternoons and evenings to accommodate working students and intern candidates and structured to minimize the number of days candidates must be on campus.

Four courses constitute the foundation phase: a) Foundations of Teaching and Learning, b) Foundations of Education in a Diverse Society, c) Introduction to Literacy Education, and d) Educating Students with Disabilities in Diverse Settings. This foundation phase includes candidates in the Multiple Subject, Single Subject, and Education Specialist programs, as well as interested undergraduate students. Candidates complete 36 hours of field experience during foundation coursework in both general education and special education settings. Candidates then complete a series of core courses, during which faculty members model student-centered pedagogy in ways that facilitate inclusion and access to academic language, knowledge, and skills for all students. Teaching English learners is a focus of several methods courses, and this focus was corroborated in recent survey data from program completers. English language development is also the focus of a new course on universally designed learning environments. Practice-based experiences and evidence-based practices are stressed heavily in three methods courses on literacy and mathematics interventions that culminate with anchor assignment case studies. A third methods course focuses on behavior, however program completers reported that the program did not sufficiently prepare them for implementing positive behavioral interventions and supports. Program completers in the ESN credential program additionally reported they were significantly underprepared to meet the needs of students with complex medical and health needs, and students with auditory and visual sensory issues, including students who are deaf-blind. However, employers all reported that program completers are highly "coachable" and LEAs understand their role in augmenting knowledge and skills of CPP graduates.

Coursework is heavily practice-based with fieldwork throughout; this focus on fieldwork was cited by many candidates and completers as the primary strength of the program. The most



recent 2021-2022 survey data from the CCTC Data Dashboard found that all respondents rated the statement “My field experiences helped me integrate and apply the major ideas developed through program coursework” at agree or strongly agree levels. Completers in both the MMSN and ESN programs also report that they were well prepared to effectively coordinate and collaborate with paraeducators and other adults in the classroom, and this was corroborated through employer interviews. Candidates complete a paraprofessional handbook as part of the program, which includes statements of professional philosophy, expectations of students, classroom management, and other pertinent information.

Candidates complete one semester (i.e., five days per week for 16 weeks) of clinical practice. Candidates submit an application to the clinical practice office and are placed in partner schools based on their geographic location, credential, lack of personal conflicts (e.g., relative or child in district) and credential authorization requirements. Candidates and cooperating teachers/site support providers receive a clinical practice handbook that details expectations, policies, procedures, and evaluation measures. Clinical practice is supported by a cooperating teacher or intern support provider in partner schools. The Department of Education reports that it supports a clinical practice co-teaching approach in which candidates and cooperating teachers are actively involved and engaged in all aspects of instruction: planning, organization, delivery, assessment, and reflection. This could not be verified, however, through the limited sample of cooperating teachers provided for interviews during the accreditation site visit. In addition, there was insufficient evidence that cooperating teachers (i.e., district-employed supervisors) have demonstrated exemplary teaching practices as determined by employers and the CPP program. Cooperating teachers and intern supervisors reported that the selection of cooperating teachers was typically conducted internally within local school staff without a recognized vetting process by the university.

The clinical practice model includes a minimum of six formal observation sessions by the university supervisor although there was inconsistent evidence that this occurs. Candidates are evaluated with a mid-semester and final semester assessment of TPE mastery with input from the district employed cooperating teacher/site support provider. Candidates complete the Education Specialist TPA Cycle 1 and 2 submissions during the clinical practice seminar, where they engage in a professional learning community to support their clinical practice work, their mastery of the TPEs, their job searches, and preparation of their induction and individual development plans (IDPs). The Department of Education also maintains clinical practice Canvas sites to support candidates, cooperating teachers, and university supervisors. These sites include all required documents, information on lesson planning, curricular adaptations, and modifications, and information on mandatory reporting requirements and school safety. The Department of Education has also developed an innovative model of parallel or “shadow” training for university supervisors, to address the frequent lag time between the beginning of a semester and human resource paperwork, which delays access to Canvas and other relevant sites for newly hired program staff.

### Assessment of Candidates

Prospective candidates attend a required program orientation during which initial advising occurs, followed by a formal assessment at program entry through admission requirements and group interviews with program faculty. Admitted candidates are assigned a faculty advisor who provides ongoing advising and support throughout the program. Candidates are assessed routinely for mastery of the TPEs through formal and informal measures (e.g., anchor assignments, clinical practice evaluations, course assignments). Anchor assignments represent high-stakes, weighted assessments of multiple TPEs that are evaluated with a common program rubric. Candidates engage in self-assessment and peer-assessment of TPE mastery in the literary and math intervention course through video analysis of their pedagogical skills using the Go React platform. Program faculty confer regularly about student concerns that emerge in courses and/or clinical practice, and if necessary, a formal Statement of Concern process is conducted, including the development of a formal action plan to support the candidate toward mastery of the TPEs. At times, advising holds may be placed for struggling students to trigger a check-in meeting with their faculty advisors if stipulations have been made. The program handbook, which details expectations, policies, procedures, and evaluation measures, is given to all admitted students and is available on the program website.

At the conclusion of the program, the program reports that candidates complete an informal self-assessment of all TPEs in the clinical practice seminar and submit a digital Portfolio with artifacts aligned to the universal and authorization specific TPEs. The majority of program completers report that they did complete this digital portfolio during the clinical practice phase. This e-portfolio, developed using the Portfolium platform, includes artifacts for TPEs, including universal and authorization-specific elements within each. Graduates have post-program access to their e-portfolios for job placement and on-going professional development activities. The most recent 2021-2022 survey data from the CCTC Data Dashboard found that most respondents reported that the program prepared them well or very well to meet the six TPEs and the respective elements within the six TPEs for each credential program. However, program completers in both credential programs consistently reported insufficient content specific to the IEP process. This was corroborated by employers of CPP program completers, who reported that many CPP graduates lacked basic knowledge of the IEP process, including IEP components, the IEP development process, and collaborating with families. Program completers did, however, report that the program sufficiently prepared them to develop IEP goals using the specific, measurable, achievable, relevant and time-bound (S.M.A.R.T.) model.

