

**Recommendations by the Accreditation Team and Report of Findings of the Accreditation  
Visit for Professional Preparation Programs at  
California State University, Sacramento**

**Professional Services Division  
February, 2020**

**Overview of this Report**

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

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

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

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple Subject/Single Subject with Intern	6	5	1	0
Preliminary Education Specialist: Mild/Moderate and Moderate/Severe with Intern	30	30	0	0
Preliminary Education Specialist: Early Childhood Special Education	10	10	0	0
Bilingual Authorization	6	6	0	0
Preliminary Administrative Services Credential	9	10	0	0
School Nurse with Special Teaching Authorization	12	12	0	0

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Speech-Language Pathology with Special Class Authorization	13	13	0	0
Pupil Personnel Services- School Counseling	32	32	0	0
Pupil Personnel Services- School Psychology	27	27	0	0
Pupil Personnel Services- School Social Work	25	25	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, Sacramento**

**Dates of Visit: December 1-4, 2019**

**Accreditation Team Recommendation: Accreditation**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
February 2012 <a href="#">California State University, Sacramento Site Visit</a>	<a href="#">Accreditation with Stipulations</a>
August 2013 <a href="#">Recommendation to Remove Stipulations</a>	<a href="#">Accreditation</a>

**Rationale:**

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

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All program standards for all programs offered by CSU Sacramento were met with the exception of Program Standard 5 for the Preliminary Multiple Subject/Single Subject program standards which was **Met With Concerns**.

Common Standards

All Common Standards were Met.

### Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Education Specialist- Mild/Moderate, Moderate/Severe, and Early Childhood Special Education, Bilingual Authorization, Preliminary Administrative Services Credential, School Nurse with Special Teaching Authorization, Speech-Language Pathology with Special-Class Authorization, Pupil Personnel Services- School Counseling, School Psychology, and School Social Work credential programs were met, all standards for the Preliminary Multiple and Single Subject program were met except for Standard 5 (Implementation of a Teaching Performance Assessment), which was Met With Concerns, and that all Common Standards were met, the team recommends **Accreditation**.

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

Preliminary Multiple Subject/Single Subject  
Preliminary Education Specialist: Mild/Moderate  
Preliminary Education Specialist: Moderate/Severe  
Preliminary Education Specialist: Early Childhood Special Education  
Bilingual Authorization  
Preliminary Administrative Services Credential  
School Nurse with Special Teaching Authorization  
Speech-Language Pathology with Special Class Authorization  
Pupil Personnel Services- School Counseling  
Pupil Personnel Services- School Psychology  
Pupil Personnel Services- School Social Work

In addition, staff recommends that:

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

## Accreditation Team

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### Programs Reviewers:

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## Documents Reviewed

Common Standards Submission

Program Review Submission

Common Standards Addendum

Program Review Addendum

Course Syllabi and Course of Study

Candidate Advisement Materials

Accreditation Website

Faculty Vitae

Field Experience Materials

Assessment Materials

Candidate Handbooks

Budget Reports

Survey Results

Performance Expectation Materials

Precondition Responses

TPA Results and Analysis

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	337
Completers	94
Employers	28
Institutional Administration	13
Program Coordinators	18
Faculty	153
TPA Coordinator	1
Support Providers	40
Field Supervisors – Program	62
Field Supervisors – District	45
Credential Analysts and Staff	2
Advisory Board Members	3
Institutional Research	2
Institutional Research- Accreditation Data System	2
<b>TOTAL</b>	<b>799</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background Information

Founded in 1947, the California State University, Sacramento (formerly Sacramento State University) is the sixth-largest of 23 campuses in the California State University system. It is a comprehensive regional university uniquely located in the state capitol. Over 1,480 full-time equivalent faculty and staff support teaching activities. Faculty and staff are representative of the diversity of state of California, with more than 30 percent from the Latino, African American, Native American and Asian populations. CSUS's current full-time equivalent students (FTES) is 25,217 FTES; 90% are at the undergraduate level, 3% of whom are seeking a professional credential to serve in the public schools.

### Education Unit

California State University, Sacramento offers teaching credentials or certification in 14 different areas. Most of the programs are housed in the College of Education. The College of Health and Human Services offers the School Nurse program, the Pupil Personal Services in School Social Work program, and the Speech-Language Pathology program.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2018-19)</b>	<b>Number of New Candidates Enrolled (2019-20)</b>
Multiple Subject/Single Subject	233	258
Education Specialist: Mild/Moderate	36	22
Education Specialist: Moderate/Severe	19	11
Education Specialist: Early Childhood Special Education	N/A	19
Bilingual Authorization	12	49
Preliminary Administrative Services Credential	16	21
School Nurse with Special Teaching Authorization	90	89
Speech-Language Pathology	15	36
Pupil Personnel Services- School Counseling	59	19
Pupil Personnel Services- School Psychology	38	21
Pupil Personnel Services- School Social Work	38	39

**The Visit**

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/Single Subject with Intern**

#### **Program Design**

California State University, Sacramento's (CSUS) Preliminary Single Subject (SS) and Multiple Subject (MS) credential programs are housed within the College of Education and supervised by the Dean with support from two Associate Deans. There is also a department chair who oversees the teaching credentials offered by CSUS. Both single and multiple subject credential programs are post-baccalaureate and provide a two-semester credential program, with MS offering a three-semester option. Both programs, and their additional intern pathways, require successful completion of prerequisite courses prior to entry into credential programs.

Communication within the credential programs is conducted through monthly program meetings in addition to "branch" meetings (all credential programs) led by the chair. This was corroborated by interviews with MS/SS faculty. Part-time faculty, employed as instructors or clinical experience supervisors are encouraged to attend monthly meetings with faculty. This is followed by professional development and then a supervisor-specific meeting as confirmed by interviews with both MS and SS supervisors. Both MS and SS faculty verified ongoing dialog and collaboration with one another in regards to writing/working on grants, preparing for courses, and mentoring new colleagues. Faculty shared that collaboration occurs with colleagues across colleges at CSUS as well.

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

The MS and SS programs have identified coursework and fieldwork as appropriate for each program; this was corroborated by syllabi and interviews with SS/SS faculty. Signature assignments such as a home visit, mini edTPA, ethnography, and community resources were discussed by faculty. Faculty interviews supported a strong social justice emphasis within coursework which was substantiated in interviews with current MS/SS candidates and MS/SS completers. Syllabi addressed the TPEs within coursework, with faculty identifying the TPEs as the guiding force within programs.

