

**Commission on Teacher Credentialing
Program Assessment Feedback**

Multiple Subject/Single Subject 2042 Standards (2009)

Institution	California University
Date of initial review	July 2010
Subsequent dates of review	September 2010
	November 2010

General Comments: Readers appreciate the use of hyperlinks.

*Status	Standard
More Information needed More Information Needed Preliminarily Aligned	<p>Standard 1: Program Design <i>Questions, Comments, Additional Information Needed:</i> The standard calls for the internship program to include a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 4, 7, 8, 11, 12, and 13. What structures are in place to provide the preservice component? The readers need clarification about <u>when</u> interns receive a preservice component prior to becoming the teacher of record since the preservice component is delivered “identical to students in the traditional programs” and <u>how</u> the preservice component includes introductory preparation relative to Standards 4, 7, 8, 11, 12, and 13</p>
	<p>Evidence to be review at the site visit: Please review documentation that verifies each intern completes courses CI 171, LEE 172, EHD 174, CI 175, CI 176, and EHD prior to entering the classroom as the teacher of record and the Internship program.</p>
Preliminarily Aligned	<p>Program Standard 2: Communication and Collaboration <i>Questions, Comments, Additional Information Needed:</i></p>
	<p>Evidence to be review at the site visit:</p>
Preliminarily Aligned	<p>Standard 3: Foundational Educational Ideas and Research <i>Questions, Comments, Additional Information Needed:</i></p>
	<p>Evidence to be review at the site visit:</p>
More Information needed Preliminarily Aligned	<p>Standard 4: Relationships between Theory and Practice <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how the intern delivery model addresses this standard in the specific context of being the teacher of record.</p>
	<p>Evidence to be review at the site visit:</p>
More Information needed	<p>Standard 5: Professional Perspectives toward Student Learning and the Teaching Profession <i>Questions, Comments, Additional Information Needed:</i></p>
	<p>Evidence to be review at the site visit:</p>

Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met. The decision if each standard is met or not is the responsibility of the site visit team.

*Status	Standard
Preliminarily Aligned	<p>The readers understood the contribution of formal instruction; however, more information is needed that describes how coaching, and supervision helps candidates assume the responsibility to maximize each learner’s achievements by building on students’ prior instruction and experience. The readers need more information about how candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers. Please provide description of pre-service component and how it includes introductory preparation related to this standard.</p> <p>Evidence to be review at the site visit:</p>
More Information needed Preliminarily Aligned	<p>Standard 6: Pedagogy and Reflective Practice <i>Questions, Comments, Additional Information Needed:</i> Please describe how the program prepares candidates to learn how to plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners.</p> <p>Evidence to be review at the site visit:</p>
More Information needed Preliminarily Aligned	<p>Standard 7A: Multiple Subject Reading, Writing, and Related Language Instruction <i>Questions, Comments, Additional Information Needed:</i> The narrative provides ample information of reading instruction and candidate demonstration of teaching reading; however, the readers need more description of how candidate learn to teach writing and demonstrate instructional delivery of writing.</p> <p>Evidence to be review at the site visit: <i>INTERN:</i> Please verify teacher candidates successfully complete LEE 173 and LEE 177 prior to beginning the Internship Program.</p>
Preliminarily Aligned	<p>Standard 7B: Single Subject Reading, Writing and Related Language Instruction <i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be review at the site visit:</p>
More Information needed Preliminarily Aligned	<p>Standard 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates <i>Questions, Comments, Additional Information Needed:</i> Please describe how teacher candidates who were not Liberal Studies majors learn content-specific strategies that are effective in supporting them to teacher the state-adopted content standards for students in PE and health. Although the narrative indicates this is covered in EDH170, the readers did not find sufficient description.</p> <p>Evidence to be review at the site visit:</p>
Preliminarily Aligned	<p>Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates <i>Questions, Comments, Additional Information Needed:</i> None</p> <p>Evidence to be review at the site visit:</p>
Preliminarily Aligned	<p>Standard 9: Equity, Diversity and Access to the Curriculum for All Children <i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be review at the site visit:</p>
Preliminarily Aligned	<p>Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning <i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be review at the site visit:</p>

Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met. The decision if each standard is met or not is the responsibility of the site visit team.

*Status	Standard
<p>More Information needed Preliminarily Aligned</p>	<p>Standard 11: Using Technology in the Classroom <i>Questions, Comments, Additional Information Needed:</i> Although the readers find exemplary descriptions of how candidates use technology in instruction, the readers are unable to find how candidates encourage student use of technology in their research, learning activities, and presentations.</p>
	<p>Evidence to be review at the site visit:</p>
<p>Preliminarily Aligned</p>	<p>Standard 12: Preparation to Teach English Learners <i>Questions, Comments, Additional Information Needed:</i></p>
	<p>Evidence to be review at the site visit: Please review candidate portfolios or other documents to verify candidates effectively use materials, methods, and strategies so that students acquire listening, speaking, and writing skills in English.</p>
<p>Preliminarily Aligned</p>	<p>Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom. <i>Questions, Comments, Additional Information Needed:</i></p>
	<p>Evidence to be review at the site visit:</p>
<p>Preliminarily Aligned</p>	<p>Standard 14: Learning to Teach through Supervised Fieldwork <i>Questions, Comments, Additional Information Needed:</i></p>
	<p>Evidence to be review at the site visit: Please verify teacher candidates successfully complete EHD 50: Introduction to Teaching, EHD 174: Field Study A, and EHD 178: Field Study B and prior to beginning the Internship Program</p>
<p>More Information needed Preliminarily Aligned</p>	<p>Standard 15: Qualifications of Individuals who Provide School Site Support <i>Questions, Comments, Additional Information Needed:</i> The readers were unable to understand how the role of cooperating teacher and how interns receive support from one or more mentor teacher(s) who are assigned to the same school, at least one of whom is experienced in the curricular area(s) of the intern’s assignment.</p>
	<p>Evidence to be review at the site visit:</p>
<p>More Information needed More Information Needed Preliminarily Aligned</p>	<p>Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations</p>
	<p><i>Questions, Comments, Additional Information Needed: INTERN:</i> Please indicate how the preservice component provides candidates with the opportunity to develop the requisite knowledge and skills prior to entering the classroom as the teacher of record and how the preservice component is delivered in a sustained, intensive and classroom-focused manner, and the content of the preservice component includes introductory preparation relative to the TPEs The readers need clarification about <u>when</u> interns receive a preservice component prior to becoming the teacher of record since the preservice component is delivered “identical to students in the traditional programs” and <u>how</u> the preservice component includes is delivered in a sustained, intensive and classroom-focused manner.</p>
	<p>Evidence to be review at the site visit: Please review documentation that verifies each intern completes courses CI 171, LEE 172, EHD 174, CI 175, CI 176, and EHD prior to entering the classroom as the teacher of record and the Internship program.</p>

Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met. The decision if each standard is met or not is the responsibility of the site visit team.