

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

**California State University, Long Beach
Professional Services Division
May 2023**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **California State University, Long Beach**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation (with a 7th year report)** is made for the institution.

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject, with Intern	6	6	0	0
Preliminary Single Subject, with Intern	6	6	0	0
Preliminary Education Specialist Mild to Moderate Support Needs, with Intern	6	6	0	0
Preliminary Education Specialist Extensive Support Needs, with Intern	6	6	0	0
Preliminary Administrative Services	9	9	0	0
Pupil Personnel Services: School Counseling	5	5	0	0
Pupil Personnel Services: School Psychology	5	5	0	0
Pupil Personnel Services: School Social Work and Child Welfare and Attendance	5	5	0	0
Speech Language Pathology	16	16	0	0

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Librarian and Teacher Librarian Special Class Authorization	11	11	0	0
Bilingual Authorization	6	6	0	0
Reading and Literacy Added Authorization	5	5	0	0
Adapted Physical Education Added Authorization	13	13	0	0

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

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

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

Institution: California State University, Long Beach

Dates of Visit: February 26-March 1, 2023

Accreditation Team Recommendation: Accreditation (with a 7th Year Report)

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 26, 2015	Accreditation

Rationale:

The unanimous recommendation of **Accreditation (with a 7th year report)** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All general preconditions and preconditions for all credential programs were **met**.

Program Standards

All program standards for the Preliminary Multiple Subject and Single Subject credential programs were **met**.

All program standards for the Preliminary Education Specialist Mild to Moderate and Extensive Supports Needs credential programs were **met**.

All program standards for the Preliminary Administrative Services credential program were **met**.

All program standards for the Pupil Personnel Services School Counseling credential program were **met**.

All program standards for the Pupil Personnel Services School Psychology credential program were **met**.

All program standards for the Pupil Personnel Services School Social Work and Child Welfare and Attendance credential programs were **met**.

All program standards for the Speech-Language Pathology Services credential program were **met**.

All program standards for the Teacher Librarian and Teacher Librarian Special Class Authorization credential programs were **met**.

All program standards for the Bilingual Added Authorization program were **met**.

All program standards for the Reading and Literacy Added Authorization program were **met**.

All program standards for the Adapted Physical Education Added Authorization program were **met**.

Common Standards

Common standards 1, 2, 3 and 5 were **met**. Common Standard 4 was **met with concerns**.

Overall Recommendation

Given the above findings on preconditions, common standards and program standards, the site visit review team recommends an accreditation status of **Accreditation (with a 7th year report)**. The review team recommends that the institution provide a 7th year report within one year of the date of COA action to provide an update on progress made to address the issues identified by the team in Common Standard 4: Continuous Improvement.

In addition, staff recommends that:

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

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

Preliminary Multiple Subject and Single Subject
Preliminary Education Specialist Mild/Moderate and Extensive Support Needs
Preliminary Administrative Services
Pupil Personnel Services: School Counseling
Pupil Personnel Services: School Psychology
Pupil Personnel Services: School Social Work and Child Welfare and Attendance
Speech Language Pathology
Teacher Librarian and Teacher Librarian Special Class Authorization
Bilingual Authorization
Reading and Literacy Added Authorization

Adapted Physical Education Added Authorization
Accreditation Team

Team Lead:

Christine Zeppos
Educational Consultant

Common Standards:

Marita Mahoney
California State University, San Bernardino

Alan Enomoto
University of Massachusetts Global

**Commission on Teacher Credentialing Staff
to the Visit:**

Jake Shuler
Iyore Osamwonyi
Sarah Barwani

Programs Reviewers:

Girlye Hale
Teachers College of San Joaquin

Rachel Millstone
University of California, San Diego

Marybeth Murray (retired)
California State Polytechnic University,
Pomona

Arkansas Josephine (Josie) Blagrove
California State University, Chico

Anita Flemington
University of LaVerne

Jennifer St. Clair
Loma Linda University

Debra Lockwood
Tulare County Office of Education

Dena Fiori
Fresno Pacific University

Denise Williams
Fortuna Elementary School District

Documents Reviewed

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

Interviews Conducted

Interviewees	TOTAL
Candidates	158
Completers	92
Employers	28
Institutional Administration	14
Program Coordinators	19
Faculty / Instructors	100
TPA and APA Supports	8
Other Program Support Providers	2
Field Supervisors – Program	70
Field Supervisors – District	87
Credential Analysts and Staff	4
Advisory Boards and Educational Partners	19
TOTAL	601

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

Established in 1949, California State University, Long Beach is a public comprehensive University in Los Angeles County, adjacent to the border with Orange County. This urban campus occupies 322 acres and is a highly desired destination for students in the region with an enrollment of over 37,000 students. Designated as both a Hispanic-serving, and Asian American and Native American Pacific Islander-serving institution, CSULB serves a diverse student body.

Education Unit

The College of Education at CSU Long Beach prepares teachers, counselors, administrators, and community leaders to promote equity and excellence in education. The College of Education fosters an environment of rigorous learning, intellectual dialogue, and inclusivity that embraces its mission to prepare professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

The College serves approximately 3,000 students, many of whom are the first in their families to pursue college degrees. The academic programs range from undergraduate, to master's and doctoral degrees, and education credentials that prepare candidates for careers in diverse, urban educational settings. With a low student-to-faculty ratio of 1:21, and strong, individualized advising from faculty and staff, students receive the support and attention needed to successfully complete their degree on time.

Degrees and credentials within the College of Education are organized under four academic departments:

- Liberal Studies
- Advanced Studies in Education and Counseling
- Teacher Education
- Educational Leadership

The College also houses the University-wide Single Subject credential program that prepares secondary teachers.

College of Education faculty provide rigorous courses designed to challenge and engage students, connecting theory and research with practice thereby fully preparing them for their chosen careers. Clinical practice is central to programs in the College of Education. With over 100 clinical practice partnerships, students within the College of Education gain invaluable hands-on experience with faculty mentors and skilled practitioners who help provide real world experience augmenting classroom instruction. Clinical practice placement can range, depending on degree pathway, from student teaching with Master Teachers, to working with clients in community-based counseling and therapy sessions.

Table 1: Program Review Status

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)¹
Preliminary Multiple Subject, Traditional	215	676
Preliminary Multiple Subject, Intern	3	7
Preliminary Single Subject, Traditional	311	1169
Preliminary Single Subject, Intern	11	31
Preliminary Education Specialist Mild/Mod, Traditional	40	62
Preliminary Education Specialist Mild/Mod, Intern	13	8
Preliminary Education Specialist Mod/Severe, Traditional	18	39
Preliminary Education Specialist Mod/Severe, Intern	4	7
Preliminary Education Specialist Mild to Moderate Support Needs, Traditional	NA	24
Preliminary Education Specialist Mild to Moderate Support Needs, Intern	NA	0
Preliminary Education Specialist Extensive Support Needs, Traditional	NA	9
Preliminary Education Specialist Extensive Support Needs, Intern	NA	0
Preliminary Administrative Services	18	18 ²
Pupil Personnel Services, School Counseling	18	54
Pupil Personnel Services, School Psychology	25	74
Pupil Personnel Services, School Social Work	64	65
Preliminary Speech-Language Pathology	21	76
Teacher Librarian Services	17	29
Teacher Librarian Special Class Authorization, Information and Digital Literacies	0	29
Bilingual Authorization	40	96

¹ Current enrollment numbers were pulled in December 2022 and may not accurately capture all newly admitted Spring 2023 candidates.

² 2 Preliminary Administrative Services did not admit new students for Fall 2022. All students are continuing students.

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)¹
Adapted Physical Education Added Authorization	25	20
Reading and Literacy Added Authorization	18	23

The Visit

This site visit was conducted virtually; all interviews took place via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject and Single Subject, with Intern

Program Design

California State University, Long Beach offers a Preliminary Single Subject Credential Program (SSCP) and Multiple Subject Credential Program (MSCP) within the College of Education (CED).

Overview of Single Subject Credential Program (SSCP)

The SSCP is one of the largest credentialing programs in the State of California, credentialing approximately 340 secondary teachers in 2019-2020 and 435 in 2020-2021. It offers nine different subject areas including: Art, English Language Arts, Health Sciences, Math (Foundational Mathematics and Mathematics), Music, Physical Education, History/Social Science, Science (Biology, Chemistry, Geoscience, Physics, Foundational Level Science), and World Languages or, Languages Other Than English– LOTE: Arabic, French, German, Italian, Japanese, Khmer, Latin, Mandarin, Spanish. Candidates must satisfy subject matter competency in the area they wish to pursue by completing either a Subject Matter Preparation Program (SMPP) –currently available in all content areas offered, apart from science– or, through passing the California Subject Exam for Teachers (CSET) in their content area.

The SSCP is a self-paced program which includes 9 courses in addition to one-semester of student teaching, together with a student teaching seminar course. Interviews with program completers and early program candidates attest to the flexibility of the program design for “working candidates” to attend part-time, enabling them to create their own timeline for completing coursework. The curriculum consists of one subject-specific prerequisite course and 4 corequisites, which can be taken at any time, followed by admission to the program in order to continue with 4 core courses (which embed fieldwork modules), and a final student teaching seminar course. Candidates may complete the program in 3 semesters if full time or are allowed up to 7 years from program admittance. Full time and part time program faculty along with program completers highlight the collaboration between the College of Education, where Secondary Education (EDSE) courses are taught, and the four colleges “on the other side of the library” where candidates take coursework in their discipline specific content areas in Single Subject Education (EDSS) courses. In interviews with program completers, the EDSS courses in particular, are credited as making the SSCP program stand-out in regard to content-specific pedagogical preparation. District-employed supervisors and university mentors remark on the cutting-edge knowledge of CSULB secondary credential candidates, crediting them with developing and integrating new standards-based instruction to drive change in urban schools. District employers remark on the “large scale, yet innovative nature” of the SSCP program and “savvy content pedagogical content knowledge” of CSULB graduates resulting from the collaboration between the College of Education and the content departments from other Colleges.

The SSCP is a university-wide program led by the SSCP director who reports directly to the dean of the College of Education (CED). The director works closely with the Teacher Education Chair. In interviews, both express the vision of the college as one of “equity and excellence,” as demonstrated by the program design, strong emphasis on culturally responsive and sustaining practices (CRSP), and collaboration between CED faculty and content faculty across the university specializing in discipline specifics. Communication is “strong,” as attested to in interviews with the SSCP director, TED chair, and faculty. The SSCP director supervises 9 subject area coordinators, one for each of the credentialing areas offered at CSULB. These faculty are housed in departments at four different colleges outside of the CED. The director meets monthly with these 9 coordinators. Interviews with 8 of the 9 program coordinators attest to the director’s leadership, innovation, and collaboration as main contributions to the success of SSCP. Subject area coordinators and EDSS teaching faculty are represented on most College of Education committees including assessment, curriculum, equity and inclusion, faculty council, technology and student affairs committees. The coordinators and faculty also serve in department and college committees in their own specific areas. The director designates a “course lead” to assist in developing consistency across multiple sections of course offerings in both EDSE and EDSS. Course leads are chosen, in part, by the nature of their full-time faculty status. Twice a year, at the start of each semester, a large collaborative summit is held to engage in collaboration and professional development with all faculty. Course leads meet with the director at these summits to review course syllabi and signature assignments, as well as to share instructional innovations and calibrate over the evaluation tools used for candidates’ assessment. This is followed by a meeting with all faculty who teach like-courses. There are typically 7-8 sections of the EDSE courses and 9-15 sections of the EDSS courses. Numerous interviews with faculty and university mentors attest to the value of these summits in maintaining the integrity of the largest teaching credential program in the CSU, through fidelity to course learning outcomes across multiple sections of course offerings.

Overview of Multiple Subject Credential Program (MSCP)

The Multiple Subject Credential Program (MSCP) at CSULB prepares educators for K-8 classrooms. The Multiple Subject program coordinator reports to the chair of the Teacher Education Program. The two meet regularly to discuss curriculum, instruction, and policy issues related to the program. Program reports indicate the chair of the Teacher Education Program meets monthly with the teacher education faculty, and interviews with the program coordinator indicate there are biweekly meetings with the Chair at “College Leadership Team” meetings. The program coordinator is also responsible for the hiring and management of all MS university supervisors.

Four tracks exist to complete the MSCP at CSULB: (1) the post-baccalaureate pathway; (2) Multiple Subject Internship; (3) Integrated Teacher Education Program (ITEP) - offering the opportunity to take coursework towards the credential while still an undergraduate; and (4) Urban Teaching Pathway (UTEACH) - a cohort based residency program in collaboration with Long Beach Unified School District, where candidates student teach and take methods courses on site. A Bilingual Authorization in Spanish or Asian Languages is also offered through two additional courses and CSET for any of the pathways.

The Multiple Subject Credential Program (MSCP) consists of a sequential, spiraled curriculum organized in four phases, designed to prepare candidates to serve diverse populations. Pathways 1, 2, and 3 share four common phases, along with the bilingual authorization pathways. Phases 1 & 2 consist of 5 prerequisite and corequisite courses, in each of which are embedded 10 hours of fieldwork in public elementary classrooms, with at least 25% of students classified as English Language Learners. Phase 3 includes subject-specific pedagogies, and in phase 4, candidates connect theory and practice in increasingly complex field experience in clinical settings as student teachers in public K-8 classrooms with the support of district-employed supervisors. They also complete 20 hours of observation and experience in an alternate grade level setting. Pathway 4, the UTEACH residency program pathway, differs in phases 3 & 4, as it consists of a year-long placement, in two different grade levels at the same school site, alongside a partner. Interviews with district-employed supervisors of UTEACH candidates remark on their great satisfaction with this model, highlighting the relationships built over two-semester.

Interviews with program completers from ITEP and traditional student teaching pathways highlight their preparation in working with multilingual learners and with children having specialized academic learning needs. Course syllabi and the course matrix corroborate these priorities and outline the four phases and where TPEs are introduced, practiced, and assessed.

Course of Study (Curriculum and Field Experience)

Within the SSCP, core courses have embedded field component requirements, structured in distinct modules, as explained through interviews with the director and faculty as encompassing 10-15 hours of classroom observation that focus on specific questions of critical inquiry aligned to TPEs and elements of classroom practice. Candidates complete 9 of the modules across their courses. Each of these courses also include a major signature assignment common to all sections of the course, aligned to the TPEs, as well as to the CalTPA to help prepare candidates in advance of this assessment prior to student teaching. Candidates in both SSCP and MSCP record their field work hours and reflections in an online platform, S4, ensuring the required 600 hours over the arc of the programs. S4 allows the college to monitor and track all candidate fieldwork hours across the entire course of each candidate's program to ensure the requirement is met. Interviews with program faculty indicate that this system is also an important vehicle for early intervention when a candidate is struggling, such that there can be multiple points of assistance ranging from course instructor, program coordinator, and/or the director, who all have access to S4. This platform is also useful in generating reports for the programs.

University supervisors visit secondary candidates 6 times per semester, whereas multiple subject university supervisors indicate a once-a-week observation protocol. Many district-employed supervisors report enjoying long-standing relationships with university supervisors from year to year. While some of the district-employed supervisors have been "grand-dated" in regarding recent Commission training requirements, most report participating in an orientation to the CSULB program through meetings, and specific professional development opportunities around CRSP. All report engaging collaboratively with the university supervisors and candidates

in creating an Individual Induction Plan to follow the graduates post-program. Also indicated is a mid-evaluation report and a final evaluation report for secondary candidates.

Candidates at the multiple subject program report finding the teacher preparation advising center (TPAC) to be a tremendous source of support and guidance during their program experience. Many SSCP candidates report close relationships and support sources from their content area program coordinators.

One of the main modifications over the past two years for both programs included a modification of the field work due to the pandemic. Clinical practice was modified to include observations of instruction from collections such as ATLAS, the Teaching Channel, as well as videos of local cooperating teachers at the secondary level, instructing classes.

Interviews with the Director of SSCP and its program coordinators also highlighted the contributions of the “Caminos Project,” a \$2.7 million grant with the goal of recruiting and retaining Latinx teaching candidates, specifically representatives of minoritized youth. As a part of the outcome of this grant, culturally responsive and sustaining practices (CRSP) were integrated as a point of focus in professional development at the biannual summits. CRSP was highlighted in numerous interviews with SSCP faculty, university supervisors, early program candidates, and program completers, as a framework that enabled them to feel successful at working with linguistically and culturally diverse candidates in the urban districts with whom CSULB maintains MOUs. After the grant monies ran out, the student organization “Caminantes,” an outcome of the grant project, continues to thrive on campus, maintaining peer mentoring support and morale.