Candidates participate in field experience/student teaching throughout their entire credential program (one academic year), initially as an observer with gradual class takeover. Six formal observations are conducted each semester with occasional informal observations. Interviews with MS faculty, supervisors, and cooperating teachers confirmed that grant money provided some cooperating teachers and supervisors with additional supports and training. Interviews with MS supervisors shed light on the pacing guides used throughout the program. Supervisors communicate regularly with candidates about field experience/student teaching by referencing the pacing guides, TPEs, and high-leverage teaching practices. Intern candidates stated that they felt well supported throughout the program, and that communication with their supervisor and their instructors was always on-going.

#### **Assessment of Candidates**

CSUS has recently transitioned from the PACT assessment system to the edTPA system. To support edTPA success, single subject candidates complete one three-unit seminar that includes TPA support during the spring semester, and multiple subject candidates complete a two-unit EdTPA support course in their final semester. Interviews with SS faculty revealed that there is no identified TPA Coordinator, this was corroborated within the narrative. Interviews with MS faculty uncovered that there is one person who has volunteered for the role and one additional person who supports remediation (within the MS program). Current MS candidates were not able to identify a TPA coordinator or point person. During the site visitation, a TPA coordinator was assigned. Assignments within coursework are specifically aligned to the edTPA with faculty articulating, however, that they do not teach to the test.

Additional assessments of candidates include the fieldwork evaluations. These differ slightly as candidates move from field experience to student teaching.

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty employers, and supervising practitioners, the team determined that all program standards are met for the CSU Sacramento College of Education Multiple Subjects and Single subject programs except for Program Standard 5 which is Met with Concern:

Standard 5: Implementation of a Teaching Performance Assessment.

The MS/SS programs have recently transitioned from the PACT assessment system to the edTPA. Evidence suggests that roles may have shifted with this transition, leaving faculty and candidates unaware of who holds the role of TPA Coordinator. Further evidence suggests that edTPA data is not clearly articulated as a source for program improvement.

**Preliminary Education Specialist Credential  
Mild/Moderate, Moderate/Severe, and Early Childhood Credentials with Intern**

**Program Design**

Special Education programs Preliminary Mild/Moderate (M/M), Preliminary Moderate/Severe (M/S) and Early Childhood Special Education, (ECSE) are part of the College of Education, COE, at California State University, Sacramento (CSUS), specifically in the department of Teaching Credentials. The Chair of the Teaching Credentials Department communicates with the COE Dean and the Dean of Graduate Studies regarding admissions and policy issues. Monthly meetings are conducted with faculty, program coordinators, and university supervisors. The purpose of these meetings is to discuss program efficacy, and to ensure inclusive practices, social-emotional learning, and social justice tenets related to the COE mission remain at the forefront of the program. Cross-program meetings are conducted to ensure seamlessness of coursework and that all Commission standards and Teacher Performance Expectations (TPEs) are purposefully integrated within each course.

Each credential program has a program coordinator who oversees their respective program, advises teacher candidates, meets monthly to review program efficacy and address concerns, and also fulfills the role of fieldwork placement coordinator. Coordinators work diligently with the department chair, full- and part-time faculty, and university supervisors to ensure program fidelity (i.e., adherence to course objectives and TPEs) across programs. Monthly department meetings allow stakeholders to address and solve any concerns as verified through interviews with department faculty and program coordinators.

Program coordinators also meet with program faculty to discuss teacher candidates who are struggling in the program, approve candidates for internships, and other relevant instructional projects (i.e., research opportunities), which may include Commission policies and requirements. Additionally, program coordinators meet with the chair of the Teacher Credentialing Department, Multiple Subject and Single Subject program coordinators and field placement coordinators, which was verified through interviews with department faculty, program coordinators, and university supervisors.

**Structure of coursework and field experiences in the credential program**

Coursework for both the M/M and M/S credential programs are offered over four semesters inclusive of student teaching during the final semester. Coursework is sequenced from theory to practice with increasing amounts of fieldwork experiences provided during semesters two and three, culminating with student teaching (or interning) during semester four. A review of course syllabi indicate a logical progression of coursework to allow rich experiences for teacher candidates to support the unique needs of K-12 students with disabilities.

Coursework for the ECSE is provided over five semesters, which includes one summer session. Coursework sequence has been designed to ensure candidates are engaged in learning

theoretical pedagogy and practical applications with both infant and toddlers and preschool-aged children in a variety of settings (i.e., home, school).

### **Program modifications over the recent two years**

Each Education Specialist credential program holds a minimum of two meetings per year with local stakeholders including faculty, mentor teachers, university supervisors, and local school district representatives, to discuss program efficacy and to collaborate on necessary program enhancements. Through this collaborative endeavor, programs revise coursework to ensure candidates gain the skills and the knowledge necessary to support K-12 student learning (i.e., inclusive practices, UDL).

The M/M program added a class on inclusive practices to reflect the changes to the TPEs (General Education and Special Education focus). Candidates pursuing an Education Specialist, Multiple, or Single Subject credential take this integrated course to develop a broader understanding of multiple teaching strategies. A Dual Credential option (M/M and Multiple Subject or M/S and Multiple Subject) provide additional options for credential candidates.

The M/S program evaluation tools for both fieldwork and student teaching were updated over the past two years to ensure consistency between the M/M and M/S programs. After analyzing program data and feedback from university supervisors, coursework was updated to include additional readings on evidence-based practices, and alternative teaching methods.

ECSE underwent a complete revision when a new coordinator was hired in 2017. The first cohort of the revised program began in the fall of 2018, with supervised fieldwork beginning in the spring 2019. The ECSE program coordinator and faculty seek feedback from mentors, supervisors, candidates, and district partners to modify practical experiences of candidates to ensure readiness to meet the needs of infant and toddlers as well as preschool-aged students.

### **Means for stakeholder input**

The Education Specialist Credential programs hold advisory meetings at least one time per semester as verified through interviews of faculty and program coordinators. At these meetings, stakeholders such as faculty, university supervisors, district partners provide input and feedback regarding program efficacy during discussions related to the skills and dispositions teacher candidates need to be successful teachers.

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

An asset of the Education Specialist credential program at CSUS is the integrated approach of instruction with practice. The programs embed coursework with fieldwork (student teaching) experiences throughout the candidate experiences. Each program (M/M, M/S, and ECSE) reported that the number of fieldwork hours required, increased with each subsequent semester in the program. This was confirmed during interviews with faculty, university supervisors, teacher candidates and after a review of course syllabi.