### 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, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Education Specialist Mild to Moderate Support Needs and Extensive Support Needs Credential Program, except for the following:

### **Standard : 3 Clinical Practice – Met with Concerns**

There was inconsistent evidence that district-employed supervisors demonstrate exemplary teaching practices as determined by the employer and the preparation program. While a database of individuals eligible to act as district-employed supervisors is kept at the institution, there is no clear criteria for how district-employed supervisors meet the exemplary teaching practices as determined by the employer and the preparation program.

### **Adapted Physical Education Added Authorization**

#### Program Design

The Adapted Physical Education Added Authorization (APEAA) at Cal Poly Pomona is offered through the College of Education and Integrative Studies in conjunction with the College of Science. All courses are delivered through the Kinesiology and Health Promotion Department where the Single Subject Physical Education credential is also housed. The Physical Education and APEAA programs are coordinated by one full-time tenure or tenure track faculty member in the Kinesiology and Health Promotion Department. Most candidates complete both their PE and APEAA credential concurrently thus necessitating the need for the coordinator of both programs to be overseen by one person. In regard to the APEAA, the coordinator is responsible for recruitment, advising APEAA candidates, creating their unique course pathway to degree completion, evaluating and recommending candidates for credential, and overseeing the two tenure track faculty and three adjunct faculty members who teach in the program. Additionally, the coordinator works with the Clinical Practice Placement Coordinator in the College of Education and Integrative Studies to oversee student teaching placements across 10 local school districts. The chair of the Kinesiology and Health Promotion Department provides program level support including requesting facilities access (e.g., swim and gym space), managing and maintaining equipment, and program facilitation, as well as resources for faculty development. Once the APEAA coordinator verifies that candidates meet all requirements for the APEAA via a memo to the credential analyst, they then make a formal recommendation to the Commission on Teacher Credentialing.

The APEAA can be earned through three pathways, 1) undergraduate candidates complete their degree while enrolled in the credential program with the both the Single Subject Physical Education and Adapted Physical Education Added Authorization credential, 2) post bachelors credential candidates enroll and complete both the Single Subject Physical Education and Adapted Physical Education Added Authorization credential, and 3) candidates complete only the Adapted Physical Education Added Authorization credential if they already hold a valid credential in Single Subject Physical Education, Multiple Subject, Educational Special or Supplemental in Physical Education.

Program document review and interviews with faculty and program leadership indicated that the current coordinator is shepherding the program through a period of transition. They are working to streamline policies and procedures that guide the program in line with those in College of Education and Integrative Studies. At the same time, they are working to incorporate curriculum revisions at the Undergraduate and Graduate level in conjunction with two new

tenure track faculty lines hired to lead this change. One major change is that Introduction to Students with a Disability is now a required course as part of the overall Kinesiology and Health Promotion core coursework and may serve as a potential means for candidate recruitment.

Mentor teacher interviews revealed that candidates are exceptionally well prepared and received regular and frequent email communication. However, if candidates are completing observations remotely via video recordings there is limited communication with the university supervisor. Interviews with and discussion of an advisory board were not possible at the site visit as the program does not currently solicit feedback in this way. Additionally, feedback mechanisms from recent alumni do not presently exist. However, these feedback loops may be established and maintained as part of the ongoing curricular revisions.

#### Course of Study (Curriculum and Field Experience)

All APEAA candidates complete 21 units of coursework focusing on behavioral management, motor assessment and program development. The order for course work is determined on an individual basis with the APEAA coordinator based on candidate's needs, except for a prerequisite course which requires clinical practice and the portfolio evaluation against the 13 standards.

All APEAA candidates complete 180 fieldwork hours, 20 observation hours are outlined in course criteria, 80 hours of scaffolded fieldwork are embedded throughout the program and the remaining 80 hours happening during clinical practice. According to the materials submitted and interviews with program leadership, candidates, completers, and mentors, APEAA candidates complete placements in a variety of settings. However, depending on when candidates take coursework, they are inconsistently engaged in fieldwork in aquatics settings and with transition aged populations. Only candidates that volunteer during the Summer Motor Development Clinic (MDC) get this adapted aquatic experience. Older adults have recently been added as a population in the MDC that candidates may work with, but it is not clear if all candidates get this experience. Interviews with parents of participants in the MDC revealed that while this piece of the program is new it is currently lacking in some areas including a survey evaluating participants personal physical activity interests, connection to local community physical activity opportunities, clear communication around activities engaged in and promotion of these activities outside of the programing. According to the syllabi and interviews with program leadership, candidate, and mentors, the fieldwork experience is directly and explicitly connected to course content, APEAA standards, and candidates are well prepared to be successful in each placement. Further review of syllabi also indicated a strong interconnectivity between coursework and fieldwork with continuous reflections and assignments.

Mentor teachers for student teaching are often identified by the candidates after engaging in their observation hours. Candidates may petition the College of Education to work with a particular mentor teacher based on similar interests. Otherwise, candidates are paired with mentor teachers by the Clinical Practice Placement Coordinator. Program faculty oversee all other fieldwork hours completed during the Motor Development Clinic and advise placements

for observation hours. Interviews with university supervisors and mentor teachers indicated that expectations and deadlines for the mentor role are clearly communicated by the College of Education and Integrative Studies.

### Assessment of Candidates

Throughout the program, APEAA candidates are assessed via signature assignments linked to program standards. The final evaluation is a culminating portfolio allowing candidates to select a variety of pieces of evidence in various formats to demonstrate competency across the 13 program standards. Candidates must demonstrate mastery, by either meeting the standards satisfactorily or with distinction. Regular and on-going feedback is provided while working on portfolio completion and candidates may resubmit work that does not satisfactorily meet the standard. In such cases the portfolio reviewer provides examples and suggestions to the candidate. Candidate's teaching during clinical practice is evaluated with a midterm and final evaluation that draws from the preliminary education specialist mild/moderate credential teaching performance expectations. Interviews with candidates, completers, mentor teachers, and university supervisors indicated that feedback and support are provided to candidates on an ongoing basis with regularly scheduled in-person or recorded observations. Candidates meet with supervisors prior to and after observations to provide prompt and thorough feedback, address questions or concerns, work on areas for growth, and assistance as needed.