The SSCP is working on three additional goals: 1) attaining an SSMP for science candidates; 2) adding “Dance” as a tenth credentialing content area; and 3) creating new courses to address the specific nuanced differences of teaching literacy in content areas. Given the new Commission literacy standards, SSCP is in the process of adding two new courses to address literacy in the Arts and Humanities, and one to address the unique literacy needs in STEM/PE.

In the MSCP, a “pilot course” has been created to support the CalTPA. Interviews with the Teacher Education (interim) chair and the MS program coordinator indicate that data collected from the Assessment and Accreditation Office is reviewed on an annual basis. As a result of discrepancies between passage rates from the SSCP and the MSCP on the CalTPA, fieldwork and signature assignments in the MSCP have recently been modified to better align with the CalTPA tasks, in addition to the development of the pilot CalTPA support course. The MSCP also received a Next Generation Educator Initiative grant and used these funds to develop new evaluation tools comprised of four constructs that address professionalism, lesson design, assessment, and classroom management. The program also received a Schools First Credit Union Grant and has used these funds to conduct online asynchronous training for district-employed supervisors to support calibration on the program’s created observation and evaluation tools.

Based on feedback from district-employed supervisors, as corroborated in interviews, the MSCP program has also changed the requirements of Phase 4 of the program design during the student teaching phase. Previously, candidates completed two 7.5 week assignments in two different grade levels. This has been changed to completing the majority of the time in one grade level classroom in order to allow more time in one setting for candidates, and to better meet the challenging placement needs of the partnering districts. This was reinforced by interviews with district employers, who commented on the outstanding CSULB program, and also the challenges of placing a large number of candidates into two separate field work settings within a semester.

The Multiple Subject Credential Program (MSCP) has a long-term, well-established ongoing dialogue with the Long Beach Unified School District (LBUSD) and 25 other school districts within the CSULB service area concerning field placements, student teaching placements, coursework in the MSCP Program, Teacher Education Department, and College of Education offerings. The Multiple Subject Credential Program participates in twice yearly district partner meetings, consisting of district administrators, teachers, community members, as well as CSULB faculty and administrators. The mission of this group is to provide guidance to the Department of Teacher Education on the broad range of issues related to the credential program. Specific activities include: review of program objectives as required by the Commission; providing insights on future needs of the local urban schools, determination of research questions and areas of inquiry, and advising on strengthening school- university relationships.

The SSCP has an advisory board of local constituents, which the assistant superintendent of a large participating school district attends. Interviews with district representatives attest to the “multiple layers” of feedback that exist for the CSULB program at the secondary level. Because of the large scale of the program, feedback takes place at “role levels.” For example, the district placement coordinator of one large district stated: “An MOU is just an agreement. How you actualize this collaboration with strong and regular communication is what makes a real MOU.” Another district employer corroborated regular meetings twice a year, citing forums with local education partners including CSULB to review upcoming changes, student teacher challenges, and “check ins.” District employers interviewed cited CSULB graduates as well-prepared with a diverse set of strategies for working with multilingual learners and the uniqueness of possessing “the Long Beach way,” defined as possessing the skills, attributes, and dispositions to work with diverse youth, to represent diverse youth, and to possess the “north star” – the ability to take a data point and use it for improvement at every level of the system. In the words of one district employer: “I work with a lot of institutions, but CSULB, I feel so assured knowing our profession is being prepared for, doing what’s right for the future of the teaching profession. They understand collaboration and the cycle of continuous growth; and they know how to build a culturally diverse workforce.”

Another source of input for the SSCP is attributed to the fact that the majority of Single Subject Education course instructors are practitioners from local school district partners and serve as a conduit to keep the SSCP program aware of changes “on the ground.”

Assessment of Candidates

Candidates are evaluated based on the Teacher Performance Expectations (TPEs) outlined by the State of California and are addressed within signature assignments in the courses and in clinical practice of both the SSCP and MSCP. A review of course syllabi and evaluation tools verify that the TPEs are being evaluated in each signature assignment and observation by university supervisors. Candidates in the SSCP program are assessed in multiple ways throughout the program. In all coursework, candidates are asked to continually reflect on their lesson development and receive extensive formative evaluation from their instructors including on their fieldwork modules. In the student teaching seminar, candidates receive feedback on their lesson planning and assessments as well as drafts of materials associated with their CalTPA submissions. There is a mid- and final evaluation report from student teaching field work completed by both the district and university supervisors. Program completers indicated they wrote weekly reflections while in student teaching that are shared and read by the university supervisor and faculty to keep abreast of progress.

In the MSCP, candidate assessment begins as early as the application phase of the program. Dispositional elements of effective teachers are analyzed through the written personal essay, program interview, letters of recommendation, and through a candidate dispositional self-assessment. Dispositions are continually monitored throughout all phases of the program through coursework, faculty, and cooperating teacher evaluations, and are considered an invaluable part of building a teacher. Candidates must maintain a 3.0 GPA in courses to be advanced to student teaching. Candidates not meeting academic or dispositional benchmarks are required to meet with the program coordinator who provides specific guidelines for remediation over a timeline. This is clearly outlined in the student handbook. Professional preparation coursework and field experiences are formatively assessed and summatively evaluated by multiple assessment strategies, such as exams, papers, journals, course projects, and participation in class discussion and activities. Authentic performance is assessed by instructional units, case studies, and lesson plans drawn from fieldwork experiences. Fieldwork verification forms, required by each subject-specific pedagogy course and filled out by the cooperating teacher at the conclusion of the candidate's fieldwork experience, are submitted to the course instructor for evaluation. Each pedagogy course utilizes a signature assignment to assess student learning in individual courses, while providing the program with feedback about candidate progress across the program.

CalTPA Supports

CSULB uses the CalTPA as its Teaching Performance Assessment in both the Multiple and Single Subject Programs. Interviews with faculty from the College of Education and the 9 program coordinators indicate that, while the assessment is not named until student teaching, various prior courses require assignments that practice elements of the CalTPA. Interviews with SSCP program completers share that they first learn of CalTPA during their orientation prior to student teaching. While some program completers mentioned that their university supervisors were very helpful, others stated theirs were unfamiliar with the assessment. Irrespective of the unique nature of supervision assignments, the SSCP at CSULB provides multiple avenues of support to engage successfully with the CalTPA. Specific support is offered in a special seminar

course in which candidates practice and apply elements of Cycle 1 and 2. In addition, SSCP has a designated liaison who is a CalTPA assessor and provides faculty and program coordinators with updates and instructional guidance to meet the assessment's requirements. There are also four "Cracking the CalTPA" workshops offered each semester, open to all SSCP candidates as well as alumni - a gracious offering to those credentialed during the pandemic. This is something corroborated in interviews with induction mentors and program completers who expressed their appreciation, the latter citing the workshop series as "highly valuable," during the process. For candidates who are unsuccessful on the TPA, 1-1 coaching support is offered for remediation. Program completers attested to the availability of faculty in Single Subject Education courses, in particular, as well as their program coordinators to seek assistance.

Candidates enrolled in the MSCP program acquire specialized support during their student teaching seminar for both Cycle 1 and Cycle 2 of the CalTPA. Both the program coordinator and CalTPA faculty liaison are trained CalTPA assessors and provide university supervisors with guidance and updates on CalTPA strategies and rubrics to best provide candidate support during student teaching. Additionally, the CalTPA faculty liaison holds regular office hours and small workshops with candidates, by appointment, to address questions and review key assessment elements. MSCP candidates who do not pass a CalTPA cycle are offered 1-1, individualized coaching support to assist with passing subsequent submissions.

After reviewing program data on TPA scores and passing rates, the Multiple Subject Program has implemented a "pilot course" to support candidates' engagement in the TPA, developed and modeled after a similar TPA support course in the SSCP. Program completers expressed that this would have helped them greatly during their time in the multiple subject program.

Urban Dual Credential Program

In addition to the pathways described above, CSULB also offers a program called "The Urban Dual Credential Program" which is a blended Multiple Subject and Education Specialist Credential Program. Interviews with program faculty and candidates confirmed that the Preliminary Urban Dual Credential Program (UDCP) at CSULB prepares candidates to teach both in the elementary general education classroom as well as the elementary/middle school special education setting. Candidates earn both a Preliminary Multiple Subject and Preliminary Education Specialist Credential in 2 years.

Students enter the Urban Dual Credential Program either as post-baccalaureate (post-bac) students or as Integrated Teacher Education Program (ITEP) students. Because the program is a cohort model, students follow a set schedule of courses with a fall-only start date. UDCP is a residency program, meaning that the program provides an integrated, clinically based program where students can learn and apply best practices immediately during their residential student teaching experience. Teaching methods courses are held at district school sites. UDCP candidates complete early fieldwork and student teaching in the same school district under the guidance of district mentor teachers and university faculty. During interviews, both candidates and completers from the UDCP program spoke to the benefits of this structure.

UDCP has maintained partnerships with local school districts, including the Little Lake City School District, Garden Grove Unified School District and Long Beach Unified School District.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with over 200 constituents including candidates, graduates, faculty, employers, supervising practitioners, and community partners, the team determined that all program standards are **met** for the Preliminary Multiple Subject and Single Subject Credential programs.

Preliminary Education Specialist Mild to Moderate and Extensive Support Needs (Student Teaching and Intern)

Program Design

The dean of the College of Education (CED) has oversight of all credential programs. Responsibilities are shared amongst associate deans, department chairs, program coordinators, and supporting staff departments. The Education Specialist Credential Program (ESCP) is part of the Advanced Studies in Education and Counseling (ASEC) department. The ESCP coordinator and the department chair have faculty appointments. All program faculty in the ESCP play a leadership role in aspects of the program to support each other and their candidates. The ASEC chair's role has been to support the coordinators and faculty by assisting them with supporting their candidates.

Within the College of Education, there is regular communication between the support departments of teacher preparation and advising and the credential center with the program coordinator. The program coordinator regularly meets with the College of Education Associate Dean and department chair, as well as representation from the other credential programs to discuss university and college policy issues and program development. As confirmed in an interview with ASEC department chair, the program interacts well and there is a constant stream of communication and recruitment. The department chair discussed the departments unique characteristic of being equally focused on undergraduate, graduate, post graduate aspects of the program. The chair also shared in the interview that they have regular meetings with the faculty in other colleges. Program coordinators serve on committees that directly support and serve the program. Interviews with faculty confirmed that communication to program faculty is generated by the program coordinator. The program focuses on providing consistent, ongoing, and timely communication to candidates.

The program welcomes and seeks out feedback from the field. The program leaders conduct and participate in advisory group meetings regularly to get input from a variety of constituents. As confirmed in interviews with faculty, each semester the program participates in district partner meetings to strengthen the relationship with local districts and highlight evolving needs and changes. Cooperating teachers provide critical feedback on their experiences working with candidates and on program practices and fieldwork materials. Interviews with district partners confirm the program obtains feedback from them when they meet as part of the advisory board. Interviews with the advisory council confirmed they are able to voice their concerns

about needs they see in the field and at their school sites and encourage the program to provide more education and training coursework in those areas. The program asks for feedback from the master teachers and candidates complete an exit survey at the end of their program. This information is then used each semester to guide program improvement.

Course of Study (Curriculum and Field Experience)

Candidates complete 6 units of prerequisites that cover content focused on equitable education that supports students with disabilities. Courses include Academic Language Development and Inclusive Instruction for English Language Learners and Inclusive and Equitable practices in Special Education. Each 3-unit class has a 25-hour fieldwork requirement.

Upon admission to the credential program, candidates complete 8 courses (24 units) with a focus on culturally responsive and sustaining practices that support equitable and inclusive placements for students with disabilities. These courses include Teaching and Learning Reading, Foundations of Teaching and Learning in Diverse Inclusive Settings, Collaboration and Transition in Special Education, Assessment and Evaluation of Students with Disabilities, Literacy Supports for Students with Diverse Abilities, Integrated Math Instruction Across Content Areas, Positive Behavior Supports, and Instructional Methods and Strategies for Individuals with Extensive Support Needs.

The final fieldwork semester consists of student teaching, a Student Teaching for Extensive Support Needs course, and a seminar course to support candidate development of the Teacher Performance Assessment. Candidates opting for the intern pathway will take a seminar course each semester they are enrolled as an intern.

Candidates complete 225 hours of early fieldwork, which is embedded within courses and coursework assignments. Student teaching provides the other 450 hours of final fieldwork. Candidates record fieldwork hours, school sites, and reflections in an online platform called "S4@The Beach." By having candidates record all field practice in the University's online platform (S4), the college is able to closely monitor and track all candidate fieldwork hours across the entire course of each candidate's program, as well as generate reports indicating which school sites candidates were placed at and which competencies were met.

The program offers coursework in several critical areas for Education Specialist candidates. Each of the areas is covered throughout the program in all courses. Five of the courses focus on developmentally appropriate practices. Meeting the needs of English learners is addressed in three of the courses and literacy is a focus in five courses. Other critical areas in the program include Individualized Education, Collaboration, Cultural Responsiveness, Evidence-Based Practices, and Advocacy & Leadership.

As confirmed in interviews with completers and current candidates, candidates have multiple field placements over the course of the program, that cover a wide variety of ages, settings, content, and exceptionalities. All clinical fieldwork hours are submitted through the platform S4@The Beach, and a completed Fieldwork Log, generated by S4@The Beach, is required during student teaching, showing the depth and breadth of experiences by candidates across

the entirety of the program. The office of clinical practice places student teachers with partner school districts.

The content of courses directly connects to each fieldwork experience within each course according to interviews with faculty. During interviews with current candidates and program completers, instructors make all content relevant to practice through knowledge of practitioners currently serving in the field. This includes the courses that do not require fieldwork, as the instructors link the content to experiences gained from other courses. Additionally, many of the full-time faculty also supervise student teachers and provide current connections and examples of best practices as seen in the field. Courses taught by part-time faculty have the benefit of a current practitioner's lens, linking coursework to current field practices.

Student teacher candidates are advised of the final fieldwork process and requirements starting at the initial mandatory student advising meeting and throughout the program by utilizing the Education Specialist website and program updates shared through digital platforms. Student teachers are assigned a university supervisor and a cooperating teacher, whether following a traditional or intern pathway. A call for supervisors goes out through the department and as applications are received, a pool is created. Potential supervisors are invited for an interview and then names are submitted to the department for approval. For the Urban Dual Credential Program, the program hires supervisors through the Liberal Studies department and occasionally borrows supervisors from the Education Specialist Credential Program (ESCP). Interviews confirmed that University supervisors meet and observe the student teacher for a minimum of 10 visits across the semester. Cooperating teachers provide daily support to traditional student teachers or a minimum of 5 hours a week of direct support and supervision for interns. The student teacher receives written and verbal feedback on meeting competencies from the cooperating teacher and university supervisors through the program's direct observation form, weekly journals that are exchanged between the triad, and formative and summative evaluations.

CalTPA Supports

Candidates complete all cycles of the CalTPA during their student teaching semester and are supported further through a seminar course that guides them in understanding and completing the CalTPA. Candidates who do not pass a cycle of the CalTPA are offered one-on-one coaching support from a university CalTPA coach. The faculty CalTPA coach also provides additional introduction and review workshops for candidates, and updates ESCP and UDCP faculty on new CalTPA developments which students can apply in their teaching.

Assessment of Candidates

Document review and interviews with constituents confirmed that program competencies are assessed throughout the program in every course. ESCP and UDCP coursework and fieldwork are assessed by candidates' completion of course-specific TPEs. Professional preparation coursework and field experiences are evaluated by multiple assessment strategies, including exams, course projects, and written reflections. Fieldwork candidates are assessed using both

midpoint (formative) and final (summative) evaluations as well as a direct observation form to provide feedback on program competencies. Candidates also complete a seminar course designed to provide practice opportunities on TPA activities. Upon program admission, candidates participate in mandatory advisement which provides an overview of the program, assessments, and expectations. Each course has developed signature assignments which measure course learning outcomes directly tied to TPEs. At the beginning of the student teaching semester, candidates attend a mandatory orientation which provides an overview of the student teaching semester's requirements and assessments. Student teaching candidates receive weekly feedback during their student teaching semester to inform them of their progress towards meeting the TPEs. Candidates who do not meet program expectations or expected dispositions are placed on a support and intervention plan that is monitored by the program coordinator in addition to core faculty and the university supervisor.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, supervising practitioners, and community partners, the team determined that all program standards are **met** for the Preliminary Education Specialist Mild to Moderate and Extensive Support Needs Credential programs.