### **Description of the sequence of coursework**

Each credential program, M/M, M/S, and ECSE, integrates and embeds coursework (theoretical basis) and applied practice (fieldwork and clinical experience) to ensure candidates learn to apply what they have learned within their courses. The initial semester of the program provides an overview of each credential focus and minimal clinical practice while subsequent semesters embed supervised fieldwork that allows candidates to provide instruction to students in both classroom and home settings (i.e., ECSE infant and toddler programs).

### **Types of coursework in critical areas**

The CSUS Education Specialist program is dedicated to providing a rich literacy-based experience for their candidates as verified through interviews of faculty, current and former students, and course syllabi. Program faculty from the M/M credential program stated that one faculty member had a 98% passage rate on the RICA. Course assignments in literacy and English Language Development have been strategically designed to allow teacher candidates to support the diverse populations in participating schools. Candidates are provided opportunities to learn topics and strategies through teacher modeling, case study discussion, and direct observation/intervention during fieldwork experiences. Both current and former students indicated that they felt fully prepared to teach reading to a variety of students, and they praised the thoroughness of the program in preparing them to support the literacy needs of their students.

Candidates in the ECSE program complete a total 6 units of early literacy instruction which includes strategies for supporting English Language Learners. Candidates focus on emerging literacy skills (phonological awareness, concepts about print) and language development in alignment with emergent literacy standards. Additionally, the scope and sequence of courses has been developed to provide multiple opportunities to learn key skills and concepts, allow collaborative activities through a creative distance-learning model (i.e., Zoom synchronous classes). Teacher candidates reported that they have felt supported by instructors and their advisors, and also part of a cadre of like-minded students. One asset of the program was that content was discussed in multiple classes through different perspectives that helped candidate develop a deep understanding of special education processes (i.e., IEP law, IEP development, and IEP collaboration).

### **Number and type of field placements**

Each Education Specialist (M/M, M/S, ECSE) program coordinator serves a dual role and places all teacher candidates in their field work placements including student teaching. Each program requires a variety of placements during the program as evidenced by interviews of faculty, coordinators, supervisors, and teacher candidates.

The M/S credential program requires teacher candidates to complete three supervised semesters of fieldwork inclusive of student teaching. Beginning in semester two, candidates receive fieldwork experiences in both elementary and secondary school classrooms that encompass students with a variety of disabilities and needs (i.e., students with ASD, non-verbal

students [augmentative communication], experience in inclusive settings). Fieldwork is completed in both special education and general education classrooms. Site administrators must allow teacher candidates to support K-12 students in inclusive classrooms for a portion of the fieldwork; fully segregated special education classes are not permitted. The program coordinator indicated that placement considerations are carefully selected to ensure that the teaching philosophy and the mission of the COE/University matches the school district's focus on social justice and inclusion.

The ECSE field placements are a combination of teacher candidate identified placements and program coordinator assigned placements. The ECSE program coordinator indicated that many teacher candidates have emergency permits or work as para-educators in pre-schools when they begin the credential program. Candidates complete 180 hours of fieldwork, supported by a mentor teacher, during the summer through the Infant Development Program offered through a local County Office of Education. During this placement, candidates work as a member of transdisciplinary teams which include Occupational and/or Physical Therapists, Speech-Language Pathologists, Deaf/Hard-of-Hearing Specialists, and teachers for the Visually Impaired. Fieldwork experiences increase in duration from half-days in the fall to 3 to 5 days per week in subsequent semesters.

#### **Connection of field experience with coursework**

Current students and program completers of the M/M and M/S credential program confirm that the course of study has been designed to allow them to experience instruction in a variety of educational settings (i.e., RSP, SDC, General Education) during both their fieldwork and student teaching. Course syllabi indicate a logical progression of course content during the Education Specialist credential program that enables teacher candidates to become proficient in applicable credential standards (M/M, M/S, ECSE) and Teacher Performance Expectations. Additionally, a focus on inclusion and the COE mission related to social justice and transdisciplinary curriculum integration is evident from a review of course syllabi and interviews from stakeholders (i.e., supervisors, faculty, and candidates).

Candidates in the M/M credential program are supervised beginning in the second semester of their program by a university supervisor for one half-day Monday through Thursday. During semester three, candidates are assigned full days, Monday and Thursday, in general education (K-8) classrooms, and in semester four, candidates are also assigned full days, Monday to Thursday, in a special education classroom. Intern candidates, work full-time in special education classroom and are required to have a SELPA or district-provided mentor. Candidates in the ECSE credential program have two distinct placements that include an infant and toddler placement and an early childhood placement.

Candidates in the M/S credential program complete fieldwork experiences two full days per week in their first semester, which is overseen by the mentor teacher. Beginning in semester two, candidates are assigned a university supervisor who will support them as they complete their program. In semester two, fieldwork consists of three full days per week. One year of

student teaching begins in semester three for four days per week, and teacher candidates student teach for five days per week in their final semester in the program. University supervisors and mentor teachers collaborate with candidates to ensure standards, TPEs, and appropriate instructional and behavioral strategies are utilized during fieldwork and student teaching.

The ECSE program requires teacher candidates to complete 180 hours of clinical practice (i.e., fieldwork) in different two settings: infant and toddler programs and preschool. Currently, the program has 14 teacher candidates of which 12 are intern teachers. Mentor teachers are assigned by the district, and the program coordinator strives to provide clear guidelines so that all candidates receive comparable feedback, focus on family-centered support, and include a focus on social justice. The program coordinator stated that mentor teacher and university supervisor feedback will be used to revise the spring mentor guide as needed to ensure teacher candidates have shared experiences across settings.

### **Candidate Competence**

Document review, and interviews with program faculty, program coordinator, current and former students, and university supervisors confirm that multiple assessments of candidate progress toward program competencies are embedded throughout each Education Specialist credential programs. The comprehensive assessment of each candidate includes: (a) grades on course assignments, (b) fieldwork evaluations, (c) RICA [M/M and M/S], (d) CSETs, and (e) final portfolio evaluation during exit interview.