### 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 Adapted Physical Education Added Authorization Credential Program, except for the following:

#### **Standard 7: Transition and Transitional Planning – Met with Concerns**

There was inconsistent evidence that APE candidates have the opportunity to plan, implement, and evaluate transitional life experiences in physical activity for students with disabilities across the lifespan. It is not clear if each candidate gets the opportunity to collaborate with personnel from other educational and community agencies to plan for successful physical activity transitions by students to promote future healthy behavior and lifetime physical activity. Interviews with candidates, completers, parents of participants in campus programming, program faculty and leadership revealed that transition aged populations and older adults have recently become a part of the Motor Development Clinic (MDC) but it is not clear if all candidates get to work with this population yet. As this component of the MDC program is so new it is unclear how transition planning components will be met and if this program operates in an inclusive or segregated setting or if it will collaborate with other local community physical activity opportunities.

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

Inconsistent evidence was found that APE candidates have experiences and/or interactions across the full range of the service delivery system and reflect the diversity of grades/ages, federal disability categories and the continuum of special education services as well as skills in aquatics. Review of materials and interviews show that candidates complete a variety of observation, fieldwork, and clinical practice hours. However, there is a lack of consistency and congruity across candidate placements. It is not clear how hours and placements are tracked as candidates progress through the program, either by the course instructor or program coordinator. For candidate student teaching placements, it is not clear if the program prioritizes itinerant placements that cover the 3-21 age range or if student teaching placement is based on previous observation and fieldwork gaps or candidate preference. Depending on when coursework is taken not all students get hands-on fieldwork experiences with aquatics. Only if candidates volunteer in the summer MDC are they afforded an opportunity to work in an aquatics environment. However, during Fall and Spring semesters when candidates are enrolled in the courses that provide fieldwork experiences in the MDC space in the pool is not reserved for use.

### **Preliminary Administrative Services Credential with Intern**

#### **Program Design**

The Preliminary Administrative Services Credential (PASC) program at California State Polytechnic University, Pomona (CPP) is located within the College of Education and Integrative Studies as the Educational Leadership Department, alongside the Education Department which houses the teacher credentialing program. The Educational Leadership Department is led by a department chair and an Administrative Services Coordinator. Leadership for the College of Education and Integrative Studies is headed by an Interim Dean and Interim Associate Dean who oversee the academic departments which include Educational Leadership. The Educational Leadership Program caters to working educators by providing courses near where they teach and live rather than requiring them to travel to the CPP campus in congested late-afternoon Southern California traffic. Candidates are placed in a cohort depending on their school employment location and its proximity to the closest cohort. There are currently three cohorts that meet in three different geographical areas in Ontario, Whittier, and Azusa, with one cohort for current administrative interns, but locations vary as needed each year.

The polytechnic motto is “learn by doing,” and is represented in their program design, the actions of leadership, the support of adjuncts in coursework, and through partnerships with districts in their region. The standards for the program are grounded in a clear and articulated theory of equity and excellence, constructivism, and adult learning principles. These theories are clearly represented throughout the program. For example, students reported opportunities to look at equity from different perspectives and angles as focuses of discussions, activities, and class readings. Site supervisors and district employees shared that equity often comes up in their conversations with candidates as they are constantly reflecting on their equitable practices and verbalizing it with supervisors. One example includes a site supervisor's

conversation with an intern candidate about funding that was markedly equity-minded and caused the candidate to notice their perspective and share their excitement by saying, “I’m an equity-minded leader!”

The Cal Poly Pomona Educational Leadership program is supported by a chair, a coordinator, and a credential analyst who tracks candidate requirements from entry to completion. There are six adjunct faculty who teach the nine courses, two nights a week with three in the fall, three in the spring, and two in the summer. An independent research course is provided if an administrative candidate is currently employed in an administrative position as an intern. The cohort model is a central feature of the program, as candidates start with colleagues from their area schools, and complete all coursework, fieldwork, and CalAPA requirements together. This model creates a built-in support system for candidates along with their university supervisor, site mentor, and the chair of the department. Program leaders report the cohorts support the philosophy of learning through doing. Current candidates as well as completers shared that the cohort experience built a network of support and was critical to their success. Completers reported that they still meet regularly with their cohort to collaborate and discuss current leadership challenges.

The importance of the leadership of the department chair and coordinator cannot be overstated. The chair keeps in constant contact with the coordinator and stakeholders; students, adjuncts, the advisory council, the university supervisor, and site supervisors all shared they feel heard and supported. For example, site supervisors felt they have ample opportunities to share ideas or concerns at any time and that not only will they be listened to, but that leadership actively seeks them out for feedback to keep coursework and fieldwork relevant to the needs of new leaders. In every interview, either the chair or the coordinator was praised for their leadership, and the coordinator was repeatedly mentioned as the key to communication on campuses, with candidates, as well as the overall dispositions reflected in his leadership and that of the chair. They were reported as the heart of the program who lead by example and spreads their positive dispositions to all they work with. Students recalled the importance of their relationship with the coordinator in developing confidence through an encouraging initial interview for acceptance, a class conversation, a phone call, or feedback on fieldwork. Both the chair and the coordinator have years of experience in leadership and are very well respected in the surrounding districts, as the coordinator served as superintendent of a nearby school district for decades.

Feedback is encouraged continually through meetings and conversations by email, text, phone, and virtually by Zoom. The chair and coordinator work in close tandem to request feedback and input from all stakeholders including candidates with their exit survey, adjunct faculty in regular meetings and surveys, site mentors through meetings and daily spontaneous conversations, as well as the advisory board through long-time relationships that have fostered ongoing partnerships. Many participants on the advisory board are graduates of the PASC program at CPP, the master’s program, and/or the doctoral program. Employers and administrators reported that this close connection creates lifelong partnerships with

practitioners in the area in all facets of service, which in turn feeds back into the candidate's experience through completers returning to become adjuncts, speaking in classes, to mentor candidates, and hiring candidates. Data is regularly shared at advisory council meetings and with site supervisors to assess strengths and weaknesses for program improvement.