Preliminary Administrative Services

Program Design

The Preliminary Administrative Services Credential (PASC) program for California State University Long Beach (CSULB) is aligned to their vision of "equity and excellence in education" and their mission of preparing "professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy." The program is offered within CSULB's College of Education (CED), which serves over 3,000 students, offers 25 academic degree and credential programs, with a student-to-faculty ratio of 21:1. According to Annual Data Submission (ADS) and the CED accreditation website, there are 18 PASC candidates in the Education Administration (EDAD) program continuing their second year of the program. There are currently no year 1 candidates.

The leadership structure of the College of Education includes the dean, two associate deans, a department chair, and credential center. The Education Administration (EDAD) program is part of the Educational Leadership Department (EDLD) in the College of Education, and the EDLD department chair supports the EDAD program. The EDAD program coordinators directly oversee the management and operations of the EDAD program, and this coordinator role rotates amongst the full-time faculty. The program coordinators work closely with the CalAPA coordinator, full-time faculty, and adjunct faculty in supporting candidates through their program.

Communication within the EDAD program is facilitated by the EDAD program coordinator, who serves as the liaison between the EDLD department chair, associate deans, and CED

departments regarding EDAD business. The EDAD program coordinator also facilitates collaborative efforts with and among the EDAD faculty and their respective candidates and program partners to ensure candidates meet program requirements.

Coursework and fieldwork experiences span over a two-year program following a cohort model. Candidates participate in 30 units of coursework, of which 3 units (120 hours) are dedicated to fieldwork during the summer semester. Other fieldwork opportunities are embedded within courses to ensure practical application of theories learned. Through candidates' four semesters of coursework, there is a seminar series (621A-D) to support candidates in developing their educational leadership skills through various lenses.

According to information shared by various constituents, the EDAD program went through a redesign starting in 2017. The program redesign included revision of all courses, the creation of new courses (such as a new seminar series), and integration of CalAPA support throughout capstone courses. The course revisions included collapsing the standalone equity course and revising other courses to integrate social justice and equity-centered leadership. Full implementation of the redesigned program launched in Fall 2019, which aligns to their program's first consequential year of the California Administrator Performance Assessment (CalAPA).

Last year, program leadership shared that there was not enough enrollment to warrant a cohort. The college is aware of this decline in enrollment and is working closely with program leadership to enhance marketing and recruitment efforts to increase enrollment numbers for the 2023-2024 school year and beyond.

Interviews confirmed that there are several forms of communications in both receiving timely communications and getting constituent feedback. Interviewees shared that informal opportunities for communication (emails, phone calls, text messages) are more common due to the nature of information shared and the responsiveness is prompt. There are formal opportunities for input through surveys and meetings, and constituents are invited to participate if schedules permit.

Course of Study (Curriculum and Field Experience)

The PASC program is two years (four semesters + summer for fieldwork) and structured using a cohort model. Candidates participate in four semesters of coursework for 27 units, with a summer semester focused on supervised fieldwork for 3 units, for a program total of 30 units. As part of the program redesign, an educational leadership seminar series supports candidates in their growth as instructional and equity leaders. Other fieldwork opportunities are embedded within courses to ensure practical application of theories learned. There are candidates who continue their education with CSULB by pursuing a master's degree in educational leadership.

All courses show evidence of candidates' professional leadership perspectives, as evidenced in syllabi language, the program handbook, course matrix, course assignment, and fieldwork. An example of an assignment shared is the leadership reflection essay in the Leadership,

Organizational Management, and Social Justice course. Candidates shared how they investigated their leadership style through various leadership measurement tools, and analyzed the results to discover the type of strengths they possessed as a leader, as well as areas for future growth and professional development.

Seven courses show evidence of candidates' development of equity, diversity, and access, as evidenced in syllabi language, the course descriptions in the course catalog, and interviews. An example of an assignment shared is the equity audit conducted in the Introduction to Instructional Leadership for Equity course. Candidates shared in interviews how they used research-based strategies to conduct an equity audit of their school site and used continuous improvement science to do a root cause analysis, identifying an equity-driven problem of practice to explore for their CalAPA leadership cycle 2.

In developing candidates' perspectives in preparing K-12 students to actively engage in a democratic society, both faculty and candidates commented that the Legal Aspects of Education course provides opportunities for Socratic discussion regarding systemic equity issues, such as scrutinizing laws and their impact on marginalized groups. This type of discourse is also evident in the course syllabus. According to interviews with program leadership, the goal is to empower candidates with the ability to facilitate these types of discourse with their K-12 students to build thoughtfulness and advocacy in their education.

Based on the current structure, candidates have one supervised clinical fieldwork placement held during the summer between semesters 2 and 3. The fieldwork course is a 3-unit course in which candidates self-select their placement. Fieldwork supervisors shared that fieldwork placements are typically 3-weeks in length and approximately 120 hours of supervision. Candidates are required to keep a log of these hours which is confirmed by their fieldwork supervisor.

There are six courses in which fieldwork hours are embedded within course assignments, ranging between 5-10 hours of fieldwork per course, for a total of 40 hours. In the Instructional Leadership course sequence, which are aligned to the CalAPA leadership cycles, 30 hours per course are captured in preparation for and application of the performance assessment tasks.

Based on interviews with candidates, the most common placements are at candidates' current school site with their administrator serving as the fieldwork supervisor (district employed supervisor). For candidates who are not assigned to a school site, the program coordinators and university supervisors assist with finding fieldwork placements. One example shared in interviews was the ability to conduct fieldwork in another school district, which was coordinated by a university supervisor who facilitated the placement with a former colleague.

There are three university supervisors who provide fieldwork support from the program. Prior to the pandemic, university supervisors were assigned based on geographic locations. However, with the hybrid delivery model, university supervisors meet with their candidates via video conferencing. University supervisors shared that they are assigned no more than 6 candidates for fieldwork supervision. There are three prescribed meetings between the university

supervisor, fieldwork supervisor, and the candidate. The first meeting serves as a fieldwork orientation in which California Administrator Performance Expectations (CAPEs) and the EDAD Fieldwork and Clinical Practice Syllabus are provided. The next meeting is a midpoint check-in and the last meeting is the close out meeting. At each meeting, the candidate completes a CAPE self-assessment and the fieldwork supervisor completes a Site Supervisor's Field Experience Progress Report to evaluate progress towards meeting the CAPE requirements.

Assessment of Candidates

CSULB requires candidates to meet both program and Commission requirements in order to successfully complete their EDAD program. All candidates must successfully complete coursework, fieldwork, and pass their CalAPA leadership cycles before being recommended for their certificate of eligibility and preliminary credential once activated. This is stated in the EDAD handbook, advisements, program orientation, and seminar series courses.

In coursework, signature assignments are used to measure candidates' success in alignment with each courses' student learning outcomes (SLO). These assignments show candidates' competency in the CAPEs as introductory, practicing, or mastery levels based on the course matrix.

Fieldwork supervisors play a key role in ensuring candidates practice areas of the CAPEs during their fieldwork hours. Candidates complete assignments outlined in their fieldwork and clinical practice handbook and syllabus. Fieldwork supervisors confirm completion of these CAPEs.

The CalAPA leadership cycles serve as the formative assessment to measure candidates' competencies in analyzing data to inform school improvement and promote equity (cycle 1), facilitating communities of practice (cycle 2), and supporting teacher growth (cycle 3). Candidates have the instructional leadership course sequence, a CalAPA coordinator, and a CalAPA coach to support them. The CalAPA completion and remediation policies are stated in the course catalog and the EDAD handbook.

There are multiple points of contact for struggling candidates. According to program leadership, candidates, and completers, they can contact their seminar instructor, advisor, CalAPA coordinator, and/or program coordinators for additional support. Outside of the EDAD program, there are university resources that are accessible to enrolled students who may need accommodations or have special considerations.

Interview participants indicated that candidate data is shared continuously with CED and EDAD faculties. This data sharing affects change at the program level and the ability to implement changes is swift. An example provided by faculty and program leadership is the ability to make changes for program redesign, in which the process took a year.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, supervising practitioners, and

community partners, the team determined that all program standards are **met** for the Preliminary Administrative Services Credential program.

Pupil Personnel Services: School Counseling

Program Design

The Pupil Personnel Services School Counseling credential program prepares school counselors to act as social justice advocates and agents of change in urban schools and diverse multicultural settings. The program endorses the use of data-informed decision-making and evidence-based practices to effect systemic change in schools and the community. As leaders of educational reform and the profession, school counselor candidates are trained to advocate for equity, achievement, and opportunity for all students. The American School Counselor Association's (ASCA) National Model, which promotes a balanced, holistic approach that considers the academic, career, and social/emotional development of K-12 students, serves as a base for "the program." Candidates who are accepted into the School Counseling program are in a cohort of 25 students.

Full time faculty consists of the program coordinator, program co-coordinator and an assistant professor/full-time teaching faculty member. Currently, the 2022-2023 school year, the program co-coordinator is on sabbatical. In addition, there are 4 consistent part-time PPS School Counseling credentialed instructors, 4 part-time faculty on rotation and supervisors who support the practica and fieldwork in the program. The leadership team in the School Counseling Department works in coordination with the oversight of the department chair of Advanced Studies in Education and Counseling and the dean of the College of Education.

Interviews with the program coordinator and faculty verified that the program coordinator communicates with the institution through the department, the college and the university levels. The program coordinator meets with the department for monthly meetings. In addition, the program coordinator meets with the program faculty once a month. The program faculty meets with the College of Education once a month regularly. However, meetings with the division chair can be scheduled at any time the program coordinator needs in addition to the monthly meetings. Faculty communication with the university consists of faculty members in the School Counseling program sitting on various committees throughout the university. The program coordinator is working with the university to create ways to integrate the School Counseling program into the larger school community. The efforts by the program coordinator to create pathways from undergraduate studies to School Counseling program are currently in the planning stages.

As confirmed in interviews with faculty and program candidates, as well as document review, the Master of Science in Education: School Counseling with Pupil Personnel Services Credential program is a minimum 60-unit course of study which highlights the diverse populations found in the public-school systems of California. Throughout the program, counseling candidates are provided with a variety of coursework assignments, research, and multiple on-site school opportunities to observe, participate, and practice their counseling skills under faculty, university supervisors and on-site supervisors. Candidates study counseling in the school

settings, counseling theory, cross cultural counseling, multi-tiered systems of support, mental health and crisis response, and instructional design along with academic, college and career counseling to help them work toward program completion. This was verified through interviews and review of syllabi. A program planner is provided to each candidate upon admission. Each fall and spring semester, candidates typically enroll in 4-5 courses. Summer enrollment is optional; there is limited availability of summer courses. All courses are in person at the CSULB campus. During the first year of the program, candidates enroll in a practicum class to complete their 100 practicum hours. There are three practicum courses that provide supervision for the cohort. During the second year of the program, candidates are assigned a university supervisor and are placed in a fieldwork class with 6-8 candidates. These classes meet every other week for 2 hours and 45 minutes.

Beginning Fall 2022 and beyond, the program consists of a minimum of 60 units. The program has worked closely with all full and part-time faculty to transition the program from the Commission standards to the current School Counseling Performance Expectations (SCPE). The program has worked with current district partners as well as new district partners to increase affiliation agreements and memorandum of understanding (MOU) opportunities for candidates. In the fall of 2022, an additional full time faculty member was added to the department.

Constituent input is valued in the School Counseling program. Interviews confirmed that regular communication occurs between the School Counseling department and its constituents through email, text messaging, social media platforms, and conferences. School district employees at the district level and site levels report that the program communicates updates and program announcements frequently. Constituent meetings happen twice a year, once in the fall semester and once in the spring semester. Constituents are encouraged to provide feedback to the program in regard to changes in the field or issues they are seeing in their school districts. The program faculty take this feedback under advisement and make programmatic changes as they see fit. Constituents report confidence and assurance in the program leadership and stress the rigor of the program. Several constituents reported that they prefer to hire CSULB candidates over other university candidates in the area.

Course of Study (Curriculum and Field Experience)

Candidates in the School Counseling program take 18 content courses each consisting of 3 units. Candidates take 5 courses in the fall of the first year and 5 courses in the spring of the first year, candidates take 4 courses and begin their practicum experience concurrently. In the fall of the second year, candidates then begin 3 units of their field experience while taking 4 courses concurrently. During the spring of the second year of the program, candidates take the second course for field experience (3 units) and take 4 courses concurrently. Candidates have 2 options for the culminating experience. Candidates can start the first of two thesis courses in the fall of the second year if they chose to complete a thesis. If they choose to take the comprehensive examination, candidates take this exam during their final spring semester.

School Counseling candidate fieldwork consists of obtaining 800 hours of field experience that occurs after successful completion of the 100-hour practicum experience and the first year of

the program, as verified by interviews with candidates and faculty, in addition to document review. Fieldwork experience is met with a minimum of 800 hours in a PK-12 setting and 150 hours devoted to issues of diversity defined in the Commission School Counseling Performance Expectations. Candidates perform these hours at 2 separate grade levels defined by the Commission. Candidates experience 2 terms of fieldwork courses while concurrently taking content courses each term, allowing for rich conversations about their hands-on experiences with instructors, supervisors, site-supervisors, and classmates. University supervisors of the practicum experience start with a cohort of 8 candidates. During the fieldwork experience courses, university supervisors are assigned to 6-8 candidates and work with them during the final 2 semesters of the program. Weekly supervision of 1 hour is required and conducted by the site supervisor at the candidate's placement site. University supervisors meet with candidates every other week for 2 hours and 45 minutes. Candidates and completers confirmed that the university supervisor is in constant communication with the site supervisor and available to the candidate constantly. All candidates confirmed that they receive a minimum of 1 hour supervision from their site supervisor.

Course content has been designed to help candidates gain an understanding of the school counseling profession in Counseling in School Settings and Counseling theories, diverse populations in Cross-Cultural Counseling, and Mental Health and Crisis Response in Schools they will serve before completing their 60-unit or 66-unit program. To assure depth of learning, School Counseling Performance Expectations (SCPE) are intentionally addressed multiple times throughout the 18 content courses.

Candidates must get approval by the program coordinator for the 800-hour fieldwork requirement at an approved school site within the Los Angeles and Orange County areas and on the approved MOU list held by the office of clinical practice. If a candidate chooses to go outside of these counties for fieldwork, an application document must be submitted to the program coordinator. If approved, an MOU agreement process is started by the office of clinical practice. Candidates must have at least two different levels of field work experience, with 600 of the 800 hours obtained in one grade level of the public-school setting and 200 hours at another grade level. Candidates select a school site-supervisor who has two years' experience as a school counselor and a valid PPS credential. In addition, candidates must obtain approval of their school-site supervisor from their university supervisor. University supervisors work in coordination with site supervisors to support candidates to meet the program requirements during the candidate's fieldwork experience.

Interviews with candidates, site supervisors, and university supervisors confirmed that candidates in the School Counseling program develop goals and a planning document for the fieldwork experience for each level of experience in collaboration with their site-supervisor and university supervisor. The planning document helps candidates meet requirements, identify activities they may participate in, and address school counseling performance expectations for the program. Fieldwork experience hours are accumulated at the same time coursework is being completed. Candidates report that coursework is aligned timely with the beginning of practica and fieldwork experiences. Candidates also reported that the courses they are enrolled

in during the fieldwork experiences help them to navigate program competencies at their school sites.