Teacher candidates receive feedback through an evaluation rubric during field work placements four to six times in semesters 2 – 4 (M/M and M/S) and semesters 2 -5 (ECSE). Additionally, twice during the semester, triad meetings between university supervisors, mentor teachers, and teacher candidates are held where each party completes the evaluation rubric. After the observation, a debrief meeting is conducted to discuss findings, verify consensus, and allow the teacher candidate to create an action plan for “next steps” in their teaching practice. Current candidates and recent graduates confirm they have had multiple opportunities to show mastery on course learning objectives, teacher performance expectations, and credential standards. Several program completers described extensive literacy instruction as an asset to them, which was evidenced through interviews and RICA passage rates.

An area of strength in the program was the continuity of university supervisors who had been supporting candidates for a number of years. Interviews of both supervisors and faculty confirmed that program supervisors were an integral component of the program, and their expertise was an asset to the overall success of teacher candidates. Each supervisor had many years of teaching or administrative experience and expressed a strong understanding of feedback that helped candidates become stronger teachers.

## **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Education Specialist Mild/Moderate, Moderate/Severe, and Early Childhood Special Education credential programs.

### **Bilingual Authorization**

California State University, Sacramento (CSUS) values and seeks teacher candidates who demonstrate a commitment to racial/social justice and equity, problem solving, and lifelong learning, essential for professional competency. The CSUS Bilingual Authorization program prepares bilingual teachers to work actively to reverse the inequitable educational and life outcomes for English learners in the region, addressing the historic marginalization of English learners in public schools by preparing high quality bilingual educators and by working with program completers to make structural and programmatic changes in their local setting.

### **Program Design**

The leadership within the bilingual authorization program is supported by expert staff in the teacher preparation program. Communication between the bilingual authorization program and the institution begins with staff in the Student Success Center who provide interested undergraduate candidates and prospective credential program applicants resources related to program selection, support for required exams, scholarship information, and preparation of application materials. The Bilingual Authorization program coordinator works closely with the College of Education Equity Coordinator to provide admitted candidates with resources related to courses, required forms, and faculty information. Interested undergraduate candidates and prospective credential program applicants meet with the Education Equity Coordinator for information and advising about the Bilingual Authorization program. Then, admitted candidates meet with the Bilingual Authorization Program Coordinator. Lastly, as candidates are at the final stages of their program, when a credential recommendation is needed, the staff in the Student Success Center again provides support to completing candidates.

The structure of coursework and field experiences in the bilingual authorization program follows the cohort model as in all candidate programs in the CSUS' College of Education. The cohorts are structured as professional learning communities and candidates take most of their courses by cohort. In some cases (e.g., for the ELD methods courses), bilingual authorization candidates are grouped together (outside their cohort) so that instruction specific to the content in bilingual settings can be offered.

There have been no bilingual authorization program modifications in the past two years, however, there have been modifications made to the core multiple and single subject programs to which the bilingual authorization program is closely connected. These modifications include adding an inclusive classroom strategies course for the Multiple Subjects program, reducing the literacy course by a unit, and reducing the principles of teaching course by a unit and then

splitting the course into a pedagogy course and a foundations course. The unit has also adopted the edTPA with a focus on mathematics and one literacy task and trainings on co-teaching strategies for all multiple subjects' district employed cooperating teachers.

Stakeholders to CSUS' Bilingual Authorization program in the College of Education include faculty, students, program graduates, and representatives from local school districts. The faculty meet to collaborate on program goals, cohort advising, instruction, program effectiveness, and improvement. The faculty and program coordinator confirmed that the development, implementation, evaluation of the bilingual authorization program are collaborative enterprises between the multiple subject and single subject faculty.

### **Course of Study**

Concurrent Bilingual Authorization program coursework and fieldwork follow the same pattern and sequence as the Multiple Subject and Single Subject credential programs across departments. The typical Bilingual Authorization candidate is in either the multiple or single subject credential program; occasionally an Education Specialist candidate who is also pursuing a Multiple Subjects or Single Subject (dual) credential will complete the Bilingual Authorization program as well.

In order to address the linguistic needs of bilingual learners course instructors work with candidates to clarify their values and dispositions so that they approach their teaching and interactions from an assets' perspective, building on the "funds of knowledge" and cultural resources that their students bring to the classroom. Candidates deepen their knowledge and understanding of key bilingual education issues in EDUC 170 (Bilingual Education: Introduction to Educating English Learners) and EDMS 334A/B (Foundations of Teaching in a Diverse K - 8 Classroom, Elementary) OR 364A/364B (Foundations for a Multicultural and Democratic Society, Secondary). In these courses, candidates learn about the history of public education, the landmark legislation or court cases that shape policies for culturally and linguistically diverse learners (including bilingual learners), and the struggles and movements that were and continue to be necessary for ensuring an equitable and high quality public education for all students. In addition, in these courses, candidates learn about and complete assignments in which they investigate key learning theories and their applications with monolingual and bilingual learners to strengthen their theoretical knowledge base about how various teaching strategies can or will be effective with their bilingual learners. They complete assignments in which they research community funds of knowledge and integrate these into their instructional plans. They also learn about projects, activities, and classroom structures that promote bilingual/bicultural identity development. In the context of acquiring this content knowledge base, candidates also reflect on their values and attitudes towards equity issues that shape the educational experience of bilingual learners, their families, and respective communities and their dispositions towards advocating against inequities.

Two courses in the program, EDUC 175 (Pedagogy and Academic Language Skills in Spanish for Bilingual Educators) or EDUC 172 (Introduction to Hmong Literacy) and EDMS 272 (Methods for

Teaching Second Language Learners, Multiple Subject) or EDSS 279 (Method and Materials for Teaching Secondary English Learners, Single Subject) focus solely on candidates' professional target language skills (reading, writing, speaking, and listening proficiency) and knowledge base (linguistics, language use, language acquisition, etc.) and candidates' pedagogical skills, particularly with respect to the requirements and research-based frameworks for designated and integrated English language development. All methods courses - whether required for the Bilingual Authorization or covering content methodology - include instruction, readings, and assignments designed to further candidates' knowledge of content-based instructional issues and strategies related to the needs of English learners and bilingual learners. These include frameworks for planning instruction, strategies for teaching the California K-12 Content Standards to a bilingual student population, instructional techniques and strategies that research demonstrates are effective with English learners, incorporation of ELD standards, and assessment frameworks and tools specifically designed for charting English learners' progress towards state benchmarks of academic attainment.