#### Course of Study (Curriculum and Field Experience)

For fieldwork, candidates complete the three cycles of the CalAPA, and 32 assigned fieldwork activities focused on the CAPE which require support from their district and site administrative staff. Three of the fieldwork activities focus on the three cycles of the CalAPA and are embedded into coursework. Candidates are supervised by the university supervisor who also serves as the program coordinator. All support is provided as just-in-time support as well as classroom visits for the supervisor as he meets with each candidate to support them with their fieldwork and preparation for submission of their CalAPA. The coordinator reported that if a candidate's needs are not being met through the one university supervisor, an adjunct is asked to serve as the supervisor. CalAPA support is provided through coursework, the university supervisor, site supervisors, and a team of alumni who recently passed the 3 cycles of the CalAPA. The APA support team visits classes every other week to teach and support the process of submitting their current APA. Remediation is also provided by this team as well as the program coordinator.

#### Assessment of Candidates

Candidates in the PASC program at CPP are assessed by both formative and summative assessments. Program and student learning outcomes align with national and state standards for administration. Students receive formative feedback as they work to meet competencies and complete all three cycles of the state required CalAPA. Coursework includes assessments toward demonstrating their mastery of the CAPE and is informed in meetings with the university supervisor and their site mentor regarding their progress on completing the 32 fieldwork activities and four capstone reports.

#### 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.

### **Agriculture Specialist Instruction Credential**

#### Program Design

The Agriculture Science program is housed in the Don B. Huntley (DBH) College of Agriculture and the College of Education and Integrative Studies (CEIS) and linked to the Single Subject in Agriculture Credential program. The Ag Science Program and Credential Coordinator, hereinto referred to as Ag Coordinator, is the only faculty member in this program. The Ag Coordinator fulfills several responsibilities including teaching courses, managing all program coordination tasks, and supervising candidates in the field experience and clinical practice pieces for the Single Subject in Agriculture (AgSS) and the Agriculture Specialist (AgSp) credentials.



Additionally, the Ag Coordinator acts as the sole liaison among the constituents (Ag Science program, candidates, CEIS, Credential Services Office, Graduate Admissions, clinical practice sites, and the California Department of Education Agriculture Education Unit (CDE-AEU)), attends all single subject program meetings and verifies candidate completion by memo with the Credential Office Single Subject analyst.

The Ag Coordinator engages with the single subject program by attending their regular program meetings. Additionally, the Ag Coordinator connects with the Ag Coordinators at the other four California institutions (Cal Poly San Luis Obispo, Chico State, Fresno State, and UC Davis) through monthly Zoom meetings, as well as quarterly meetings held in combination with representatives of the CDE-AEU. The Ag Coordinator is an active member of the California Agricultural Teachers Association (CATA) and the CDE-AEU State Staff group where she works with other Ag coordinators from Cal Poly SLO, CSU Chico, CSU Fresno, and UC Davis multiple times a year, as well as the CDE-AEU Program Director and the supervisors from all 6 state Ag Ed regions. All members of this state staff team collaborate on approved candidate placement sites, local, regional, and state projects, and grants. The Ag Coordinator presents updates about the program and solicits feedback for improvement three times each year at CATA meetings and attends the annual weeklong CATA summer conference to collaborate with CDE-AEU staff, current and new secondary teachers, new secondary teachers, deans from other universities, and community colleges across the state that house agriculture-based programs. In addition, annual participation in facilitating leadership workshops at the California State FFA Leadership Conference, while not a requirement of the program, is always a highlight for current and future credential candidates.

Candidates seeking the AgSP are expected to choose a technical agriculture specialization in animals or plants and complete the associated coursework during their undergraduate degree programs. Over the 25 units of coursework required for the AgSP, candidates log over 180 hours associated with classroom observation and fieldwork. During clinical practice, candidates report to their assigned school sites daily for one semester. Candidates are expected to complete approximately 150 hours over the minimum required number of hours for all subject matter candidates (approx 600 hrs minimum). This additional time accounts for their responsibilities working with secondary learners after school and on weekends, work associated with the FFA and supervised agricultural experience (SAE) portions of the program (field days, school farm work days, fair preparation and facilitation, conferences, and career development event and leadership development event preparation). Upon successful completion of the program, Agricultural Education candidates receive two credentials, the Single Subject in Agriculture (AgSS) and the Agriculture Specialist (AgSp). The two are completed concurrently through coursework offered by the College of Education and Integrative Studies (CEIS) and the Donald B. Huntley (DBH) College of Agriculture.

#### Course of Study (Curriculum and Field Experience)

Candidates begin completing AgSp coursework during their undergraduate program, including early field experience. This establishes a foundation and readies them for engaging at a high level before their clinical experience. Candidates enroll in remaining AgSp coursework prior to,

and during, clinical practice. During the interviews, current candidates and program completers all stated the coursework provided prepared them well for entering the clinical practice phase of the program.

Candidate placement begins by applying to the program. Candidates meet with the Ag Coordinator to discuss current expertise, student needs, and professional goals for development. The Ag Coordinator works collaboratively with the CDE-AEU regional representative and the Cal Poly Pomona Clinical Practice office to identify acceptable programs which effectively fulfill AgSp standards specifically related to Future Farmers of America (FFA), supervised agricultural experience (SAE), and instruction in the Career and Technical Education (CTE) setting. The Ag Coordinator presents candidates with their placement offers.

During the clinical practice phase, candidates report to their assigned sites to experience a full program (classroom/laboratory, FFA, and SAE) under the direction of a designated cooperating teacher. Candidates are visited (using both virtual and in-person formats) by the Ag Coordinator, who also serves as a field supervisor, no fewer than six times during the placement. These visits are spaced equidistantly across the 16-week semester. At these visits, candidates and the Ag Coordinator discuss progress, next steps, and address any additional needs for support. Additionally, the cooperating teacher (CT) at the school site provides more regular (daily/weekly) feedback through one-on-one conversations with the candidate, as well as regular feedback to the University (ie. TPE evaluations). The Clinical Practice Handbook outlines week-by-week responsibilities for Candidate, Ag Coordinator /FS, and CT which guide advising and evaluations.