Candidates choose a practicum site based on the list of approved MOUs and affiliation agreements. When approved to conduct practicum at a site, candidates meet with the site supervisor to discuss requirements needed to meet the 100 hours. During the second year, candidates chose a fieldwork site based on the list of approved MOU's and affiliation agreements in the approved counties. Candidates are also placed in a fieldwork course with a university supervisor and 6-8 other candidates. This university supervisor serves as a mentor and advisor throughout the fieldwork experience. Once placed at their site, candidates are assigned university supervisor coordinates with the site-supervisor in assisting the student in identifying areas that will provide activities to support the requirements of fieldwork and meet program standards. The university supervisor meets individually with the site-supervisor to discuss the fieldwork experience paperwork and the student handbook. During the fieldwork experience, site supervisors meet regularly with the candidate. Candidates meet weekly with their university supervisor during fieldwork either individually or as a group. Candidates schedule and attend weekly supervision meetings with the site supervisor (one hour per week). In addition, candidates meet with their university supervisor for required supervision sessions for a total of 22 hours. Site-supervisors for fieldwork complete an assessment on the candidate mid semester of the fieldwork and an assessment at the end of the semester. The assessment procedure is followed for each level of fieldwork that the candidate completes. Candidates also complete an assessment of the site supervisor mid semester as well as at the end of the semester.

Assessment of Candidates

While completing program practicum requirements, typically year 1 second semester, candidates are assessed for program competencies by their university supervisor by the end of practicum course. The practicum assessment consists of eight items and a five-point scale used to assess the extent to which candidates met expectations on program competencies. The assessment results are used during end of practicum assessment meetings between candidates and university supervisors to identify candidate strengths and areas in need of improvement. While completing program fieldwork requirements, typically in year 2 of the program, candidates are assessed once per semester by both university and site supervisor. The fieldwork assessment consists of seven items and a five-point scale used to assess the extent to which candidates met expectations on program competencies.

The assessment results are used during end of fieldwork assessment meetings between candidates, university, and site supervisors to identify candidate strengths and areas in need of improvement. If the fieldwork assessment indicates concerns related to the extent to which the candidate is meeting competencies, the university fieldwork coordinator is notified, and a plan of support is developed for the candidate. In addition to the site and university supervisor fieldwork assessment, candidates are assessed throughout fieldwork for related School Counselor Performance Expectations (SCPEs). This assessment is completed by the site

supervisor and is also evaluated by the university supervisor to ensure fieldwork SCPEs have been met and completion of required fieldwork hours.

Candidates are also assessed through a comprehensive examination that takes place at the end of the program and after Advancement to Candidacy. Candidates receive guidance from program faculty about the dates and structure of the comprehensive examination. Candidates are advised about how they will be assessed in the program through practicum and fieldwork course syllabi and school counseling practicum/fieldwork handbook. Candidates are informed of results of assessment through site and university supervisor assessment meetings.

During interviews, university supervisors and candidates described weekly fieldwork hours and the review of SCPE areas logs by the university supervisor on a bi-weekly basis during the fall and spring semesters of the second year. In the spring term of the second year of the program, a professional school counselor portfolio containing candidates' philosophy, fieldwork logs, documentation of lessons conducted, staff and parent communication, data from pre and post test results, and professional development opportunities and certificates are obtained by the instructor via Beachboard. Candidates can choose to take the comprehensive exam or complete a thesis as part of meeting the program competencies. Candidates must pass the comprehensive exam in order to fulfill all program requirements. Candidates who chose the thesis route must successfully pass the presentation of their research in order to fulfill all program requirements.

Findings on Standards

After review of the institutional report, supporting documentation the completion of interviews with candidates, graduates, faculty, employers, supervising practitioners, and community partners, the team determined that all program standards are **met** for the Pupil Personnel Services: School Counseling program.

Pupil Personnel Services: School Psychology

Program Design

The CSULB School Psychology Program is approved by the National Association of School Psychologists (NASP) and offers a concurrent Educational Specialist degree (Ed.S.) and Pupil Personnel Services Credential in School Psychology. Candidates who successfully complete the program are employed in PK-12 educational settings and provide direct and indirect psychological and academic support to students. School psychologists are key leaders in promoting social justice, implementing evidence-based services, and enacting change for all student populations. The program faculty support an eco-behavioral training philosophy that is aligned with current research in the field and the NASP Professional Standards (2020). The program is structured using a cohort model consisting of 20-25 candidates. For the fall of 2023, the cohort size will be reduced to 18 candidates.

The School Psychology Program is housed under the Department of Advanced Studies in Education and Counseling (ASEC). The leadership team in the School Psychology department works in coordination with the oversight of the department chair of Advanced Studies in

Education and Counseling and the dean of the College of Education. Three full-time tenured or tenure-track, doctoral level faculty serve the program through teaching, advising, and research. One full-time faculty member also serves as program coordinator and is responsible for planning and carrying out program functions. Regular collaboration occurs among full- and part-time program faculty; ASEC department members; and the larger university community. Program faculty obtain constituent input through collaboration with PK-12 educators (e.g., field supervisors, community and district partners, advisory committees). Candidates are admitted to the program on a yearly basis each fall semester and complete sequenced course and fieldwork as a cohort. Coursework is typically offered in-person and candidates complete fieldwork in local (i.e., Los Angeles and Orange counties) PK-12 settings.

The program coordinator communicates with the institution through the department, the college and the university levels. The program coordinator and faculty meet with the department for monthly meetings. In addition, the program coordinator meets with the program faculty once a month. School Psychology faculty attend College of Education meetings once a month regularly. Faculty communication with the university consists of faculty members in the School Psychology program who sit on various committees throughout the university.

The School Psychology program is a 60-unit program. Candidates completing this program are typically employed in Pk-12 educational settings and provide direct and indirect social-emotional, behavior, and academic support to children and youth. The program is designed to be completed in 3 years, which includes 2-3 years of full time (9-12 units per semester) coursework, 450 hours of practicum, and a 1200-hour internship. Faculty adhere to NASP's nondiscrimination and equal opportunity policy. The 450-hour practicum occurs during the second year of the program. The 1200-hour internship experience occurs during the second year of the program.

During the past two years, modifications to the program have primarily been temporary and a result of the COVID-19 pandemic. Typical in-person delivery model shifted to online and hybrid formats in March 2020. The program returned to mostly in-person delivery spring semester 2022. Given the change in modality, program faculty put tremendous effort into updating syllabi and offering alternative assignments when necessary and allowable by NASP and the Commission. In the last year, the School Psychology program underwent a NASP program review. Feedback from this review was taken under advisement and necessary changes are occurring. The primary focus for program modifications is to reduce the cohort size to the NASP approved ratio of 12:1. A request for additional full time faculty members in the program has been sent to the division chair and dean. Interviews with administration confirmed that this must happen as a result of the NASP accreditation visit report recommendations.

Constituent input is valued in the School Psychology program. Regular communication occurs between the School Psychology department and its constituents through email, text messaging, social media platforms, and conferences. School district employees at the district level and site levels report that the program communicates updates and program announcements frequently. constituent meetings happen twice a year, once in the fall semester and once in the

spring semester. Constituents are encouraged to provide feedback to the program in regard to changes in the field or issues they are seeing in their school districts. The program faculty take this feedback under advisement and make programmatic changes as they see fit. Constituents report confidence and assurance in the program leadership and stress the rigor of the program. Several constituents reported that they prefer to hire CSULB candidates over other university candidates in the area.

Course of Study (Curriculum and Field Experience)

The Ed.S. and PPS Credential in School Psychology program is based on 60 units of sequenced coursework (plus 6 units of prerequisites) and is typically completed in three years. Satisfactory completion of two fieldwork placements (4 units of practicum, 2nd year; 6 units of internship/culminating field experience, 3rd year). Document review (including syllabi) and interviews with faculty confirmed that coursework aligns with NASP Professional Standards (2020) and prepares candidates to provide evidence-based services for culturally and linguistically diverse students. Fieldwork is integrated through the entire course sequence to promote skill acquisition, fluency, and generalization in applied settings. First year coursework teaches foundational skills and candidates complete brief fieldwork experiences in PK-12 schools and the CSULB Community Clinic. Second year coursework focuses on advanced topics and building fluency through practicum in PK-12 schools and the community clinic. Finally, third year coursework focuses on advanced consultation skills and candidates complete internship/culminating field experience through a primary placement in PK-12 schools. As verified in interviews, adjunct faculty are included in design and decision making of the course scope and sequence of the program. Adjunct faculty voices are considered and appreciated when discussing the organization of the course scope and sequence.

Candidates confirmed through interviews that they must have experience in at least three settings during their practicum and internship/culminating field experience (i.e., preschool, elementary, junior high/middle school, and high school) and are responsible for securing their own placements in districts with university affiliation agreements. The program coordinator works with CED staff and district personnel to approve placements and serves as the primary contact for general fieldwork requirements. University supervisors for designated fieldwork courses are responsible for communication with site supervisors regarding candidate progress. Candidates meet with their university supervisor biweekly during their practicum and internship/culminating field experience for supervision, seminar on relevant topics, and feedback on course assignments. Site supervisors provide more frequent contact during practicum (i.e., daily) and at minimum, weekly supervision during internship/culminating field experience. Candidates and completers confirmed they received a list of approved practicum/fieldwork sites within the boundaries CSULB have designated who also had a current MOU with the program. Candidates mentioned the process of reaching out to the districts was smooth and any assistance they needed for a placement, they could contact program faculty and receive support.

Types of coursework in critical areas (e.g., English learners for all initial teaching programs)

Course content has been designed to help candidates gain an understanding of the school psychology profession in Psychoeducational Assessment of Diverse Populations, Functional Behavior Assessment and Positive Behavior Support, School Crisis Response, and Mental and Behavioral Health in Schools they will serve before completing their 60-unit program. To assure depth of learning, School Psychology Performance Expectations (SPPE) are intentionally addressed multiple times throughout the 14 content courses.

Candidates must complete a practicum experience under the supervision of a credentialed and experienced (3 years) school psychologist. Candidates are required by the Commission and NASP to complete a minimum of 450 practicum hours prior to beginning internship/culminating field experience. At least 100 practicum hours must be in a school setting that includes at least 50% ethnically, culturally, racially, economically, and/or linguistically diverse students. CSULB school psychology candidates complete 111 practica hours in the Community Clinic for Counseling and Educational Services setting and 343 hours in PK-12 school settings supervised by university faculty and site supervisors for a total of 454 practica hours.

The CSULB School Psychology program, the Commission, and National Association of School Psychologists (NASP) require candidates to complete a minimum of 1200 hours of fieldwork/internship to demonstrate competency as a candidate for the Pupil Personnel Services (PPS) Credential in School Psychology Credential. Per the Commission, at least 1000 hours are to be accrued providing direct and indirect services to students in a school setting (PK-12), and remaining hours may be acquired in another setting such as a private school, community agency serving school-age children and youth, or engagement in relevant research and evaluation experiences. The CSULB School Psychology program requires that at least 600 hours be accrued in a school setting that includes at least 50% ethnically, culturally, racially, economically, and/or linguistically diverse students. The Commission requires school psychology interns to have experience in at least three settings. The settings referred to are preschool, elementary, middle school or junior high, and high school. Any three of those four are acceptable, as long as at least 200 hours are documented in a second and third setting during either practicum or internship.

As verified in interviews with candidates, site supervisors, and university supervisors, candidates in the School Psychology program develop a Fieldwork/Intern Individualized Training Plan with their fieldwork experience for each level of experience in collaboration with their site-supervisor and university supervisor based on the NASP domains. The planning document helps candidates meet requirements, identify activities they may participate in, and address School Psychology Performance Expectations (SPPE) for the program. Fieldwork experience hours are accumulated at the same time coursework is being completed. Candidates report that coursework is aligned timely with the beginning of practica and fieldwork experiences. Candidates also report that the courses they are enrolled in during the fieldwork experiences help them to navigate program competencies at their school sites. Completers also echoed these statements and said they felt ready for the field upon graduation due to the connection between coursework and field experiences.

Internship students are supervised by a school psychologist at the fieldwork placement who holds a valid California PPS credential and has at least 3 years of school psychology experience in the setting in which they are working. Candidates receive a minimum of 2 hours per week of on-site supervision from a person who holds a PPS credential in school psychology. Exceptions to the School Psychology PPS credential can be made for clinical settings by consent of the instructor. The supervisor and the fieldworker develop a close working relationship wherein the supervisor is aware of all the activities of the fieldworker. The supervisor will evaluate the intern at the end of each semester.

Candidates and completers noted that if a placement was difficult to secure, the candidate could easily reach out for support from program faculty. The university supervisor coordinates with the site supervisor in assisting the student in identifying areas that will provide activities to support the requirements of fieldwork and meet program standards, NASP requirements, and the School Psychology Performance Expectations. The university supervisor meets with the site supervisor at the beginning of the practicum and fieldwork experience, to discuss the fieldwork experience expectations and planning documents. At the end of the third-year internship, candidates turn in their digital portfolio which aligns with the Nationally Certified School Psychology (NCSP) portfolio requirements that they will turn into NASP to apply for national certification. The portfolio includes work samples completed at the internship site(s) that meet specific criteria outlined by the School Psychology faculty and NASP standards for training and practice. The portfolio serves as an opportunity for faculty to review, analyze, and aggregate culminating candidate data for program improvement while also providing graduate students structured feedback on the attainment of skills critical to effective practice in the schools.

Assessment of Candidates

Candidates are regularly assessed throughout their program to ensure they meet performance expectations for a PPS School Psychology credential. Candidates are required to provide evidence of meeting the Basic Skills Requirement upon admission. Signature course assignments are used to assess skills aligned with NASP Professional Practice (2020) domains. Candidates must successfully complete consultation, academic, and behavior case studies graded with a modified Nationally Certified School Psychologist (NCSP) case study rubric (year 1 and 2) as well as the implementation of a systems change project (year 3). Candidates complete an internship portfolio during their internship/culminating field experience and are evaluated on academic, behavior, and ethics case studies. Finally, a culminating activity (i.e., thesis or comprehensive exam) is required as well as taking the National School Psychology Examination (Praxis) prior to completion of the program. Expectations about assessment are outlined in course syllabi, program handbook, and internship handbook.

Prior to the second year of the program, candidates meet with their advisor to review the handbook for the program and all program assessment requirements. Candidates and completers report that they also receive these supports from their professors. During the second year of the program, candidates complete 450 practicum hours and are enrolled in a practicum class in the department. At the end of the practicum experience, candidates take the Praxis exam and are informed by program faculty that they must pass the exam at the NASP

approved score of 147. If they do not meet this score, support and advice is immediately available to the candidate via program faculty. Candidates and completers who chose to take the comprehensive examination were enrolled in a class that supported them with the necessary requirements that will be covered on the exam. Support for candidates who do not pass the comprehensive exam on the first try is also available by program faculty. Candidates and completers who chose the thesis route stated they were supported early on in the process and had an assigned faculty member to help them with writing the chapters and submitting necessary documents for final submission. During the third year, advisors and professors meet with candidates to help them prepare documents for their digital portfolio. Candidates and completers felt aware and prepared for every assessment they needed to take and pass in order to meet all program requirements for graduation.

Findings on Standards

After review of the institutional report, supporting documentation the completion of interviews with candidates, graduates, faculty, employers, supervising practitioners, and community partners, the team determined that all program standards are **met** for the Pupil Personnel Services: School Psychology program.

Pupil Personnel Services: School Social Work and Child Welfare and Attendance

Program Design

The School of Social Work is housed in the College of Health and Human Services (CHHS). The department chairperson has a Pupil Personnel Services Credential and has practiced social work in the school setting. The PPS School Social Work (PPS SSW) program is led and staffed by individuals who have PPS SSW credentials and have also worked in the school setting. There are individuals in program leadership who are currently active leadership in school social work associations. This information was confirmed in interviews with faculty.

As confirmed in interviews with faculty in all departments, the School of Social Work PPSC program coordinator works closely with the College of Education and with the College of Education Assessment Office to evaluate the program. Frequent meetings, emails, and telephone consultations ensure open communication and support.

The Pupil Personnel Services Child Welfare and Attendance (CWA) added authorization program is embedded in the Master of Social Work program which is accredited by the Council on Social Work Education. All candidates earn both the PPS School Social Work credential and the CWA added authorization. The program uses the advanced generalist program model with the foundation year focused on developing social work competencies at all levels of practice. Candidates then further develop these skills within a specialized context. During the foundation coursework, students choose one of three program specializations: Child and Family Wellbeing, Integrated Health or Adulthood and Aging. Only students in the Child and Family Wellbeing specialization are eligible to apply to the PPSC program. The Child and Family Wellbeing specialization prepares students to use strength-based and evidence-based approaches to promote positive child and family functioning across diverse populations. This information was confirmed through interviews with faculty, current candidates and completers.