Three faculty members serve as fieldwork placement coordinators for multiple subjects and single subject candidates in the bilingual authorization program. Candidates' coursework and fieldwork is coordinated so that multiple subject candidates complete at least one semester of their clinical experience in one bilingual setting (this may be an early/late exit bilingual program, a dual language immersion program, etc.) with a cooperating teacher who holds a current BCLAD or Bilingual Authorization. Faculty, university supervisors, and district-employed supervisors confirmed that because there are no formal bilingual programs in the region at the junior or senior high school level, single subject candidates gain skills and competence with bilingual education through modified coursework assignments, teaching one period daily with a high proportion of English learners, and weekly tutoring in the home language (L1) of English learners at each bilingual authorization candidate's student teaching placement site. Candidates and completers of the bilingual authorization program confirmed that this put their ELD knowledge and skills into practice. They were able to reflect upon this in their field supervision through regular (weekly to twice weekly) meetings with their district-employed supervisor and university supervisor (monthly to twice monthly) meetings.

### **Assessment of Candidate Competence**

All candidates are monitored carefully by the program coordinator, university and district-employed supervisors throughout their credential program experience to ensure that they are making adequate progress toward meeting the Teaching Performance Expectations (TPEs) established by the state and other program outcomes identified by program faculty members. Faculty assess each candidate's instructional and cultural/cross-cultural competencies via successful completion of required coursework. Formative assessments of a candidate development occur at key transition points, such as after university supervisor observations, to provide feedback to candidates and program faculty, and summative assessments such as the edTPA occur at the culmination of the program to determine whether a candidate can be recommended for a credential.

Faculty and the program coordinator confirmed that assessments of a candidate's language competence occurs over a three-stage process of evaluating and monitoring the target language proficiency of incoming bilingual candidates to ensure that all bilingual authorization candidates have the ability to: (1) successfully pass the required CSET examination and (2) successfully teach English learners in their home languages in the candidate's multiple subjects classroom placements or successfully tutor and/or teach English learners in English Language Development classrooms in the candidate's single subject classroom placements. In stage one, target language pre-assessment of all candidates in Spanish or Hmong occurs in the target language during the mandated in person pre-credential interviews via a target language proficient interviewer (generally faculty in the credential pathways). This assessment is shared with the Bilingual Authorization Coordinator and the College Educational Equity Coordinator for review and as a precursor for CSET examination recommendations. In stage two, after acceptance into the bilingual program each candidate is contacted by the Educational Equity Coordinator to develop an individual CSET examination completion schedule and assist with specific test preparation strategies. In stage three, during each candidate's first semester, the Educational Equity Coordinator monitors CSET examination results upon receiving notification from the candidates to determine next steps and future student teaching placement assignments based on successful CSET completion.

Assessment of candidate's field experiences and student teaching includes both the development of competencies in teaching and the development of techniques of self-evaluation in a continuous process supervised and facilitated by university faculty and district employed supervisors. Candidates in bilingual settings are supervised by a university supervisor with expertise in bilingual methodology as well as target language proficiency in Spanish or Hmong. Multiple subject candidates are required to teach all lessons in the target language of their assigned classrooms when appropriate. Single Subject candidates are observed delivering their tutorial assignments in the target language of their designated ELD classroom.

### **Findings on Standards**

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

### **Preliminary Administrative Services Credential**

California State University, Sacramento's (CSUS) Preliminary Administrative Services Credential (PASC) program prepares educational leaders who utilize social justice and equitable practices. Throughout the program course assignments and field experiences have an equity-focused lens as faculty explicitly teach and model leadership styles that promote student success, inclusion, and collaboration such as Transformative Leadership, Path-Goal Theory, and Cross-Cultural Leadership.

## **Program Design**

The Preliminary Administrative Services Credential program is located within Graduate and Professional Studies under the Education Department in CSUS's College of Education. The department chair, program coordinator, and associate dean meet on a regular basis to ensure open communication and work together to ensure that the program's outcomes are aligned with Commission standards and that accreditation practices are being implemented. The program coordinator is responsible to support and assess the quality and effectiveness of the program structure, coursework, and field experience and also works collaboratively with district-employed supervisors, university supervisors, and program faculty to ensure that each candidate meets program requirements and expectations and is prepared for the California Administrator Performance Assessment (CalAPA). Responsibilities of the program coordinator also include training supervisors to support candidates' needs, expectations, and understanding of the requirements to complete the program and credential. In addition, the faculty collaboratively discuss Adult Learning Theory, as a guide for their andragogical practices such as, student participation, presentations, field experience work, expert panels and peer collaboration.

Program coursework is designed in a systematized manner in that each cohort of candidates takes classes together throughout the duration of the 11-month program, beginning with a diversity course that lays the foundation for the program's equitable leadership focus.

Over the past two years there have been significant modifications to the program structure in order to meet the updated California Administrator Performance Expectations (CAPEs) and the CalAPA. As a result of the PASC Program Coordinator participating in the Wallace grant, the faculty and district partners committed to creating fieldwork and clinical experiences for candidates that are aligned to the CAPEs, the CalAPA, and district needs. Program faculty and district partners commented on the highly collaborative community of practice and research that exists in these programs and referenced theory-to-practice connections through their discussions with instructors to ensure they were using similar quality measures, and then seeing how these practices were being applied in their fieldwork. They noted that the theory from the classroom that was applied in real-life scenarios helped cement these practices for PASC candidates and were much easier for the candidates to then implement at their sites.

Faculty, university supervisors, and the program coordinator confirmed that changes include, a new course structure inclusive of 3 additional units of field experience, updated course descriptions and assignments, a culminating experience presentation and strategic alignment of coursework and field experience requirements, particularly to the content and structure of the CalAPA. The new program structure and design was approved by the university curriculum committees for implementation in the 2019-2020 school year.

The program seeks stakeholders' input on program structure, curriculum, assessments and student learning through its PASC Advisory Board (members include superintendents, principals, program graduates who are now administrators, district human resources personnel,

district psychologists) that meets to discuss program instruction, curriculum, collaboration, and support. The board receives input on the program elements (i.e. course structure, curriculum, course objectives, and assignments) and desired student learning in addition to pursuing district suggestions for the educational needs of future administrators.

District-employed supervisors provide input and feedback specific to the field experience requirements and student learning through face-to-face conversations that take place at the final supervision meeting and through surveys given at the end of the semester. In addition, the district-employed supervisor and university supervisor meet to discuss the CAPEs being focused on by each candidate. This conversation includes discussion about program curriculum and instruction, as well as ways to best support students in growth toward competency with each CAPE. Candidate feedback is sought through course evaluations and final program surveys. All stakeholder input is used to consistently reflect on programmatic needs, course structure and student competencies. Faculty, supervisors, and the program coordinator utilize the summer months to collaboratively analyze the feedback data and redesign for the following year, as needed. The changes are then brought to the Advisory Board in the fall semester for further feedback. When embarking on change, the faculty keep the equity-focused lens so that the program stays true to the goal of preparing equity-focused leaders that utilize various leadership styles.