Given the smaller size of the AgSp program, the Ag Coordinator serves as the university field supervisor for AgSp candidates. Candidates are well acquainted with the Ag Coordinator as this individual is a tenured faculty in the DBH College of Agriculture and advises students in the teaching pathway throughout their undergraduate experience. The Ag Coordinator oversees the AgSc program and is therefore aware of all expectations for the full spectrum of teacher preparation. There has never been a need for supervision reassignment. In fact, one clinical practice evaluation stated, "My supervisor is the reason I came to Cal Poly Pomona to obtain my teaching credentials. I greatly enjoyed my experience with my supervisor and would not have asked for anyone different." If a reassignment were necessary, the Clinical Practice Office would be notified and would work with the student and program to do what was necessary.

Selection of district supervisors, referred to as cooperating teachers (CT), involves coordination among the CEIS, the Ag Coordinator, and the CDE-AEU regional supervisor for the southern region. The CT must be fully credentialed (AgSS and AgSp) and represent programs that can provide the ideal environment to immerse candidates in CTE instructional learning, FFA, and SAE. A representative from each cooperating district must sign a Student Teaching Agreement which outlines the general terms and provisions. CTs supervising for the AgSp complete a 10-hour online training offered by the COEIS and also attend a two-day Cooperating Teacher Conference sponsored by the CDE-AEU. CTs can meet with the Ag Coordinator at the Ag Ed Cooperating Teacher Conference to discuss individual needs.

The AgSp program uses a series of surveys to solicit candidate feedback. The Ag Coordinator reviews the survey results and considers the feedback when providing needed support for current candidates, as well as when planning program offerings for future candidates. The clinical practice surveys indicated a high level of satisfaction with the program, with most survey questions receiving “strongly agree” and “agree” responses. During the interview, current candidates shared they feel comfortable discussing program feedback with the Ag Coordinator, given the close working relationship they have developed with them over time. This sentiment was echoed by the program completers in their interview. Furthermore, one program completer mentioned they heard from a current candidate about a change made to the process that the completerst had suggested when they were in the program.

### Assessment of Candidates

Monitoring and support of candidates begins while they are still completing courses in their undergraduate program. They complete a series of reflection assignments related to coursework and early field experience which provides benchmark feedback to the Ag Coordinator and university supervisor. As outlined in their Clinical Practice Handbook, candidates receive an overview of evaluation and assessment activities. Candidates also participate in an all-candidate seminar through the CEIS prior to beginning their clinical practice. Current candidates shared that additional workshops on the CalTPA are also offered to offer an overview and respond to candidate questions.

During clinical practice, there are several measures to monitor and support candidate performance. Throughout their clinical practice, candidates keep a logbook that the Ag Coordinator reviews with them when they meet during visits. At the end of the semester, candidates submit a reflective report on the hours they logged, why those extra hours are important to an agriculture teacher and program, and what they will take with them from those experiences into their first position. They include their logs with this reflection.

Also, during clinical practice, AgSp candidates have a number of opportunities to prepare for the performance assessment tasks/activities. They are enrolled in AgSS coursework that will address the different components of the TPA. There, the candidates engage in discussions with their peers and instructor surrounding CalTPA tasks/activities. They are also provided a Cal Poly Pomona CalTPA Planning form that requires candidates to outline the entire process and include a timeline for completion. Once complete, both the candidate and the CT sign the form.

Candidates are expected to engage in the co-teaching model with their CTs. Through co-teaching, candidates receive close monitoring by their CTs. They are also visited by the Ag Coordinator no less than six times during their clinical practice placement. Each visit requires the candidate to submit a Making Learning Accessible plan which is reviewed by the Ag Coordinator. The Ag Coordinator observes the lesson, sits with the candidate to reflect on the experience, then files a Student Learning Reflection report. Given the high level of direct contact and the frequency of clinical practice visitations, the Ag Coordinator is often the first to identify issues and work directly with the candidate and, when necessary, the CT. In the event an issue arises while at the cooperating site, the CT will often connect with the Ag Coordinator

to share the need and co-develop a plan of support. Should needs continue, and depending on the level of concern, processes for addressing major concerns and program discontinuance are outlined in the Clinical Practice Handbook.

The AgSp program has CTs complete the Cal Poly Pomona mid-term and final evaluations which assess candidate progress of the California Teaching Performance Expectations (TPEs). Candidates sit with their CTs and discuss their performance relative to the TPEs, several times during clinical practice (informally at the start and more formally at the mid-point and end). During their interview, CTs shared they go over the Cal Poly Pomona Mid-Term and Final Evaluations featuring the California TPEs with their candidates at the beginning of clinical practice, to ensure they understand how they will be evaluated as well as during the evaluations at the mid and final phases to be sure they understand how the assessments were made. One CT added the conversations have even resulted in the candidate sharing examples of where they have demonstrated the TPE. Finally, candidates work with the Ag Coordinator to develop an Individual Development Plan which will be shared with their induction programs upon accepting a teaching position.

#### 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 Agriculture Specialist Instruction Credential.

### **Bilingual Authorization: Spanish, Cantonese, Mandarin**

#### Program Design

The Bilingual Authorization (BILA) program at Cal Poly Pomona (CPP) is part of the Education Department of the College of Education and Integrative Studies (CEIS). The department chair reports to the dean of CEIS and provides oversight to the BILA program coordinator. The BILA coordinator is solely responsible for the program but works closely with the coordinators for the multiple and single subject programs, the Teacher Preparation and Recruitment Advisor, the credential analyst, and the Clinical Practice Placement Coordinator. The BILA program coordinator co-leads the Chancellor's office's CSU Council on Bilingual Education Programs (C-BEP) and is part of the CSU Asian Bilingual Teacher Education Program (ABTEP) Consortium. Information presented at the C-BEP and ABTEP meetings are shared with the program leadership during regular CPP College of Education meetings. Meeting notes and agendas from ABTEP, C-BEP and CPP demonstrated ongoing collaboration and communication. Interviews with members of the ABTEP consortium confirmed monthly meetings that bring together all members for ongoing program feedback and improvement decisions.