As confirmed through interviews with faculty, there have not been significant changes in the program over the past two years. However, some changes have been made across the curriculum to enhance the skills of the SSW PPSC CWA students. For example, the School of Social Work faculty recently agreed to, and changed course curriculum to embed Critical Race Theory content into all courses. As part of the process for seeking SSW PPSC CWA accreditation under the new Commission standards, all required course content was reviewed by faculty and additional school social work content was integrated into several courses. The comprehensive checklist was also modified to include the new SSW PPSC CWA performance expectations and competencies. To further ensure the SSW PPSC CWA program is current and responsive to the field, there is a SSW PPSC CWA advisory committee of school social workers which meets each semester. The membership of this committee includes important constituents as well as staff and alumni.

The program currently has members from seven school districts involved in revising program curriculum to meet all of the new SSW PPSC standards and training field instructors on the new requirements. In addition to the input from the advisory committee, information is collected yearly from completers on program strengths, challenges and suggestions for improvement and submitted to the College of Education Assessment office. The data collected is reviewed by the SSW PPS CWA credential program coordinator. As part of a strategic planning process, feedback on how the program is doing related to the Council on Social Work Education (CSWE) competencies is collected from current candidates, completers and field instructors every three years. This information has been confirmed and reported through the interview process that the strategic planning team has been meeting frequently to proactively address diversity and equity issues in their surrounding area.

Course of Study (Curriculum and Field Experience)

The program uses the advanced generalist program model with the foundation year focused on developing social work competencies at all levels of practice. Candidates then further develop these skills within a specialized context. During the foundation coursework, candidates choose one of three program specializations: Child and Family Wellbeing, Integrated Health or Adulthood and Aging. Only candidates in the Child and Family Wellbeing specialization are eligible to apply to the PPSC CWA program. The Child and Family Wellbeing specialization prepares candidates to use strength-based and evidence-based approaches to promote positive child and family functioning across diverse populations. Through classes and field placements, candidates acquire and enhance their skills to effectively engage, assess and intervene with children and families preventively and with those experiencing challenges. Candidates learn about the policies most salient to the lives of children and families and develop skills to effectively influence such policies. This specialization provides a solid grounding for candidates interested in working in schools. Candidates also choose either Thesis I & II or Applied Social Work Projects I & II as a part of their culminating experience.

According to the Council on Social Education (CSWE), the MSW degree is based on a common body of knowledge. Candidates who have earned a Bachelor of Social Work (BASW) from a Council on Social Education (CSWE) accredited undergraduate program in the last five years

(GPA of 3.0 or higher) should have mastered the body of knowledge in the MSW foundation courses. Advanced Standing candidates receive a waiver for the foundation courses (30 units) if they successfully complete the intensive summer bridge program prior to entering their fall classes. The summer bridge offers research, micro and macro practice, human behavior, policy, technology, and field education modules including 160 hours (16 hours per week) of field placement. After completing the summer bridge modules and field placement, the candidate enters the second year of the MSW Program in the Fall semester and continues their coursework and field placement as a second-year candidate.

Prior to SSW PPSC CWA program acceptance, candidates must attend an orientation and submit an application including a personal statement on why they want to be a school social worker along with their Commission on Teacher Credentialing Certificate of Clearance. Each statement is reviewed by the PPSC CWA program coordinator and/or consultant. Candidates accepted into the PPSC CWA program, in addition to successfully completing all of the required MSW courses, must take School Social Work as one of their electives prior to or concurrently with their second-year school social work field internship. The school social work class emphasizes ecological practice in low-income, culturally diverse communities. PPSC CWA candidates must also attend four, 2 1/2-hour specialized School Social Work seminars that supplement and expand content covered in the School Social Work class. The topics covered in the School Social Work seminars are law and ethics in the school setting, promoting school attendance, crisis intervention and threat assessment and learning styles and trauma-informed practices. Interviews with students, alumni, employers and supervisors confirm that students are adequately prepared for both field and job placements.

The field experience is coordinated with course work in multiple ways. First, many classes ask candidates to share and/or reflect on internship experiences or use the internship experience to practice course skills, for example, completing a bio-psycho-social assessment. Second, field representatives sit on all of the course sequence committees to learn about what is taught to share with field instructors. Field instructors are also provided with the School Social Work syllabus, so they know what content is taught. Feedback from field instructors is gathered frequently by the school and used to strengthen the currency of the curriculum. Candidates and alumni report that their coursework is very valuable to their fieldwork and job placements, and they refer consistently to the tools and methods provided and taught.

To ensure all PPSC CWA candidates have high-quality internship experiences that expose them to a broad range of school social work roles, PPSC CWA program staff and advisory committee members created a checklist of required activities. For example, candidates must complete home visits, classroom observations, run student groups, family workshops, attend IEP meetings, provide community referrals and monitor and/or analyze intervention data. For the Child Welfare and Attendance (CWA) hours, they must complete home visits to address attendance-related issues, analyze attendance data at all levels, attend State Attendance Review Board (SARB) meetings, and assist in developing attendance plans and interventions. This checklist has been adopted by all of the PPSC programs in the Southern California area. Candidates, alumni, faculty, and supervisors confirm through the interview process, extensive

use of this checklist as a tool to ensure a thorough and comprehensive experience for all internship placements.

As confirmed during interviews with the program director, faculty and candidates, a total of 600 hours of fieldwork must be completed by candidates in the program. 450 of the fieldwork hours are designated for School Social Work activities, and 150 hours are designated for Child Welfare and Attendance activities.

During the first year, candidates attend a weekly field seminar to reflect on their practice and further develop their skills. In the second year, the field seminar is every other week and focused on increasing self-awareness, advancing professionalism, and expanding skill development. This was confirmed during interviews with faculty and candidates.

All candidates complete their fieldwork under the supervision of field instructors with MSWs and at least two years of post-graduate work experience. During the second internship placement, all field instructors for PPSC CWA candidates must also have the PPSC credential. Candidates receive a credit/no credit grade from their seminar instructors (university faculty), at the end of each semester of both field experiences. Field instructors (district employed) assess the candidates half-way through the internship (Fall and Spring Interim Progress Report) and at the end of each semester. During the PPSC CWA field experience in the second year, field instructors also complete the Comprehensive Skills Evaluation Pupil Personnel Services Credential School Social Work and Child Welfare and Attendance Services form mid-year and at the end of the year. Candidates are also required to submit a journal entry every week if they are first year students and biweekly if they are second year students to their Field Seminar Instructor and attend one hour of weekly supervision with their PPSC credentialed Field Instructors. This was confirmed through the interview process with faculty, school district staff, alumni and candidates.

Assessment of Candidates

As previously mentioned, all PPSC candidates are assessed for credential-specific competencies using a mid-year and final Comprehensive Skills Evaluation Pupil Personnel Services Credential School Social Work and Child Welfare and Attendance. Field instructors use this instrument to evaluate interns on competencies related to the ten PPS CWA Performance Expectation areas and review them with the candidate. The ratings range from “1” Unacceptable” to 4 “Consistent Demonstration of High Skill.” If a candidate’s evaluation is a “2” in 25% or more of the categories or if he/she receives a “1” in any category or does not satisfactorily meet the field requirements as documented by the field instructor, he/she is ineligible for the credential.

The PPSC CWA coordinator, in collaboration with field instructors, is responsible for monitoring each candidates’ progress through the program and for reviewing all PPSC CWA-specific evaluations. Once the coordinator verifies all PPSC CWA program requirements have been met, she issues a formal letter recommending the candidate for the credential. The letter is sent to the campus credential center. This information was confirmed through the interview process with the program director, faculty, candidates and alumni.

As confirmed during the interview process with faculty and candidates, during the orientation and upon acceptance into the PPSC CWA program, candidates are interviewed as to future goals and hopes for outcomes from successful completion of the program. They are informed of the assessment process. They are advised on the timelines and assessment details. Each potential candidate has access to the general requirements informational materials and is provided the assessment tools before their internship commences. The most current data viewed on the Commission on Teacher Credentialing Accreditation Data Dashboard, California State University, Long Beach reported that of 72 program completion candidates eligible for a California credential, two did not apply for that credential.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and fieldwork supervisors, the team determined that all program standards are **met** for the Pupil Personnel Services: School Social Work and Child Welfare and Attendance programs.

Speech-Language Pathology

Program Design

The leadership within the Speech-Language Pathology Services Credential (SLPSC) program consists of a department chair, a graduate advisor, and a fieldwork coordinator. The primary responsibilities of the department chair are overseeing department operation, managing department budget and other financial resources, leading program accreditation processes, and mentoring part-time and full-time faculty. The primary responsibilities of the graduate advisor are coordinating graduate admissions processes, overseeing candidates' program completion, providing advice to candidates on the program and graduation requirements, and coordinating the culminating experience. The primary responsibilities of the fieldwork coordinator are coordinating school-based, off-campus clinical internship experiences, monitoring student interns' clinical performance and professional conduct, and facilitating the successful completion of school-based internships. Additionally, the department has a clinic director and an undergraduate mentor who directly assist the department chair. As confirmed in interviews with the chair and program faculty, the program faculty report shared governance within the program, where decisions are made by all. The program is housed in the College of Health and Human Services (CHHS).

The main pathway of communication within the SLPSC program and with the institution occurs during bi-annual department retreat meetings. At the retreat meetings, program courses and program learning goals are evaluated to be in line with university learning goals and accreditation standards. The chair and faculty confirmed in interviews that they feel supported by the institution in their responsibilities and finances. Both confirmed a college level mechanism to access additional funds if needed and shared how successful the program has been at gaining these funds. These additional funds have supported technology and remodeling improvements within the program.

Primary means for constituent input include: 1) Graduate Exit Survey, 2) Alumni Survey, and 3) Community Advisory Board. The results of surveys completed by program candidates and completers provide valuable input. As confirmed in interviews with faculty and the chair, information from each of these constituents is discussed during the annual retreat and changes are made at that time. Their collective opinions have resulted in curriculum changes, such as policy reviews and amendments, graduate coursework revision, and recommendations for future development. Candidates and completers confirm the program consistently asks for and is receptive to feedback. This feedback is collected anonymously through online surveys and candidates feel confident and comfortable providing information. As an example, faculty shared that a clinical methods course was added as a result of direct feedback from candidates.

Employers confirmed via interview that they are able to provide feedback to the program and feel that feedback is taken seriously. One employer gave an example of having shared that completers needed more training in Alternative and Augmentative Communication (AAC) and the program soon after implemented that additional training which was reflected in subsequent completers. District supervisors also confirmed via interview, the ability to provide feedback and that their “opinions are valued” by the program. One supervisor shared that she provided feedback regarding candidates not having enough assessment experience, which was quickly addressed by the program and was evident in subsequent candidates.

Additionally, the department faculty meets with the community advisory board at least annually. The community advisory board has been an invaluable resource for the department’s program effectiveness through their input in better preparing candidates for working in the public schools, hospitals, county agencies, nonprofits and private practices. Faculty members shared one example of an advisory board recommendation of additional functional, practical activities and assessment training needed. This recommendation has since been implemented. This was confirmed in interviews with the advisory board members, who shared this example also. The department faculty discusses the recommendations and implements enhancements and modifications as deemed important and/or necessary. Employers, faculty, supervisors, advisory board members, and the chair all report that the program is constantly working to improve itself and feedback from constituents is one of its avenues.

The structure of the SLPSC program includes a student cohort model with academic coursework in classroom teaching environments and clinical coursework in different clinical settings. The academic coursework is designed to represent multiple areas of specialty practice, such as Child and Adult Language Disorders, Speech Sound Disorders, Cognitive-Communication Disorders, Motor Speech Disorders, Voice Disorders, Fluency Disorders, Augmentative Alternative Communication, Swallowing Disorders, etc. The clinical courses offer candidates with wide-ranging, on-campus and off-campus clinical practicum experiences. Lastly, the options for the culminating experience include a master’s comprehensive exam or completion of a master’s thesis.

The biggest change made to the program in the last two years is the separating of a combined course. In response to candidate and advisory board feedback, the program has modified a

course that was being taught which covered multiple topics. Stand-alone courses for each of the topics were created and are now being implemented in the curriculum. Current 2nd-year candidates and recent completers confirm that this course was an issue and that they provided this feedback to the program. Current 1st-year candidates and faculty confirm the course change has now been implemented.

Course of Study (Curriculum and Field Experience)

The CSULB SLPSC program is a cohort-based, five-semester program. All candidates take the courses in the same sequence, and courses are offered once a year, in fall and spring semesters. The SLPSC program requirement includes a) academic coursework, b) on-campus clinical practicum courses, c) off-campus internship experience in Speech-Language Pathology (SLP), and d) culminating activity.

To complete the SLPSC program, candidates must meet all the coursework requirements for the SLP master's degree and complete two additional courses, including Introduction to Teaching the Exceptional Individual (or equivalent) and Educational Topics in Speech-Language Pathology. The total unit requirement for the SLP master's degree is 50 semester units, including 46 units of coursework and 4 units of culminating activity. The 46 units of coursework include nine academic seminars (27 semester units), a course in research methods (3 units), a course in clinical methods (2 units), two courses for on-campus clinical practicum (4 units), and two courses for off-campus internship experience (10 units). Each of the nine academic seminars addresses a specific disorder area (e.g., child language disorders, motor speech disorders, etc.). This course load was confirmed via document review. Candidates, completers, and district supervisors all confirm via interview that there is an emphasis on diversity, equity and inclusion (DEI) which is prevalent across the program. Candidates, faculty, and completers confirm it is embedded in every course.

In the SLPSC program, each candidate is required to complete two on-campus clinical practicum courses and two off-campus internship courses. The two on-campus clinical practicum courses are designed for candidates to bridge knowledge to practice and to develop essential clinical skills. For the two off-campus internship courses, candidates are required to complete a full-time clinical internship with a minimum of 125 hours of direct contact with students in public schools and a minimum of 150 hours of direct contact with clients/patients in hospitals or private practices. It was confirmed in interviews with program candidates that they are able to provide preferences regarding specific placements to fieldwork coordinators. Those preferences are reported to be considered when making the placement assignment. Candidates and faculty confirm that a course focused on public school issues is taken concurrently with the public school practicum. This course provides additional support for candidates, which they confirm is imperative to their success. Lastly, all candidates must either complete a thesis or complete an elective course (2 units) and the comprehensive examinations.

Supervisors, both on campus and off, confirmed that they are provided with a packet of information relating to supervision, grading and clinical expectations before the practicum begins. This was confirmed in interviews with candidates, faculty and fieldwork coordinators.

The clinic director and fieldwork coordinator confirm via interview that they provide supervisors, both on and off campus, with direct training on grading procedures so there is continuity throughout the candidate's program. Candidates, completers and district supervisors confirmed that they are in close contact with the program fieldwork coordinator throughout their internship. They feel comfortable sharing struggles and issues with the fieldwork coordinator and clinic director.

Assessment of Candidates

Candidates are evaluated at regular intervals by academic and clinical faculty members. The department makes every effort to provide SLPSC candidates with a clear understanding of the methods utilized to evaluate their individual program competencies. The methods of assessment are at multiple points of entry in the SLPSC program, including the graduate orientation, monthly graduate advising meetings, in each of the required courses, and during the internship experiences. It was confirmed via interviews with candidates and completers, that they know and understand the expectations for achieving competencies. Candidates are expected to demonstrate adequate knowledge of predetermined learning outcomes on coursework through the evaluation of both qualitative and quantitative measures (e.g., exams, written papers, oral presentations, projects). Candidates must earn a grade of "C" or higher in all required coursework and must also maintain a 3.0 GPA or higher in all graduate coursework. Candidates also are evaluated based on their performance during the culminating experience of the program, either a master's comprehensive examination or completion of a master's thesis. Candidates are required to receive a passing score on the comprehensive exam or are required to successfully defend their thesis to meet the culminating experience requirement. This was confirmed via an interview with the chair.