### **Course of Study**

The course of study over the three-semester program (fall, spring, and summer) begins with candidates taking the course Diversity and Equity in Educational Leadership during the first semester where they engage topics relating to diversity, equity, inclusion, and multiculturalism while simultaneously reflecting on their own biases and practices. This course introduces equitable practices, connects the practices to P-12 student success, and prepares candidates for the CalAPA cycle 1. Also in the first semester, the course Foundations of Educational Leadership course introduces equity-based leadership through leadership best practices, leadership styles, and leadership strategies while candidates are simultaneously enrolled in the Field Experience course. Candidates and completers commented favorably on the program goals that build upon the initial coursework, with the completers noting that in the second semester they continued to utilize and reflect on their own equity lens and cross-cultural practices interweaving the focus on equity with their own experiences in leadership and teaching. Completers of the PASC program noted that the School Law and Ethics course effectively prepared them for future issues by familiarizing them with various laws and cases that affect their leadership approach and reflect on law cases through an equity-focused lens emphasizing that school leaders should be ethical, equitable, and lawful when serving a diverse student population. Faculty and supervisors commented that the second semester Instructional Leadership course utilizes Adult Learning Theory and Culturally Relevant Pedagogy as a guide to support candidates in examining their own approach to communicating with and supporting teachers/adult learners while preparing for the CalAPA cycle 3.

Candidates have semester-long placements for their field experience in the fall and spring semesters which is strategically connected to both CalAPA preparation and coursework. For example, candidates are required to analyze and share with stakeholders their schools Mission and Vision statements, conduct an equity gap analysis, facilitate a group meeting relating to growth and development, and partake in tasks that align with the CAPE standards. Candidates complete about 100 total hours of clinical experience and are required to engage in activities that are of consequential work such as conducting stakeholder meetings, reviewing policy and handbooks then discussing with stakeholders changes that could be made, presenting to stakeholder groups, analyzing data and presenting it along with next steps, and engaging in instructional coaching cycles. Each activity the candidates conduct is tied directly to the CAPE standards and agreed upon by their district-employed supervisor, university supervisor, and the candidate themselves.

Candidates use their current school site or district to participate in the field experience requirements which is supervised by a university supervisor and a district employed site supervisor who hold a clear administrative credential and work closely with the candidate to support their leadership growth and development. Candidates are provided a training for field experience tasks and expectations during a 4-hour face-to-face class held at the beginning of the semester and are required to meet with their Site Supervisors bi-weekly to reflect on discussions, accomplishments, and areas of improvement discussed in their candidate log. Candidates, completers, faculty and supervisors confirmed that candidates meet with the university supervisor between 3-5 times a semester for discussions and support with the CAPE tasks, leadership work, and field experience requirements.

Each district-employed supervisor is supported by the university supervisor and the PASC Field Experience Coordinator. The district-employed supervisor agrees to participate in the online training that explains the requirements and expectation of their work as a site supervisor, the administrative program candidates' requirements, what to expect from the university supervisor, and best practices when coaching adult learners. Both supervisors provide the coordinator with an evaluation of the candidate's usage and knowledge of the CAPEs as well as their professionalism, equitable practices and leadership abilities in order for faculty and supervisors to support each candidate in their growth. The university supervisors and Field Experience Coordinator then collaboratively assess student growth and competency through evaluating the candidate's coursework, meetings, tasks conducted, and site supervisor feedback.

### **Assessment of Candidates**

Interviews with candidates, completers, faculty, and field supervisors confirmed the structure and alignment of assessments with program standards and CalAPA. Documented evidence including syllabi from classroom and fieldwork courses identifies the CAPEs to be addressed, and the type of learning to occur (introduction, practice and/or assessment) during the program. Competencies aligned to the CAPEs are assessed through key assessments throughout the three-semester curriculum used in the program. Prior to the start of the program,

candidates are provided with an orientation meeting to explain the course requirements, field experience, the CalAPA requirements, and overall expectations of the program. Similarly, at the beginning of each course, the instructor explains, in great detail, the course objectives, assignments, and expectation for the course and how all results and feedback on student assignments are provided through the learning management system or in one-on-one meetings. Additionally, candidates in the program are assessed in each course by their completion of assignments and involvement in course discussions.

At the end of the program, students participate in a performance assessment that complements other assessments conducted throughout the program. In this assessment, candidates work together in a small group to respond to a scenario. They must use an administrator's lens and incorporate key principles, theories, and strategies taught in the program. Program alumni and current administrators participate on a panel in which their role is to ask questions and challenge the candidates' responses to the scenario. In addition to the course and program assessments, CalAPA results are utilized to assess candidates' attainment of the program competencies.

### **Findings on Standards**

After review of the institutional report, supporting documentation, completion of interviews with candidates, completers, faculty, supervisors, and advisory board members, the team determined that all program standards are met for the Preliminary Administrative Services Credential program.

## **School Nurse with Special Teaching Authorization**

### **Program Design**

The School Nurse Credential program (SNCP) is operated through the College of Continuing Education (CCE), in partnership with the California State University, Sacramento School of Nursing (SON). This program also includes an option to add a Special Teaching Authorization in Health (STAH) which allows a school nurse to independently teach health classes or a full course in a variety of school settings (preschool, elementary, middle, secondary, and adult). School nurse candidates (SNC) typically complete the program in one calendar year (starting in January) and may opt to take a second year of graduate coursework and comprehensive exam to complete a master of science in nursing (MSN). Those seeking the STAH complete additional coursework and field experiences, usually conclude within two additional semesters. The number of school nurse credential candidates has grown in recent years to 145-165 applicants a year due to the limitation of school nurse credential programs within the state (currently, there are only 4 active programs). As a result, the candidate selection process is limited to school nurses at the end of their five year preliminary credential as being among those who are first admitted.

Leadership within the program is demonstrated by a coordinated effort between the SNCP and SON program. An appointed SON faculty member serves as SNCP Coordinator and manages

course content and delivery, faculty recruiting, training and assignments, applicant review and candidate advising while the CCE staff lead all administrative operations. The SNCP Coordinator leads program evaluation as a member of the SON's Program Evaluation Committee. This is to ensure that all courses align with the SON's graduate program.