The Bilingual Authorization program at Cal Poly Pomona (CPP) offers a pre-service and in-service option for multiple and single subject candidates in three languages- Spanish, Mandarin, and Cantonese. The program refers to the two pathways for all three languages as pre-credential (pre-service) and post-credential (in-service). The Spanish BILA is offered exclusively

through completion of coursework and fieldwork at Cal Poly Pomona and passage of the CSET LOTE III. The Chinese language BILA is completed in partnership with the CSU ABTEP. The methods based BILA Standards (3 and 4) are completed through online courses available through the ABTEP. All remaining standards are met at CPP.

The pathway for pre-credential and post-credential candidates (both multiple and single subject) varies as they do between the Spanish and Chinese languages (Mandarin and Cantonese). For pre-credential, Spanish candidates, the program requires that they complete two bilingual education courses, the world language CSET LOTE III exam in Spanish and the general education credential courses prior to being allowed to complete the final BILA fieldwork requirement. Spanish post-credential candidates must apply to the program having completed CSET LOTE III (Spanish) and provide two letters of recommendation, an essay response in the target language and proof of a valid preliminary credential. Once accepted, the post-credential BILA candidates take two courses that include pedagogy and fieldwork in the Spanish language. Completers and current students shared the lack of communication around program admission, design, and expectations. Both groups spoke of fliers posted about the program but then struggled to communicate with anyone in the program for clarification. Candidates felt it was on them to seek out the information they needed. In the absence of the coordinator for a short time, candidates felt the program communication was not provided. Upon the coordinator's return, there was a start to communication, but some candidates felt it was too late.

Mandarin and Cantonese pre-credential candidates have similar requirements as the Spanish pre-credential candidates; however, they complete the bilingual methods course (Standards 3 and 4) through the ABTEP partnership through online courses and the second bilingual authorization course on Culture (Standard 5) at Cal Poly Pomona, also online. For post-credential Chinese-based language candidates, they complete the same courses, however, instead of completing fieldwork hours as part of the methods course, they can complete the CSET LOTE IV exam.

The application and acceptance requirements are the same for all languages. The core difference is how the candidates meet standards related to the specific BILA language for methods and culture. Due to the limited number of candidates for the Chinese languages, the 2 additional bilingual authorization courses are offered online. The Spanish BILA is offered in person; however, due to COVID-19 an online/hybrid option continues to be available for Spanish methods and culture courses. The faculty for the methods courses also serve as the supervisors for the heritage language assessments of practice. The portfolio/BILA assignment, coupled with classroom observations are completed in the partner BILA language. In addition, BILA candidates complete clinical practice that includes 4 final BILA reflections. These reflective assessments are evaluated by the BILA coordinator, not the clinical practice fieldwork supervisor, unless the BILA coordinator is serving as the candidate's field supervisor. The CPP BILA coordinator reviews all candidate key assessments (4 reflective tasks) against program developed rubrics at the end of the clinical practice experience. Faculty for bilingual methods and clinical practice supervisors confirm the role of the program coordinator for final BILA program evaluations prior to being recommended for the authorization. Current candidates are

not currently aware of fieldwork requirements nor final assessments. Concerns over the absence of the coordinator led to the missing information.

### Course of Study (Curriculum and Field Experience)

Fieldwork in the BILA partner language is completed as part of EDUC 5400 for Spanish language candidates. At minimum 15 hours of teaching in the partner language is completed by multiple subject candidates in the pre-credential program. Approximately seven hours of observation are spent on a day-long field trip to an established K-8 dual immersion program. Approximately eight hours are spent participating in a dual immersion classroom. For single subject candidates in the pre-credential pathway, when a partner language placement is not available, candidates complete a portfolio assignment in the partner language. Mandarin and Cantonese candidates complete methods with embedded fieldwork through the online ABTEP course or can choose to complete the CSET LOTE IV exam instead of the fieldwork hours. All candidates must complete coursework in the partner language (Spanish, Cantonese, Mandarin) which is reviewed by the instructor for 5400 or the ABTEP course instructor to demonstrate partner language competencies.

All BILA candidates in the pre-credential program are assigned two fieldwork support providers, the professor for EDUC5400 and the clinical practice fieldwork supervisor. Fieldwork is assessed through summative bilingual practice reflections through the guidance of the fieldwork supervisor; however, a final evaluation of summative reflections is completed by the BILA coordinator. Comprehensive overviews of the reflections and rubrics used for evaluation are provided to the students by the coordinator. Current candidates were not aware of these requirements due to the lack of communication from the program with the absence of the program coordinator. The systems for communication are in place but were not followed through in the absence of the coordinator. If the coordinator is unable to complete the evaluation for the Cantonese and Mandarin languages, the methods instructor is consulted to support the evaluation. Former and current clinical practice supervisors confirm the processes of working collaboratively with the BILA program coordinator to evaluate students' application of methods in fieldwork.

The BILA fieldwork placements are selected in collaboration with partnership schools and candidate suggestions but are ultimately confirmed by the CPP placement coordinator. BILA placements must align with their program philosophy, eliminating the use of early exit bilingual programs. For Spanish BILA candidates, all instructors are faculty, adjunct or full time in CPP and have been bilingual teachers, served as bilingual supervisors and are fluent in the BILA partner language. As CPP faculty, they are evaluated as part of the same university evaluation and feedback systems. All candidates complete a student exit survey at the end of the term which is reviewed by the BILA program coordinator for BILA specific feedback. This includes feedback on fieldwork experiences, supervisors and overall program design and effectiveness. Previous documentation shows a comprehensive review of the data with ongoing program improvement examples. Current documentation is limited due to the recent change in leadership and the limited time allocated for the coordinator to complete data analysis.

Systems are in place with the needed time for the coordinator to complete comprehensive program improvement analyses.

For Chinese languages, the methods requirements are completed through the CSU ABTEP partnership. All methods courses taken by other CSU institutions have been approved by the CTC to meet program standard 4 on bilingual methodologies. Review of the ABTEP partnership documents, syllabi, and interviews with faculty from the ABTEP partnership and consortium leadership team members confirms methods related standards are met through the partnership.