Candidates are encouraged to meet with the graduate advisor at least once a semester to review their program progress. The program utilizes an online platform called Clinical Assessment of Learning, Inventory of Performance and Streamlined Office-Operations (CALIPSO) to track candidates' progress in terms of knowledge acquisition, skill development, and clinical hour accumulations. Candidates play an active role in monitoring their own progress and keeping the following types of information updated in CALIPSO: the submission and accuracy of approved clock hours, the self-evaluations completed by the end of every semester, and the midterm and final faculty supervisor evaluations completed by the end of every semester. Candidates also confirmed being assessed in CALIPSO skills in every clinical experience at least twice.

The program also has a formal protocol for the identification and remediation of "at-risk students," the purpose of which is to prevent inadequately prepared candidates from matriculating through the program and into the field. The chair and faculty specifically discussed a flowchart developed by the program to address candidate difficulties. All reported that this has been effective at remediation of candidate difficulties. Supervisors, both on and off campus, report support from the clinic director and fieldwork coordinators are key to resolving candidate difficulties.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, supervising practitioners, and community partners, the team determined that all program standards are **met** for the Speech-Language Pathology program.

Teacher Librarian and Teacher Librarian Special Class Authorization

Program Design

The Teacher Librarian Services Credential (TLSC) with Special Class Authorization (SCA) for Information and Digital Literacy program resides within the Advanced Studies in Education and Counseling (ASEC) department. The program coordinator reports directly to the ASEC department chair and the College of Education Associate Dean who oversees credential programs. The program coordinator collaborates with the full time, tenured faculty of the Educational Technology and Media Leadership (ETEC) program. Program coordinator and ETEC full-time faculty serve on department, college, and university level committees. During program coordinator and full-time faculty interviews, confirmation of presenting and attending national and international conferences, faculty publication of research in their field of study, and information dissemination with colleagues was confirmed as a means for remaining current in their field of expertise. Program completers expressed concern regarding instructors remaining current in their field due to educational technology changing so quickly.

Interviews with multiple constituents, including program coordinator, full time faculty, adjunct faculty, university supervisors, employers/advisory committee, and the department chair, confirmed that bi-monthly, monthly, semester, and informal meetings occur to facilitate communication within and across the department. During meetings, constituents discuss course content, delivery methods, scheduling, candidates' progress, research and professional learning, course modifications, fieldwork concerns, assessment and support of candidates. New to the position during the 2022-23 school year, the ASEC department chair has met individually with program coordinators to gain a fuller perspective and insight in programs she oversees. The program coordinator meets at a minimum once per semester with the TLSC advisory board to discuss the program's course content, employer and district topics of interest, candidate recruitment, field experiences, and assessment. Employers, program completers, and candidates expressed appreciation for the bi-annual newsletter produced by the program coordinator highlighting recent graduate successes in the field, number of program completers, graduates presenting at California School Library Association's annual conference, information about the SCA course registration, and related topics of interest. Candidates and program completers both acknowledged the expediency with which the program coordinator and instructors responded to candidates' needs via email, early arrival to online class, virtual office hours, and by appointment. It was noted repeatedly across all constituencies that the program coordinator was responsive and accessible via phone, in-person, email, and videoconference to address all program constituents' questions and concerns.

The TLSC program develops candidates' skills in understanding, researching, articulating, and modeling the role of teacher librarians in diverse learning communities. Course syllabi indicated

a program designed for candidate competency of program standards: Teaching for Learning, Multiple Literacies, Information and Knowledge, Leadership and Advocacy, Program Administration, and equity, diversity and inclusion (EDI). As noted by program completers, fieldwork mentors, and university supervisors, each candidate creates a plan of action for the field experience. The fieldwork mentor acts as site supervisor providing candidates opportunities to fulfill the plan of action. Candidate competencies are put into action during the 90 hour fieldwork experience. The Special Class Authorization (SCA) course addresses Information and Digital Literacy and Pedagogy of Information and Digital Literacy in Multiple Learning Environments.

Prior to March 2020, the TLSC program was offered in a hybrid format which consisted of online asynchronous and synchronous delivery. When the university pivoted to online learning in March 2020, after several semesters of successful course completions, and candidate requests, the program leadership team requested approval for a modality change for coursework. By spring 2023, the TLSC program and the ETEC MS program transitioned to 100% coursework delivered online. Faculty, program completers, and current candidates spoke positively of the change. Modifications were also made based on the university's focus on EDI. Faculty reviewed all courses and revised assignments to reflect an EDI lens. Employer and fieldwork supervisors have noticed a broader awareness by candidates in the area of EDI, indicating courses are successfully addressing the university's EDI focus. Candidate field experience has been improved through additional clarifying documentation, a new public library analysis assignment, and a fieldwork video to orient candidates and other constituents to expectations and best practice. Employers, supervisors, candidates, adjunct faculty, and mentors all confirmed this as a positive change. To support candidates with an understanding of the ethnographic study (action research) required during the fieldwork, the program coordinator invited candidates with exemplary ethnographic projects to share their work via a webinar for candidates entering fieldwork. It was expressed that information learned in the webinar helped alleviate concerns and worries by candidates regarding how to complete the ethnographic study.

The ETEC faculty provide input at meetings and via email. The Teacher Librarian advisory board (CSULB employers, district representatives, and the university education librarian) provide input and recommendations for the program at bi-yearly meetings. Advisory board feedback is shared with ETEC faculty. The program coordinator, faculty, and adjunct instructors discuss all course changes. The department chair and associate dean provide input as issues arise, as does the graduate studies office. Fieldwork master teacher librarians provide input to program coordinator and field experience supervisors. Candidates have the opportunity to provide feedback for the program through multiple avenues: mid-year course surveys, end of course instructor evaluation questionnaires, end of semester focus group meetings, informal conversations, surveys offered from faculty with anonymity, and feedback regarding field experiences. The assessment office conducts three surveys that generate candidate feedback: a program exit survey, student success surveys conducted every two years, and alumni three-year post-graduation surveys. Data gathered is used to inform faculty and the program coordinator on areas for program improvement.

Course of Study (Curriculum and Field Experience)

Course syllabi indicated and faculty, program completers, university supervisors, and credential candidates all spoke to the course of study for the program in interviews. Nine courses (27 units) are required for the TLSC: six technology and media courses, two specialized librarianship courses, and library fieldwork experience. Candidates complete six core courses (18 units): Foundations of Educational Technology and Media, Information and Digital Literacies, Digital Culture and Society, Leadership in Technology and Media, Education and the Internet, E-Learning Design and Development. TLSC candidates complete the following three required courses: Organization of Resources, Reading for Leisure and Learning, Field Experience in Educational Technology. The Special Class Authorization (SCA) course is offered during the summer to interested candidates. The Field Experience course is the program's culminating course; successful completion of all other courses is a prerequisite.

The culminating field experience is taken at the end of the program. Fieldwork draws upon program coursework enabling candidates to synthesize and apply learning at PK-12 placement sites. Candidates are required to complete 90 hours and must have a 3.0 GPA to be eligible for the field experience course. Interviews with program completers, fieldwork mentors and university supervisors confirmed that candidates engage in site-based activities in core courses, TLSC required courses, and standards-based activities. During fieldwork, candidates complete an action plan that covers the following learning outcomes: Collaboration/Teaching and Learning, Technology-Enhanced Learning Environment, Program Administration and Leadership. Candidates must also conduct an ethnographic study (action research project). Program completers confirmed the fieldwork experience activities, and indicated the value it provided in their professional growth. As noted during interviews, fieldwork mentors and university supervisors are heavily invested in the success of TLSC candidates. Both indicated an open line of communication with the program coordinator should concerns arise.

Faculty, adjunct faculty, candidates, and course syllabi demonstrate that EDI topics have been embedded in coursework through readings and assignments. Changes were made to the Reading for Leisure and Learning course to cover multiple facets of EDI. Candidates complete a collection development assignment that addresses the needs of foster youth, gender, diverse student groups, and students with learning needs. The Digital Culture and Society course has multiple assignments where candidates consider student needs through multiple lenses. Fieldwork mentors noted an increased awareness by candidates regarding competencies in working with diverse student groups. Interviews with fieldwork mentors confirmed candidates work directly with diverse student populations including English learners, special needs students, socio-economically disadvantaged, socio-cultural and linguistically diverse students during the 90 hours of fieldwork.

For the 2022-23 school year, 29 candidates were enrolled in the TLSC program and indicated a desire to work toward the Special Class Authorization (SCA). As noted by fieldwork mentors, university supervisors, and program completers fieldwork placements occur in PK-12, public and private, school library settings with qualified mentors. Candidates have the additional opportunity to observe public library work. The program coordinator seeks, and acts upon,

candidate feedback on site placements to ensure fieldwork placements are providing an exemplary school library experience. Many of the fieldwork mentors have been working with the university for many years and offered complimentary feedback on the program coordinators commitment to ensuring candidates receive quality site experiences.

Candidates complete eight core courses prior to completing the Field Experience in Educational Technology course. As confirmed in interviews with program completers, university supervisors, and fieldwork mentors, the culminating clinical practice experience is an opportunity for candidates to put into practice knowledge gained through program coursework. Site requirements include collaboratively planned lesson plan and delivery, technology-enhanced activity, school library focused administrative activity, ethnographic study (action research), public library visit, completion of a reflective log, and program ePortfolio. Fieldwork mentors expressed the many ways candidates work with diverse student populations and academic needs including neurodivergent students and students with disabilities.

Field experience consists of 90 site contact hours: 45 hours at two school library sites of differing grade levels, with a focus on sites serving diverse populations. The site teacher/supervisor must hold a TLSC or master's degree in library and information science; the site librarian is selected by the program coordinator with input from candidates and district personnel (LAUSD and LBUSD). Forty-five hours of the site placement may be waived if the candidate successfully serves as a site TL for at least one semester. Candidates must submit a waiver request through the credential office. Requests need to include a diary of 45 hours of program-related work activities that address the expectations for field experience, a signed acknowledgement by the site administrator that the candidate is serving in a TL position, and a current teacher evaluation. University supervisors work closely with candidates to ensure fieldwork placement is a good fit, and act as information provider on fieldwork expectations and demands. Supervisors maintain close contact with candidates throughout the field experience to provide any necessary support or advice to ensure candidates successfully complete the fieldwork. The program coordinator created a fieldwork video outlining requirements and expectations for candidates entering their fieldwork experience. Even with awareness of the fieldwork experience, it was noted by a university supervisor that some candidates are still surprised by the number of hours they need to be away from their worksite in order to complete fieldwork. Fieldwork mentors expressed an open means of communication with the program coordinator and university supervisors regarding candidate placement and progression throughout the fieldwork experience. During the engaging and robust interview with fieldwork mentors, they realized it would be nice to have an opportunity throughout the school year to meet virtually as a cohort.

Assessment of Candidates

As confirmed in interviews with the program coordinator, current candidates, and faculty, candidates are assessed throughout the program through coursework, signature assignments, individual and group projects. Each candidate completes an ePortfolio of exemplary work demonstrating student learning outcomes. Students struggling with course assignments are encouraged to visit the writer's resource center, attend writing and methodology workshops,

and for technology issues contact the Academic Technology Services department. Candidates nearing completion of the program receive a pre-credential evaluation from a credential analyst, indicating current program status and any outstanding requirements. A credential analyst ensures only qualified candidates are recommended for the TLSC or SCA in Information and Digital Literacy.

As confirmed in course syllabi, and interviews with program coordinator, current candidates, program completers, faculty, adjunct faculty, candidates are assessed through course assignments and group projects, student learning outcomes. Candidates complete an ePortfolio that is structured around program competences. Types of assessments include class discussions, interviews, essays, critiques, literature reviews, action research, quizzes and exams, and project-based products (e.g., lessons, plans, promotional activities, cataloging and classification, podcasts, videos). Candidates are also evaluated by the fieldwork mentor and university supervisor. Fieldwork candidates are assessed on their reflective logs, lessons, technology-enhanced activity that support information knowledge and EDI, administrative leadership, ethnographic and public library analyses, and their ePortfolio of evidence demonstrating they have met all student learning outcomes; candidates must earn an A or B in their fieldwork course to be recommended for the TLSC.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Teacher Librarian and Teacher Librarian Special Class Authorization programs.

Bilingual Authorization

Program Design

As confirmed by faculty, current candidates and program completers, the Bilingual Authorization Program (BILA) is offered in four languages: Spanish, Vietnamese, Korean, and Mandarin. The program is divided into two groups: Asian languages and Spanish with two separate program coordinators. The BILA program is housed in the Teacher Education Program in the College of Education.

Program leadership is provided by highly qualified faculty with prior experience in bilingual classroom settings in California and/or possession of a Bilingual Authorization, or an advanced degree in bilingual/multicultural education or related field.

Documents reviewed and interviews confirmed that the coordinators of the BILA programs report directly to the chair of the Teacher Education Program in the College of Education and they regularly attend the Teacher Education Program meetings.

The courses in the BILA program can be taken either during the traditional preliminary credential program or as an added authorization after completing either the preliminary credential or the clear credential.

A review of syllabi and interviews with program coordinators and candidates confirmed that the BILA program consists of two courses and student teaching. A culture course and a language method course in the target languages are taken before student teaching. The candidates can also test out with the corresponding CSET. Candidates who are on the traditional teacher education track must pass the language CSET before student teaching. Candidates who are taking coursework post credential must pass the corresponding language CSET before taking the language methods course. In the Asian language program, candidates can take the required course or substitute the course with the corresponding CSET depending on the offerings at CSULB.

During the pandemic height of the pandemic in 2020 and 2021, all BILA courses were synchronous online. The BILA Spanish courses have now returned to in-person. The BILA Asian courses are synchronous online due to low enrollment numbers. Some courses are taken at other CSUs, which are coordinated through the College of Professional and Continuing Education.

Interviews with program coordinators of the BILA program and principals of the receiving schools confirmed that the BILA program coordinators do regular outreach with the districts via principals where their candidates are placed for fieldwork and student teaching. Principals expressed that they feel comfortable calling or emailing the coordinator(s) with any comments or concerns. There is no formal advisory board that meets regularly at this time.

Course of Study (Curriculum and Field Experience)

Spanish BILA candidates take two course requirements prior to student teaching. Courses include the Methodology of Bilingual Education (or passage of the CSET Spanish Subtest IV), and Latinos in Education (or passage of the CSET Spanish Subtest V). Asian BILA candidates also take two corresponding courses prior to student teaching, with one of the courses being available through a partnership with CSU Fullerton. All candidates also complete the Student Teaching in Bilingual Classrooms course during student teaching.

Candidates who have already completed their preliminary credential must pass the CSET III prior to finishing the languages methods course. The BILA Spanish program is offered to candidates pursuing a multiple subject, single subject and/or Ed Specialist credential(s). The BILA Asian program is only offered to candidates pursuing a multiple subject credential.

BILA coordinators and program documents including syllabi confirmed that candidates are placed in a school setting where they can practice the skills and practices learned in coursework. Placements are in a bilingual (preferably a dual immersion) classroom in districts where CSULB has MOUs.

Fieldwork supervisors have access to the student teaching syllabus to facilitate understanding of the requirements in order to communicate the requirements to the candidates and site supervisor.

At the end of the term, surveys including information from candidates, university supervisors and site supervisors are housed in the Assessment and Accreditation Office. Faculty in the BILA program use the data from the surveys to inform course changes and improvements. In addition, BILA coordinators have close ties with site administrators who also provide feedback on program improvement.

Candidates pursuing the BILA must complete 8 out of the 16 student teaching units in a bilingual setting. The program makes every attempt to place the candidates in appropriate bilingual settings with strong master teachers. Candidates pursuing the BILA post credential have already completed student teaching. 20 fieldwork hours are embedded in one of the required courses of the BILA program.

While completing coursework prior to student teaching, candidates spend time in bilingual classrooms observing strategies, lessons and the types of groupings that they are studying in their coursework.

Review of syllabi, program documents including responses to new BILA standards confirm that fieldwork is embedded in coursework. Through assignments, candidates observe specific strategies and practices in the classroom of their fieldwork.

Through interviews with BILA program coordinators, current candidates, and program completers, it was confirmed that upon admission to the program, candidates are made aware of program requirements, including student teaching and the passage of CSET III for the language requirement. Fieldwork hours that are not supervised by university supervisors occur during the two courses prior to student teaching. These class observations are tied to course content (e.g., translanguaging, Spanish literacy development, ELD, culturally sustaining pedagogy).