Communication with the program and the institution is facilitated by the CCE managing all communications and administrative support while both staff work closely together to ensure that admissions procedures, program operation and communications with candidates occur seamlessly. Additionally, communication is established through participation in monthly meetings of the Council of Preparation of School Personnel and periodic meetings of the Credential Unit Advisory Group. The CCE staff and the SNCP coordinator also collaborate with the university's Office of Graduate Studies and the credentials analyst, who oversees advising and administrative service for candidates receiving credentials and authorizations to ensure compliance and completion accuracy.

Program structure is offered in a hybrid format, including face-to-face instruction as well as online learning. The program recognizes that candidates are professional full-time school nurses who may come from all over the state, so the structure is designed to support candidates' schedules as well as location challenges. Additionally, for those candidates who may live in the southern part of the state, one of the face-to-face weekends is offered through a partnership with San Diego Unified School District. Candidates all report that this hybrid format works extremely well and meets their needs of being independent practitioners (online) as well as fostering collaboration and networking (face-to-face).

Program modifications that have been implemented over the last few years include moving to the CCE to allow for more flexibility so that candidates can enroll and complete the program in a prescriptive timeframe. An advantage is that there is no limitation on the number of master's candidates who can enroll through the CCE. However, housing the program in the CCE creates some limitations to the number of services that candidates can access. Candidates report that they most frequently use academic services such as the library which are available to all students.

Stakeholder input is evident through a variety of means, including an advisory meeting convened by the SNCP coordinator, which includes school nurse leaders and school health program administrators. The advisory committee provides guidance on key school nursing issues and suggests modification of course content to better prepare credential candidates to perform as credentialed school nurse leaders based on best practice. In addition, Candidates complete course and faculty evaluations for every course. These evaluations are utilized to ensure that the program is meeting the needs of the candidates and are the data from these evaluations are utilized to provide program improvement, as needed. The SON also conducts surveys and focus groups with MSN graduates to elicit similar information. Candidates and completers report that they feel that feedback is welcomed, and that faculty listen and respond to concerns or needs. The team feels this is an area of high praise for the program.

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

The course sequence is designed and sequenced to introduce the candidates to school nursing processes with each course building on that foundation while introducing advance assessment courses culminating with a practicum/field experience. The program utilizes the National Association of School Nurses' (NASN) *Framework for the 21<sup>st</sup> Century School Nursing Practice* principles and components as an organizing framework. The curriculum supports the mission and vision statement of the university. This is evidenced by faculty feedback that describe innovative programs that address transdisciplinary ways to advocate, lead, collaborate and effect systems change, specifically as it relates to IEP training. Candidates and completers all report that they were either very familiar with the mission statement as part of their coursework or that the curriculum and instruction definitely reflect this philosophy.

Coordination of coursework with fieldwork is accomplished through a variety of assignments including, but not limited to in-class, online, clinical activities and written assignments. Field experiences provide opportunities for candidates to further develop their knowledge, skills, disposition, understanding and role as a professional school nurse and allow the candidate to experience the unique nursing practice setting of public education. SNCP candidates are required to complete 130 hours of clinical fieldwork. Candidates are supported in their fieldwork by a credentialed school nurse preceptor who the candidate self-identifies within their district or a neighboring district/LEA. Should a candidate have difficulty identifying a preceptor, the clinical faculty will assist in identifying and assigning them a preceptor, which may include contacting district supervisors to discuss the need further. Resumés from all preceptors are collected and reviewed to ensure their clinical expertise. A review of these resumés as well as candidate evaluations and feedback confirm that candidates are supported by highly qualified fieldwork preceptors. Candidates and completers both report that the fieldwork and support from their preceptor was extremely beneficial.

Preceptors are oriented to their role by a variety of means, including an overview by their candidate, provision of a manual of expectations, and contact with the clinical faculty. Candidates and preceptors meet at least twice a month to review progress toward meeting clinical objectives, and to conduct clinical evaluation. Clinical faculty have contact with preceptors at least three times a semester and are available at any time during the semester, should the need arise. The candidate is also evaluated at mid-term and end of clinical experience. This helps ensure that clinical faculty are more fully engaged and take responsibility for candidate performance evaluation, with input from both the candidate's self-evaluation and the preceptor's evaluation. This also allow for remediation, should there be any concerns, so they can be addressed early on in the program and adjustments and/or changes can be made, if needed.

The optional Special Teaching Authorization in Health (STAH) program includes an additional educational theory course and a clinical practicum. STAH candidates participate in an additional 135 hours of clinical fieldwork, which is supervised by clinical faculty and a mentor teacher/preceptor. These mentor teachers are credentialed teachers or credentialed school

nurses with the STAH credential. The clinical practicum requires candidates to teach a full health education “unit,” in partnership with their preceptor. During the practicum, clinical faculty will watch, either online or in person, at least one of the candidate’s teaching units. Online class discussions and a variety of assignments in the practicum and preceding STAH courses facilitate candidate application of key teaching and learning concepts, assessment of health education participant learning, and utilization of the California Health Education Content Standards. Upon completion of the teaching plan, the candidate engages in a thorough self-assessment using the *Student Self-Evaluation of Teaching* form. Near the beginning and again near completion of the experience, a three-way telephone conference or a site visit is held with the candidate, preceptor, and clinical faculty. Formal candidate evaluation is conducted at the end of the semester by the preceptor using the *Preceptor Evaluation of Student* form.

### **Assessment of Candidates**

Candidates are assessed throughout the program using clear assignment objectives, directions, and grading rubrics. There are five key assessments that all SNCP candidates must earn at least 83% on, which act as the primary measures of whether candidates are fully prepared and competent to serve as credentialed school nurses. In the first face-to-face orientation weekend, the SNCP Coordinator provides candidates with information both orally and in writing on the required key assessments and regular feedback is provided throughout the program to ensure that candidates are fully prepared.

Upon completion of the SNCP coursework and the above key assessments, candidates are directed to fill out and submit the SNCP Institutional Evaluation of Candidate Achievement. Upon satisfactory completion of this form, the SNCP Coordinator signs the form, and directs candidates to submit it along with other required documentation to the credentials office.

STAH candidates must achieve at least an 83% in the required course, and must earn a “Credit” for the teaching practicum. Once they have successfully completed the teaching practicum, candidates will have met the educational/ practicum requirements for their STAH credential. STAH candidates must also pass the CBEST (California Basic Educational Skills Test).