### Assessment of Candidates

Pre-credential candidates are admitted through the admissions office after meeting all requirements. Credential analysts review admissions documents and when a student indicates an interest in the BILA add-on. They are sent to meet with the BILA coordinator who overviews the program and begins the add-on process. Program completers shared a comprehensive process that included an interview, assessment results (CSET LOTE V), a writing sample in the target language and a recommendation to add the BILA authorization. Post-credential candidate applications are reviewed by the BILA program coordinator. All teacher candidates attend an orientation for the CPP multiple and single subject program which includes information about the BILA, including all requirements and assessments. Candidates who were not flagged at admissions and are interested in the BILA, after the orientation, can reach out to the BILA coordinator for more information. The BILA coordinator is responsible for confirming language assessment requirements prior to beginning the program. This is met through the CSET LOTE VI exam.

During the program, as part clinical practice, candidates have four key assessments they must complete:

#1 (Candidate Competency): Spanish Language, Content-Area Lesson-Sequence.

#2 (Candidate Competency): Written analyses of field visits to Dual Language Programs

#3 (Candidate Competency in Fieldwork/Clinical Practice): Summative Bilingual Practice Reflections

#4 (Program Effectiveness): Program Assessment Survey

The BILA coordinator reviews the key assessments (4 reflections) with the candidates and is the one responsible for collecting and evaluating the reflections. A document outlining the requirements for each reflective assignment are provided to the candidates. The coordinator uses a rubric to evaluate the reflections. Candidates must pass all four reflective areas to be recommended for the BILA, along with all other program requirements. The BILA program coordinator reviews all documents for BILA candidates with the credential office prior to recommending a candidate for the BILA. Current candidates and completers were not clear

about program assessments at the start of the program. Current candidates were still not made aware of the assessment system for BILA in the absence of the program coordinator.

### 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 Bilingual Added Authorization Program here except for the following:

#### **Standard 1: Program Design – Met with Concerns**

There was inconsistent evidence that appropriate support was provided for the program as candidates reported not knowing who to contact or where they were in the scope of their program when program leadership was unavailable due to an approved leave.

#### **Standard 2: Assessment of Candidate Competence – Met with Concerns**

While communication systems are in place, there was inconsistent evidence that candidates were guided and coached on formative assessment processes. Candidates and completers experienced the lack of communication and guidance through their assessment processes when program leadership was unavailable due to an approved leave.



### INSTITUTION SUMMARY

California State Polytechnic University, Pomona through its College of Education and Integrative Studies offers seven programs leading to California teaching and services credentials and authorizations. The campus was originally the winter ranch home of W.K. Kellogg of breakfast cereal fame. The land was deeded to California’s state college system providing that it be used for educational purposes. This gift reflected Kellogg’s belief that “education offers the greatest opportunity for really improving one generation over another.” Cal Poly Pomona holds the same fundamental belief, continuing to be a gateway to opportunity for generations of Californians.

The education unit offers a complex array of programs that lead to undergraduate, masters’ and doctoral degrees, in addition to educator preparation programs. The unit serves as a bridge connecting the P-12 sector with the university level as it collaborates with partners to improve the educational environment of its region. The unit itself draws on the talents of its faculty and staff to enact its mission to prepare students to become dynamic, innovative, skilled and socially responsible leaders committed to the principles of diversity, ethics, social justice and life-long learning. This mission is implemented through innovative and integrative thinking, reflective practice, and high levels of collegiality that respects the Cal Poly philosophy of learning by doing.

Cal Poly Pomona has educator preparation programs that are well designed to effectively prepare credential candidates. Areas of concern primarily focus on the sufficiency of resources to meet the preparation needs of many candidates, and to make specific improvements in individual programs. The unit is clearly responsive to feedback and it is expected that they will respond with their typical level of collaboration with the Commission.

### COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<b><i>No response needed</i></b>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Inconsistently</b>



promote critical thinking and hands-on learning aligned to the institution’s polytechnic “learn by doing” philosophy. CEIS is committed to success for all students.

The unit involves faculty, staff, and constituents in decision making through several committees and advisory boards. Advisory board members include CEIS faculty and representatives of partner school districts in the region. The members we interviewed, and agendas and minutes viewed, indicated that committees and boards meet regularly, are informed of program successes and issues, and work together on program or operations improvements, or are encouraged to make recommendations. District partners provided examples such as, gaps in Education Specialist preparation that emerged in the Induction Program that were quickly responded to by CEIS with content adjustments. Candidates provide feedback primarily through end-of-course surveys, CTC program surveys, and by talking with faculty and staff.

Faculty collaborate with schools, districts, and educators. For example, CEIS has partnered with districts on securing grants to support pathways to credentials for classified staff. The unit partners with over 100 districts in southern California to conduct educator preparation programs.

Unit leaders indicated that additional resources are needed to effectively support programs and offer services needed by the number of credential candidates. Institutional leaders indicated recognition that the unit is under-resourced with the current allocation model. A new dean has been selected; new faculty and staff joined the unit this year; searches are underway for additional new faculty. Many examples of the effective work conducted by staff and faculty coordinating, advising, teaching, supervising, and tracking candidate progress were shared with the site visit team. However, candidates reported cases from more than one program in which their progress was affected by inconsistent or inaccurate advising and information, lack of timely communication, and the challenge of self-identification of placements to complete pre-clinical requirements for progression in the program thereby creating inequitable access for those without connections to local schools and teachers. Given the overall size of the unit’s educator preparation programs, and the complexity of operations and services needed by students, department and program leaders echoed the need for additional resources.

Unit leadership (currently an interim dean and interim associate dean) demonstrated that they have the authority and support of university administration to make organizational changes that lead to improvements in programs and processes. Institutional leaders described the importance of CEIS to Cal Poly Pomona, especially in building tighter connections to the PK-12 community.

Institutional policies and procedures support diversity and excellence across all areas of employment. The commitment to having diverse pools of applicants for faculty positions was confirmed by Academic Affairs. In fact, processes employed in the last academic year produced an applicant pool across the institution in which 44% of applicants were members of underrepresented minority groups. CEIS currently has 9 full-time faculty and 45 adjunct or part-

time faculty. Four faculty with appointments to other colleges serve as Single Subject Matter Advisors. A review of faculty vitae shows that faculty are well qualified and experienced to teach in credential preparation programs, and documents show that the education unit employs a diverse faculty cadre of both tenure-line and adjunct faculty. Formal policies and procedures are used to recruit, retain, evaluate, develop, and promote tenure-line and adjunct faculty, as confirmed through documents and interviews. Professional development is supported through financial allocations for full-time faculty in CEIS, as well as through the Center for Advancing Faculty Excellence (CAFE) for all university faculty. Some CAFE professional development events include stipends for participation.