Although the office of clinical practice is responsible for the coordination, supervision and training of university supervisors, the coordinators of the BILA program have initial and ongoing contact with the BILA university supervisors.

As confirmed in interviews with BILA program chairs and district-employed supervisors, the coordinators of both the Spanish and the Asian languages BILA have close ties with the schools through the site principals. Because of the need for the candidates to be placed in a dual immersion setting, chairs reach out individually to principals and teachers for fieldwork placements.

Assessment of Candidates

Through examination of documents, interviews with program coordinators and current candidates, it was confirmed that there is ongoing informal and formal assessment of

candidates during the program. Candidates are assessed in both content and language during the coursework and student teaching.

Candidates following the traditional preliminary credential route must pass CSET III prior to student teaching. Candidates complete the TPAs during student teaching. Post credential candidates must pass CSET III prior to taking the methodology course. The results of the signature assignments and TPAs are housed in the Assessment Office.

Interviews with candidates and department coordinators confirmed that at the time of entering the program, candidates meet with their program coordinator and are told how they will be assessed during the program. They are also advised that they are required to pass CSET III in order to register for student teaching.

When the candidate has completed the required courses, the credential analyst assists them with applying to the Commission for the Bilingual Authorization. Candidates receive advice, training and assistance on the TPA from the office of clinical practice.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, supervising practitioners, and community partners, the team determined that all program standards are **met** for the Bilingual Authorization program.

Reading and Literacy Added Authorization

Program Design

Through document examination and interview with the program coordinator, it was confirmed that the Reading and Literacy Added Authorization (RLAA) program consists of five courses over a 14-month period. All courses are asynchronous. Candidates are admitted in May and begin the courses in summer. Two courses are taken in the summer, one in the winter and the final two courses in the following summer.

The RLAA is led by a coordinator, with additional adjunct instructors teaching some of the courses. As the program is small, the courses are not offered every term. Through interviews with the coordinator of the RLAA program and the chair of the Teacher Education Program, it was confirmed that the RLAA program coordinator communicates with both the Dean of the College of Professional and Continuing Education (CPACE) and the Chair of the Teacher Education Program. The administration of the program occurs within the CPACE, and the academic decisions are made at the Teacher Education Program. The RLAA coordinator attends Teacher Education Program meetings on a regular basis.

According to the coordinator of the RLAA program, regular updating of the syllabi has occurred over the past five years. These changes have occurred based on informal input from school administrators and adjunct faculty. These changes are based on the changing needs of candidates and the emerging research and pedagogies.

The coordinator of the RLAA program and principals of the employed candidates confirmed that there is an informal system of constituent input. The coordinator of the RLAA has contact via phone conversations with the principal where the candidates are working and completing assignments. There is no formal system of gathering constituent input in place at this time.

Course of Study (Curriculum and Field Experience)

Program documents and interviews with the coordinator and instructors confirmed that the RLAA program, a 15-unit program, utilizes a cohort model. Each cohort starts in the summer and completes the program in the following summer. The course sequence reflects a spiral structure, and the courses offered in the winter and the second summer are built on the courses offered in the first summer.

There is fieldwork in four out of the five courses, although there is no university supervision during those fieldwork hours. The fieldwork is closely tied to the course content and assignments. Candidates in the program complete their fieldwork assignments in their own classroom or school.

All courses cover critical areas, especially in the final course which covers extensive fieldwork, EL, struggling readers, decoding skills, and the integration of current technology.

Through examination of the syllabi in the RLAA program, it was concluded that there are numerous and varied types of fieldwork throughout the program. Experiences include watching and assessing instruction in curated videos to actual classroom evaluation and instruction.

Fieldwork is closely connected to the readings, assignments and presentations in the coursework. Fieldwork occurs in four out of the five courses, with a large majority of the fieldwork taking place in the Practicum in Teaching Reading and Language Arts course.

Assessment of Candidates

Through examination of documents including course syllabi, interviews with the program coordinator and adjunct faculty, it was confirmed that candidates are assessed through online modules, course assignments, and signature assignment and candidate self-reflection.

Throughout the program, candidates are assessed through coursework and fieldwork. The courses address all of the following Program Learning Outcomes. If a candidate is struggling, the coordinator are alerted by the instructor and a meeting occurs. There is no formal system of intervention in place at this time.

It was confirmed through interviews with current candidates and program completers that upon acceptance into the program, candidates are advised on the schedule of courses. Courses are opened online before the term begins. Candidates are informed in the beginning of each course about the course expectations and receive specific instruction for activities in modules and guidelines for each course assignment and signature assignment, including evaluation rubrics. Candidates know required texts, assignments and reading ahead of time. Assignments, readings and assessments are listed on the syllabus.

Each course posts a discussion board so that candidates can post questions for the instructor. Questions are answered within 24 hours. Instructors and coordinator reach out to struggling candidates. The data for each signature assignment are housed in the assessment office of the College of Education. Course instructors provide feedback to candidates about their performance in modules, course assignments, and signature assignments.

If a candidate performs below a grade of B for a signature assignment, the program coordinator communicates with the candidate, and the candidate carries out a plan of action. At the completion of the program, candidates participate in the College of Education exit survey.

When the candidate has completed the required courses, the credential analyst assists them with filing to the Commission for the Reading and Literacy Added Authorization.

Findings on Standards

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

Adapted Physical Education Added Authorization

Program Design

California State University, Long Beach (CSULB) offers candidates a cohesive, sequenced, and comprehensive program of study toward completion of the Adapted Physical Education Added Authorization (APEAA). Candidates can complete the CSULB APEAA program as an undergraduate credential, postbaccalaureate credential, or through the master's graduate program. The program includes academic sequenced coursework and a variety of supervised fieldwork experiences (i.e., on-campus, agencies, and various public-school sites). The program is strongly committed to the development of APE teachers to teach the diverse student populations and disabilities attending California public schools, especially students who are precluded from participating in a general education physical education program.

The APEAA program is coordinated by two tenure-track faculty. One faculty is a split position between Physical Education, Teacher Education and Adapted Physical Education. Shared program responsibilities in addition to teaching coursework include: a) monitoring fieldwork processes, b) collecting and analyzing data for program improvement, c) providing input on staffing for courses, d) advising, e) assisting with accreditation tasks, and f) directing the program's service-learning programs (Camp Nugget, ASAP and Transition Practicum). Leadership implements evidence-based practices within the service programs, classroom instruction, and other settings, and models professional standards in all aspects of the program. This was confirmed through interviews with program coordinators, program completers, current candidates, employers, university supervisors, the department chair and fieldwork supervisors.

CSU Long Beach is a comprehensive public university that supports a broad array of educator preparation programs that prepare candidates to work in diverse urban settings. The Adapted Physical Education Added Authorization is housed in the College of Health and Human Services, Department of Kinesiology and mirrors the university requirements for undergraduate and postgraduate candidates. The Added Authorization coursework is completed in association with the College of Education. The APE program coordinator communicates regularly with the College of Education services to complete a variety of tasks. These tasks include admission decisions, advising, program plans, recommendations for completion and troubleshooting any issues related to the program. Leadership in the program feels supported and included by the Kinesiology Department as well as within the Health and Human Services. There are concerns shared that with the physical education teacher education (PETE) faculty (n=3) retiring within the next year, that there needs to be more hires to support the programs as the APEAA is tied closely to the PETE program.

Candidates completing the APEAA program (1) hold a valid teaching credential authorizing the teaching of physical education in any grade K-12; or (2) credential authorizing instruction or services in special education with passing score on the CSET or 12 semester units of physical education coursework in both kinesiology and motor development; or (3) successful completion of the general education requirements and the lower division core courses for a Bachelor of Science in Kinesiology: Adapted Physical Education Concentration.

The nine courses (27 units), which make up the design of this program, have interrelated activities, assessments, and overlapping areas of study in physical education and special education. APEAA candidates have a minimum of 120 hours of fieldwork integrated throughout the program opportunities in the three service-learning programs that provide on campus practicum experience delivering games, sports, rhythmic movements, aquatics, fitness, and fundamental skills to the younger individuals with disabilities and then transitional planning when working with clients involved in community activities. Graduates of the program feel very prepared by their experiences in these programs, and employers are happy with the graduates they are hiring. There is a desire for candidates to have more experiences with students who have complex needs or who are in mod/severe classroom placements, but all constituents acknowledge that having these community families come to the practicums can be challenging.

The culminating fieldwork experience opportunities are delivering services to a variety of disabilities supervised by certified adapted physical educators at public school sites and participating and promoting transitional sites for lifelong physical activity in the community. The candidate's final coursework includes activities to prepare their portfolio and present it as evidence in their exit Interview. This was confirmed through interviews with program coordinators, program completers, current candidates, employers, university supervisors, the department chair and fieldwork supervisors.

The APEAA program has seen an increase in candidates pursuing their added authorization through the graduate program, specifically those who already have a teaching credential. Additionally, the program has received an office of Special Education Personnel Preparation

grant that provided funding to APEAA candidates. The APEAA Advisor Board was recently reinvigorated as part of a federal grant from the Office of Special Education Programs (OSEP), and is meeting annually. This was confirmed through interviews with program coordinators, program completers, current candidates, employers, university supervisors, the department chair and fieldwork supervisors.

There are many structured opportunities designed for candidates to provide input both formally and informally. Each semester candidates are asked to reflect on program activities, rigor of the materials and advising. Current candidate interviews confirmed that candidates feel heard and supported throughout their program and that the faculty are available for concerns and support. Graduates of the program confirmed that they feel engaged with the program, and faculty provide support and ask graduates for feedback. Interviews with employers confirmed that their feedback on recent graduates is encouraged and that there are good communication channels between employers and the university. Fieldwork supervisors, family and parent constituents also confirmed that they feel there are procedures in place to voice concerns and provide feedback and they feel heard and supported. For example, one parent who was interviewed shared that they had been placed with a candidate who was not the best fit for their child and the coordinator worked with both the family and the candidate to arrange a better placement without making either the candidate or the family feel that there was a problem. Similar stories were shared by current and former candidates who have participated in these programs.

Course of Study (Curriculum and Field Experience)

The program is strongly committed to the development of APE teachers to effectively instruct the diverse student populations and disabilities attending the California public schools. The courses for the APEAA are sequential and intentionally begin with foundational knowledge and “shadowing” field experiences before integrating sound evidence-based practices with supervised on and off campus practicum experiences. This sequence of coursework ensures candidates have relevant experiences in regard to the school environment for teaching and learning as well as continual demographic change. This was evident in the program matrix, description of classes and focused assignments and experiences provided throughout the program.

Field experiences are an integral part of the program and essential for linking course work to practice. All candidates receive properly supervised comprehensive field experiences designed to allow them to observe, apply, and demonstrate theoretical pedagogical content knowledge learned in coursework. Properly supervised field and teaching experiences afford candidates the opportunity to provide instruction to individuals with diverse needs and various disabilities in both on-campus and public school sites that include a broad range of settings, delivery service models, and various disabilities across the lifespan.

Fieldwork placements begin immediately in the program for candidates in the introductory course with a minimum of 20 hours engagement with children with disabilities. The candidate will complete each three units per semester at two different fieldwork sites one will be the

CSULB AfterSchool Adapted Physical-activity Program (ASAPP) and one in the public schools with a certified APEAA teacher. This way, the candidates receive exposure to a variety of facilities, equipment, disabilities, ages, and teaching styles. Placement at a particular site is determined by the candidate's career objectives and their previous experiences in adapted physical education. Candidates are required to participate in 120 hours of fieldwork experiences over the course of their study. This was confirmed through interviews with all constituents.

Though candidates return to ASAPP more than once (course is taken twice), the program coordinator works with each candidate to make sure that there is a breadth and depth of experience provided to candidates where they experience various types and ages of disabilities in both group and individual instruction. Candidates also complete a minimum of 60 hours in the school district working with an adapted physical educator performing a variety of roles and responsibilities (e.g., assessments, IFSP/IEP/ITP meetings, delivery of instruction, etc.). This was confirmed by former graduates, cooperating teachers and current candidates. Graduates and current candidates share that they felt able to provide high level instruction to a wide variety of individuals with disabilities across the lifespan. Cooperating teachers share that they feel candidates are well prepared to work with students with disabilities with a wide range of needs and cultural backgrounds.

These comprehensive field experiences in the APEAA program follow a planned sequence from the beginning to end of their coursework and include experiences in a broad range of service delivery options, with students of varying ages and disabilities. Each semester candidates are participating in at least one field experience making it very easy to integrate practicum experiences with coursework knowledge on a regular basis. In both the clinic and school sites, candidates are required to develop lesson plans for students with varying disabilities, at the elementary, middle, and high school level to ensure that candidates have in-depth field experiences with diverse students and settings. Additionally, candidates present parents with progress and updates on their children's progress at the end of the ASAP program in a mock Individualized Education Plan (IEP) meeting. The ASAPP, Transition, and Camp Nugget programs are tied closely to course work and experiences within that program are brought into the classroom frequently for embedded teaching experiences. Additionally, the program brings in professional panel and guest speakers who provide research to practice connections that tie directly to the experiences that candidates have in field placements. These connections were celebrated in all interviews with constituent groups.

Meaningful and appropriate verbal and written feedback by qualified personnel is provided during all field experiences. The APE Coordinator and the Physical Education Single Subject Coordinator collaborate with local school district personnel regarding the criteria for selection of school sites, and site-based supervising personnel. Cooperating teachers felt that their feedback was valued and heard, and all constituents reported that feedback was frequently given in a variety of modalities and everyone felt that this process led to meaningful feedback to students at many points in their curriculum.

The candidate benefits from ongoing evaluation in their fieldwork placements. Quantitative feedback from rubrics and qualitative comments are used to critique application activities and delivery of instruction and services of the candidate. Summative evaluations are completed in candidates' portfolios as part of their experiences. Candidates also complete a similar Likert-scale checklist and are asked to write a narrative reflection after each field experience. Each semester data is collected, aggregated, analyzed, and used for program improvements, documentations, and reporting to the advisory board.

Assessment of Candidates

APEAA candidates are required to maintain a 3.0 or better grade point average on all coursework to remain in good standing in the university, and to be recommended for the APEAA to the School of Education. Multiple measures of candidates are conducted on an ongoing systematic basis from admission, advancement, and exit. The APE program coordinator, with faculty input, is responsible for coordinating the evaluation of all candidates during APEAA coursework, field experiences and the final summative portfolio and exit interview. This assures continuity and consistency for each candidate's evaluation. All candidates are advised how they will be assessed in the program and informed of the results of those assessments. Proper candidate assessment includes documentation and written verification of all assignments conducted by various faculty and supervisors that includes student learning outcomes or key APE assignments and application activities during identified coursework, fieldwork and student teaching experiences and summative candidate portfolio evaluation. Candidates are assessed on student learning outcomes that reflect the conceptual framework for the APEAA program that include educational theories and models regarding diversity, growth and learning, collaboration, and social responsibility. This was confirmed in interviews with past candidates and document reviews.

All candidates complete a portfolio and exit interview with the APE coordinator to evaluate candidate's competence that adheres to the Commission APEAA program standards and NCATE professional standards. If there is a dispute between the candidate and the APE coordinator, then an additional instructor can be brought in for evaluation. This is the culminating experience for each candidate. During this exit interview, the candidate presents their APE teaching portfolio. The candidate's portfolio evaluation is based on the following criteria: (a) meeting both knowledge and application based on the 13 APEAA standards through coursework completed and (b) providing quality samples of their work. The faculty works with the students to ensure any weaknesses are identified and addressed in their final course. This was confirmed in interviews with past candidates and document reviews.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, supervising practitioners, and community partners, the team determined that all program standards are **met** for the Adapted Physical Education Added Authorization program.

INSTITUTION SUMMARY

The 15 educator preparation programs at California State University, Long Beach, are offered in the College of Education (CED), the College of Health and Human Services (CHHS), and the College of Professional and Continuing Education (CPaCE). The unit is led by the College of Education (CED) Interim Dean, so while the Preliminary SLP, PPS School Social Work, and APEAA programs are administered in (CHHS) and the RLAA program is administered in (CPaCE), document review and interviews with administration confirmed unit responsibility to the Commission resides with the CED interim dean. The search for a permanent dean of CED is currently underway with an expected start date in the summer of 2023.

Educator preparation programs are grounded by a vision and mission dedicated to equity and excellence which are well aligned with California’s adopted standards and curricular frameworks and are closely aligned to CSULB’s “Beach 2030” strategic goals. The mission is infused throughout the preparation programs. Administration, faculty, and staff are well qualified and are committed to following articulated processes to ensure that candidate outcomes are achieved and evaluated appropriately. The relationships that each individual program has with its candidates, completers, and community is impressive. There is an opportunity with new dean leadership to improve the unit-wide relationships between programs to ensure consistency in the collection of, and use of, data for continuous improvement and resource allocation as well as to ensure that each program has a voice in the unit operations to ensure consistency and quality of programs. In addition, there is an opportunity for the new unit head to formalize community relationships and activities unit-wide ensuring that they are regular and systematic for unit and program improvement as well. All credentials are processed through highly trained and skilled analysts in the credentials center which is a best practice of the unit.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, supervision and clinical experiences.	Inconsistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Inconsistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The credential programs at CSULB are grounded by a mission and vision which are well aligned with California’s adopted standards and curricular frameworks. The vision articulates a commitment to equity and excellence in education and is aligned with the university’s vision and strategic plan “Beach 2030.” The mission is to be a learning and teaching community that prepares educators and practitioners who promote equity and excellence in diverse education settings through effective pedagogy; evidence-based practices; collaboration; leadership; innovation; scholarship; and advocacy. Both the vision and mission are infused throughout the preparation programs. Constituents who were interviewed (employers, administration, faculty, candidates, and completers) were able to articulate the importance of the unit’s vision and mission in guiding their work and personalized their commitment in many ways.

Document review and interviews with the administration, employers, and faculty confirmed the unit involves faculty and relevant constituents in coordination and the decision-making for all educator preparation programs; however, the involvement is not currently regular or systematic and is often informal. Due to leadership changes and COVID during the past few years, advisory boards have met less regularly (in some cases no boards have met, e.g., BILA) and with varying degrees of documented feedback and program/unit changes because of that feedback. However, evidence provided in document review, interviews with employers, and program administration confirmed frequent informal communication in each program along with subsequent recommendations for program improvement.

The unit is led by the College of Education (CED) Dean; however, the Preliminary SLP, PPS School Social Work, and APEAA programs are administered in the College of Health & Human Services (CHHS) and the RLAA program is administered in the College of Professional and Continuing Education (CPaCE). It was confirmed in interviews with administration, faculty, and staff, that while close collaboration, trust, and respect for each other have ensured successful collaboration in this organizational structure, there is limited systematic communication in place to ensure all credential program needs are systematically met. Document review and interviews with the university and college administration, department chairs, faculty, and staff confirmed there are sufficient resources to administer the programs in the unit; however, they mentioned that the resources are stretched thin in some areas since they are distributed not as a unit, but by each college dean's priorities. Administration, faculty, and staff in both the CED and CHHS indicated there is a need for additional funding to support growing programs and to keep up with staffing needs.

The recruitment and faculty development support for diverse faculty are best practices at CSULB. Document review and vice provost, interim dean, and associate dean interviews confirmed a true commitment to diversity and professional development support and an evaluation system that ensures only qualified personnel are retained.

Document review and interviews with administration and staff confirmed the credential analysts are the authorized representatives to recommend candidates by following a clear and detailed process (admission through recommendation) to ensure candidates have met all the requirements for the credential, which is tracked in a relational database in conjunction with other data management systems. It was noted in interviews that having one system to house all student data and documents would improve staff efficiency as well as for candidates to be able to access all information in one place instead of several databases. Interviews with administration, candidates, and completers confirmed the high level of service received from the credential center staff due to their office staff longevity in their roles, their expertise, their student-centered approach along with their detailed and effective licensing processes to serve candidates and the programs.

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

After conducting a thorough document review and interviews with administrators, support staff, faculty, and constituents, it is evident CSULB College of Education (CED) has maintained an infrastructure that provides clear admissions criteria for all potential credential candidates. The unit is strongly committed to recruiting, admitting, and supporting candidates to diversify the PK-12 educator pool in California which is reflected in their strategic plan for recruitment. The recruitment materials reviewed are aligned with the strategic plan’s mission and with other information disseminated by the university. The unit’s college outreach and recruitment office maintain strong relationships with local school districts and works with all credential programs to recruit and guide potential applications through the enrollment process. MyCED is a new, customized database system being developed by the college of education and its partners. It will eventually include program applications and support all the unit’s credential candidates throughout their coursework, program milestones, and fieldwork/clinical practice. The unit is piloting MyCED’s initial features with the PPS program’s candidates and faculty during the 2022-23 academic year and will be expanding systematically to all credential and degree programs.

Through the Hispanic Serving Teacher Preparation grant, Project Caminos, the unit recruits undergraduate students across all majors to inform them about careers in education. Interviews with outreach and recruitment personnel confirm their efforts from document review. The department also targets recruitment at local community colleges and prospects

from surrounding communities in greater Los Angeles County. Employment demographic data indicate the CED continues to make positive strides in contributing to the diversity of the pool of educators in surrounding areas. The outreach and recruitment conducted through the Teachers for Urban School initiative with Long Beach Unified School District, have significantly contributed to this effort. In interviews with employers and through document review, it was clear that the unit provides a rich and diverse candidate pool.

Throughout their candidate admission process, it is clear the admission team maintains contact with applicants to their programs via a combination of electronic and in-person information sessions and phone call contacts to provide support and guidance. For admitted candidates, a program orientation is hosted. Once enrolled in the program, the unit employs/assigns a combination of professional advisors and faculty advisors, and program coordinators to develop program plans, roadmaps, field placements, and provide ongoing advisement and guidance. Candidates mentioned in interviews that the admission process went smoothly and that they were notified of upcoming events such as career fairs and paperwork deadlines.

Credential candidates receive academic support from their course instructors, advisers, and program coordinators, related to the foundations of teaching, teaching methodology and preparing for fieldwork assignments. The unit provides candidates with support to ensure success in fulfilling state-required assessment requirements. Through document review, interviews with administrators, faculty, candidates, and analysis of the CSULB’s Commission data dashboard, the teacher credential programs, and the Preliminary Administrative Services credential program have implemented both recent and on-going strategies to provide candidate advisement, support, and remediation for the CSET, RICA, CalTPA and CalAPA assessments as required by the California Commission on Teacher Credentialing (Commission).

The unit’s teacher preparation advising center (TPAC) provides initial teacher candidates with advising and specialized program support information. TPAC advisors assume responsibility of monitoring candidate progress and essential support from candidate application to induction. Advanced credential candidates receive specialized advising and support through the graduate studies office (GSO). Candidates are further supported by faculty program coordinators in the candidate’s credential emphasis of study. After reviewing student program handbooks, candidates who experience academic, dispositional, or personal challenges while enrolled in credential programs are provided with support from advisors, faculty, and program coordinators.

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

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

A thorough review of documents and interviews was conducted with all credential program constituents, and it is determined that the CSULB College of Education (CED) 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. Through interviews with candidates, university mentors (supervisors) and site-based supervisors, it is clear that coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allow candidates to learn, apply, practice, evaluate, demonstrate competencies, and critically analyze on their clinical practice experiences for the credential they seek.

The unit established the Office of Clinical Practice (OCP) in 2018, which was dedicated to ensuring comprehensive support for all programs on matters related to clinical practice including candidate clinical placements in diverse settings, tracking unit and affiliation agreements, memorandum of understanding (MOUs), and support for university and site supervisor clinical practice expectations. The OCP's implemented an electronic data system (S4) that comprehensively monitors and accounts for all clinical practice and fieldwork experiences. It is abundantly clear from interviews with various constituent groups that the OCP department has been a very welcome addition to the entire Unit.

Through interviews and document review it is evident that there are strong and valued partnerships formed with the unit and local school districts that have provided excellent opportunities in selecting appropriate placements and experiences for candidates. In review of demographic data and through confirmation by candidates, it is clear that clinical practice placements of candidates are provided in diverse student settings. Programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites, as appropriate to the programs. Each of these programs has an orientation at the beginning of the program to provide candidates the pathway for the program and all summative assessments and additional credential requirements.

Credential programs have a process to ensure that district employed site-based mentors are: (1) appropriately certified and experienced, (2) trained and oriented to the role, and (3) evaluate candidates in a systematic manner. Each of the programs verify that district employed site mentors are appropriately certified and experienced through the Commission website, application form/resume, and employer letter/program coordinator recommendation. An overwhelming majority of the 54-district employed site-based mentors who were interviewed have been employed in this position for a number of years and expressed appreciation for the support they continue to receive from the OCP, program coordinators, and full-time faculty mentors. Eighty-one current clinical practice candidates were also interviewed and remarked they were very grateful for their district employed site-based mentor's exceptional guidance.

The unit systematically provides ongoing training to both district and site-based mentors through workshops, meetings, and retreats. Site-based supervisors are provided with training in supervision and an orientation to their supervisory responsibilities; they are provided with relevant handbooks, online video links, and modules to ensure their candidates are mentored and supported at the highest level. Other workshops are available to the site-based mentors to orient them to the use of and calibration of rubrics, assessment of candidates in the field, culturally responsive pedagogy, instructional lesson planning and delivery, and other key components of performance in the field.

Based on the review of the program documents, interviews of administrators, supervisors, site-based mentors, candidates, and advising staff, the Unit has managed to form a collaborative community of professionals in the Long Beach City and greater Los Angeles County area. This ensures the development of a system of support for candidates completing their fieldwork and clinical experiences. Candidates across all credential programs are provided with significant

experiences in school and clinical settings where the curriculum aligns with California’s adopted content standards.

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

Finding on Common Standard 4: Met with Concerns

Summary of information applicable to the standard

Based on thorough document review and verified by interviews with campus leadership, unit leadership, CED Assessment and Accreditation Office (AAO), program leadership, program coordinators, faculty, and district employers, it was evident the credential programs use multiple forms of assessment in a continuous improvement cycle. Input from candidates is sought through signature assignments, self-reflections, surveys, and informal check-ins. Strong evidence was found for the collection, analysis, and use of data from faculty, supervisors, cooperating teachers, candidates and completers/alumni by credential programs, program faculty, and departments. There was inconsistent evidence for systematic data use by the Unit for some credential programs (Bilingual Authorization, Reading and Literacy Added Authorization, PPS School Counseling, PPS School Psychology, PPS School Social Work, and Speech-Language Pathology). The CED Associate Dean, AAO, College of Health and Human Services Dean, College of Professional and Continuing Education Dean, and Vice Provost for Academic Programs all stated awareness of this issue and acknowledged the importance of it to be addressed.

The AAO has recently been restructured, now consisting of two staff positions, an assistant director (hired 4 months ago) and a data analyst (hired 5 months ago) and is overseen by the associate dean for baccalaureate and credential programs. This group meets weekly. Updated organizational charts were provided for the AAO and unit assessment system. The AAO unit assessment committee is scheduled to meet monthly; however, interviews found these

meetings were inconsistently held during the restructuring phase. The assistant director recently conducted “listening tours” with all credential program coordinators. The AAO has responsibility for data collection and reporting for all credential programs. The AAO is in the discovery phase of developing a strategic plan with an objective to expand their role and impact. Documents revealed they have recently identified: 1) the need to systematically work with credential programs not housed in the CED and include all credential programs in the unit assessment process; 2) to move from a culture of compliance to one of continuous improvement; 3) the need to integrate data sources creating a centralized credential candidate tracking system (e.g., CSU CO Credential Bolt-on, MyCED, etc.), and eliminate “shadow databases;” and, 4) the need for improved access to CSULB institutional research and analytics data and develop credential program-specific Tableau dashboards. The AAO will need support to meet their strategic plan objectives and a timeline to have completed and started strategic plan implementation in fall 2023.

All credential programs collect signature assignment data, licensure test data (e.g., CalTPA, CalAPA), fieldwork supervisor and cooperating teacher survey data, and completer survey data. Examples of responses to data were readily provided including: creation of new courses and course sequence revision in Multiple Subject and Single Subjects as a result of candidate and faculty feedback and CalTPA results; Multiple Subject is piloting an optional CalTPA support course and workshops based on candidate feedback and CalTPA results; Preliminary Administrative Services used feedback from district employers and CalAPA results to revise curriculum and course sequences; and, revisions to courses and curriculum in the other credential programs based on candidate feedback and candidate performance measures.

Interviews with external constituents (e.g., district employers) confirmed regular consultation regarding candidate preparation and course content. Their input is used for program revisions to meet community needs for most programs. There is not a systematic method to collect input from external constituents for the Reading and Literacy Added Authorization and Bilingual Authorization programs.

Rationale for the finding

Although there was ample evidence that all credential programs were collecting, analyzing, and using data for program improvement, there was inconsistent evidence the unit has a developed and implemented comprehensive continuous improvement process at the unit level that identifies program and unit effectiveness and makes appropriate modifications based on findings. There was inconsistent evidence that the unit regularly and systematically collects, analyzes, and uses candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve all programs and their services. For programs housed outside the CED, there is a one-way process of the CED providing data reports to the programs, and no consistent evidence was found that these programs were systematically or formally involved in the unit’s continuous improvement process. The CED assessment and accreditation office is in the discovery phase of their restructuring and strategic planning processes.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

Document review and interviews with CED administration, district employers, school site administrators, faculty, candidates, and completers about the impact candidates and program completers have on the educational community, verified positive impact in local schools and communities. Community constituents stated their preference for student teachers and interns from CSULB programs, along with hiring CSULB program completers across all credential programs. Alumni are sought as district-employed supervisors as they are committed to program values. Many interviewed stated candidates and program completers are better prepared to meet the challenges of community schools (e.g., bilingual needs, literacy needs, financial poverty, migrant families, etc.) than candidates or graduates from other institutions. They praised candidates and program completers for cultural responsiveness to the demographics of local schools and communities.

Document review and interviews with unit leadership, program coordinators, and faculty confirmed faculty involvement with local school districts and schools in numerous capacities including fieldwork and clinical practice; advisory boards; K-12 student camps; clinical practitioners; mental health providers; providing multilingual services; diversity committee work; and outreach and recruitment for unit programs. Faculty are engaged in numerous grant work for school intervention and to support student learning (e.g., T3 Grant: Interdisciplinary Training to Advance Implementation of Tier 3 Academic Supports for Culturally and Linguistically Diverse Youth with Disabilities; CREST Grant: Culturally Responsive Transition Support in School Counseling and Special Education; CASA Grant: Multicultural Secondary Transition Services with High-needs Disabilities; MTSS Grant: Facilitating Culturally Responsive Transition Services and Supports; and, Caminos Project [a USDOE-sponsored grant for Hispanic Serving Institutions]).

The CTC Accreditation Data Dashboard for CSULB indicated that one hundred percent of recent completers from the Preliminary Administrative Services, PPS School Psychology, PPS School Counseling, and Teacher Librarian programs responded that “their coursework prepared them

to connect professional standards to the latest developments in their field.” One hundred percent of recent completers of the School Social Work program responded that they “were able to develop strategies for serving all students/clients through their fieldwork.” Across all credential programs, 100% agreed they were prepared for professional practice, and 96% felt prepared for leadership roles. Sixty percent of alumni reported a job promotion, award, or other professional accomplishment since program completion. Key highlights from the CSU system-wide follow-up survey reveal teacher candidates positively impact teaching and learning for all students in schools.

Several current candidates and alumni have been recognized in the media for positive influences on teaching and learning, especially during the pandemic. Selected examples include: Multiple Subject candidates offering free tutoring to K-6 students in Long Beach Unified School District and Los Angeles Unified School District; teacher candidates recognized for teaching mentor teachers technology skills for online learning during the pandemic; EdTrust West recognized the Single Subjects Math and Science programs for addressing California’s STEM teacher shortage and culturally-responsive pedagogy as exemplars in the field; recent alumna received the California Associate of Science Education’s 2021 Future Science Teacher Award, which addresses physics teacher shortages.

The credential programs also impact students and schools through their Future Black Educators Program, Equity in Action grant activities, and a grant to the Single Subjects program to increase Latinx teachers. An outreach program in partnership with the Liberal Studies program has a CED tenured professor teaching an “Introduction to Teaching in Diverse Classrooms” course at a partnership high school to improve the pipeline to college and to increase diversity in teacher candidates.