Credential Analysts monitor candidate progress by completing evaluations on the Credential Evaluation form, at four major points within the program (program admission, intern eligibility, clinical practice admission and credential recommendation). The Credential Services Office, managed by the coordinator of Credential Services, provides information, advising, procedures, and forms that allow credential analysts, who specialize by program, monitor candidates from matriculation through completion and recommendation. A final audit is made prior to recommending the candidate for the appropriate document from CTC.

**Rationale for the Finding**

While faculty and other relevant stakeholders in CEIS are involved in organization, coordination, and decision making in educator preparation programs, and school district personnel are included on advisory boards, the team was unable to confirm that faculty in other campus units who serve in education preparation programs are adequately represented in the decision-making process.

The structures developed by the unit are to be designed to offer consistently effective programs, however resources are not sufficient to provide the needed level of coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.

The unit does not consistently ensure that site-based supervisors have knowledge of current state adopted P-12 content standards, frameworks, and demonstrate effective professional practices in alignment with the program standards which require that site-based supervisors demonstrate exemplary teaching and that selected sites are using adopted California content standards.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>



review for staff needs, given that increased interest and opportunities for student admission will require added support to sustain the established and effective high levels of connection between themselves, students, and district partners. Program handbooks, web-based supports, and consistent contact with program staff and faculty, guide candidates throughout their respective programs. Some candidates reported that their program plans were incorrect causing them to extend their program by an additional semester. The use of the Statement of Concern is a clearly defined process to engage faculty and staff when it is necessary to identify and support candidates who need additional assistance to meet competencies.

**Rationale for the Finding**

While information is made available in varied forms, constituency groups identified a lack of available personnel to guide each candidates’ attainment of program requirements with clarity. Issues related to consistency of information and guidance during the completion of programmatic requirements was shared. Concerns were voiced related to increased responsibilities and expectations as processes change on a statewide level, as well as the placement of early field experience opportunities as directly connected to their overarching philosophy of “learn by doing”.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>



supervisors. Survey data is taken from all involved in the clinical practice experience to make appropriate adjustments for future practice in conjunction with current experiences.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

The College Assessment Committee at Cal Poly Pomona consists of members who represent all areas of the college and use multiple forms of assessment to engage in a continuous cycle of program improvement. The committee receives Input from candidates through surveys, direct questioning, and course work. Strong evidence was available for the collection, analysis, and use of data obtained from faculty, supervisors, cooperating teachers, candidates and completers/alumni by the initial teacher education programs and all reviewed programs. There was clear evidence that the college evaluates and uses the data for program and unit improvement. Results from data collection are shared with advisory groups to determine how best to meet the needs of all being served by the program. The unit currently is on a three-year cycle that examines two of the Teacher Performance Expectations each year resulting in plans for improvement and updating their programs.

The unit is also a member of the Education Data Improvement Group (EDIN). This partnership has greatly improved the unit’s ability to conduct the required continuous improvement and make necessary programmatic changes. Working in collaboration with other Institutions of Higher Education, the unit can exchange ideas and best practices in how to effectively use the data. Interviews confirmed that the work done as a member of EDIN has greatly improved the unit’s ability to make improvements based on the data they have collected.

Interviews with external constituents (e.g., advisory board members, Superintendents and District Partners) indicated they were regularly consulted regarding candidate preparation, and



their input was essential in making program revisions and initiating new programs to meet community needs, such as the residency programs. District Partners and Superintendents from several districts commented that the unit is constantly sharing information and asking for their input as to way they can improve their program and make their partnerships more productive.

The College of Education regularly maintains a calendar of assessment activities which allows the unit to ensure that assessments and evaluation are consistently administered, and the data is used for unit and program improvement. The program maintains several databases that house all the results of the administered assessments and can be accessed by those in need of the data. These databases are continuously updated and maintained by the unit’s staff.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

Cal Poly Pomona has made several improvements and upgrades to their work in improving their support of students as well and the ability to evaluate the effectiveness of programs on the teaching and learning in schools that serve California’s students. These include creating a Higher-Level Practices power point, hiring a Teacher Preparation and Recruitment Advisor, and holding meetings with district partners, administrative advisory boards, and creating a Partners in Education group. Each of these groups meet multiple times during the academic year to target a specific need. The minutes and the data collected are shared and discussed so that all involved work together to improve outcomes or services provided. All three of these community groups have all improved the unit’s impact on teaching and learning in schools that serve California students.

Cal Poly Pomona serves a highly diverse population and hence the impact on each district and constituent is different for those served by Cal Poly Pomona. Though the impact may be different and varied, it is clear it is positive. For example, the Advisory Board Members and Superintendents agreed that the teachers and educational leaders trained by Cal Poly were excellent candidates. They are clearly prepared and become valued members of the district and schools that hire them. All agreed that even though Cal Poly is smaller than many Institutions of Higher Education, they prefer to hire candidates from Cal Poly. In addition, several of their

district partners are closer to other Institutions of Higher Education that have Colleges and Schools of Education, yet still choose to partner with Cal Poly.

In discussions with advisory board members, school site administrators, and faculty about the impact that Cal Poly Pomona candidates and program completers have on the educational community, all spoke highly of the positive impact Cal Poly Pomona is having in local schools and communities. Community members confirmed what was said by the Superintendents and Advisory Board Members that Cal Poly trains quality candidates that are very impactful on their communities. Several community related projects including job hiring fairs, the creation of the Center for the Transformational Educational Preparation Programs and the Social Justice Impact Committee were identified as ways the unit is impacting the community.

Many of the faculty, program coordinators, site supervisors, mentor teachers, and school site administrators all commented that having a positive impact on their students and community is a cornerstone in the unit's vision and mission statements and they take pride in making sure they are being true to them. Moreover, it was also stated that the work with all constituencies is also influencing the College's strategic planning on all levels including the short term and long-term outcomes.