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of the interviews with candidates, graduates, faculty and supervising practitioners, the team determined that all program standards are met for the School Nurse Credential program and the Special Teaching Authorization in Health.

## **Speech-Language Pathology with Special Class Authorization**

### **Program Design**

California State University, Sacramento’s Speech-Language Pathology Credential program has been designed to ensure that the Commission program standards are consistently met through course content and fieldwork. The Master of Science in Communication Sciences and Disorders

(MS-CSAD) at California State University, Sacramento prepares the candidate of the Communication Sciences and Disorders (CSAD) Department to apply for the credential. The Communication Sciences and Disorders Department resides within the College of Health and Human Services, and the faculty in this unit have primary responsibility for administering the credential program.

The Communication Sciences and Disorders Graduate program admits 36 candidates per year. Students must have an undergraduate degree (or its equivalent) in Speech-Language Pathology, Communication Sciences and Disorders, or its approved equivalent. Admission preference is given to students whose undergraduate curriculum is equivalent to Sacramento State's Communication Sciences and Disorders Undergraduate Curriculum.

The faculty and department leadership hold weekly meetings and interact with the College and University administration through the organizational structure and through College and University committees. In addition, the faculty is represented in the Faculty Senate and are engaged in campus activities.

Within the department, there is a system for ongoing evaluation and improvement. The Learning Outcomes Assessment provides multiple points of data which are aligned with both the ASHA and Commission standards. The staff analyze and discuss these data points regularly and, at semester department retreats, decide what needs to be added or done to address recommended changes.

### **Course of Study**

Students entering the program hold a bachelor's degree in communication sciences and disorders or a bachelor's degree in another field and have completed foundational communication disorders coursework. Upon entering the 58-60 unit program, students take advanced coursework in speech-language pathology and complete a variety of clinical education experiences in a highly sequenced manner. Candidates move through required coursework and clinical placements as a cohort. The Speech-Language Pathology credential program is offered through the Communication Sciences and Disorders Master's Degree program. Earning the master's degree prepares the student to apply for the credential. Candidates seeking the Special Class Authorization complete an additional student teaching/internship experience.

Students participate in a variety of clinical experiences - ensuring that each student will gain experience with diverse client types and accrue at least 388 direct clinical contact hours. Clinical experiences progress in intensity and in expectations. Candidates participate in on-campus diagnostic and therapeutic clinics across 3 semesters. In addition, all candidates participate in the provision of therapy to groups of students (e.g., classroom-based intervention.) Candidates utilize a reflection-on-action component to each clinic/field experience that supports the candidate's ability to explain clinical and educational program decision making. For each session, both group and individual, students must identify/site evidence upon which the

intervention is based. They also keep ongoing progress data both in individual and group intervention sessions. Additionally, there are several inter-professional educational components embedded into the on-site clinical sequence that support the candidates' ability to collaborate with transdisciplinary teams.

The Communication Science and Disorders program holds a biannual supervision training for on-campus Clinical Instruction Faculty, and Master Clinicians who host school site internship experiences. Each candidate enrolled in fieldwork, (an internship/student teaching practicum), is assigned a Master Clinician, who is required to be onsite and available 100% of the time, with 25% direct supervision. Master clinicians are required to maintain national certification (Certificate of Clinical Competence from ASHA), as well as a California Speech-Language Pathology Services Credential with or without Special Class Authorization (appropriate to work setting and the CA License in Speech-Language Pathology).

In the fourth semester, internship experiences include a nine-week school placement, a ten-week hospital or private placement, or one 9-week Special Day Class Placement for candidates seeking the Special Class Authorization. This advanced experience provides second-year students an extended opportunity to provide supervised therapy, receive feedback and participate in other components of school-based intervention, including IEP meetings, staff in-services, and teacher consultation.

Students graduating from the MS-CSAD program will be eligible to complete fellowships and examinations necessary to earn a California License in Speech-Language Pathology, American Speech, Language, and Hearing Association Certification in Speech-Language Pathology, and California Speech-Language Pathology Services Credential, with or without Special Class Authorization.

The curriculum is designed to ensure that the speech-language pathology program standards set forth by the Commission on Teacher Credentialing, are consistently met through rigorous course content and required fieldwork, giving each candidate a broad background in the different specialties within speech-language pathology. Candidates are trained to implement evidenced-based and ethical practices; assess and educate diverse learners; use educational and assistive technology; work collaboratively with families, other education professionals, and the community; and participate in ISFP's, IEP's, and post-secondary transitional planning.

The course sequence provides evidence that the CSUS Speech-Language Pathology Credential Program fully meets each performance expectation as they are introduced, practiced, and assessed. A Commission on Teacher Credentialing to American Speech Language Hearing Association Alignment Matrix provided a crosswalk reference to these standards.

As evidenced by a thorough review of course syllabi, as well as staff, candidate, and completer interviews, adherence with candidate performance expectations is demonstrated within course calendars, activities, assignments, rubrics, or appendices. Adherence with all 8 program standards is evidenced numerous times throughout program.

## **Assessment of Candidates**

All department non-clinical course syllabi are required to include the formative Learning Outcomes Competency (LOC) where each learning outcome for the course is explicitly connected to assessment measures for the course. Candidates are instructed to track their learning outcomes as they are measured by the specified assessments. Remediation strategies are initiated by faculty if candidates fall below a B grade on any of the specified assessment measures. These may include support from the instructor, a department-specific tutor, the California State University, Sacramento Writing Center, or other University-sponsored tutoring supports such as Smart Thinking and/or the Peer and Academic Resource Center (PARC). All clinical (on-campus and internship) experiences require the candidate to apply previously acquired knowledge to real-life situations. Success in these experiences is dependent upon the ability to assess and treat clients under the supervision of a Clinical Instructor/Master Clinician. The assigned Clinical Instructor/Master Clinician completes a comprehensive clinical competency form for each experience, aligned to the clinic syllabus, its grading rubric, and a degree knowledge and skills outcomes for each candidate in each clinic/internship at midterm and final. Through this process, each clinical/fieldwork experience is assessed through both formative and summative means, with each specific clinical competency line item designed to measure basic knowledge and critical thinking through application of that knowledge across the nine skill areas set forth by ASHA divided into four areas: Writing, Assessment, Treatment, and Professional Behavior. Specific clinical competency forms are in place for each clinic and internship. Candidates are provided with the clinical competency evaluations and the associated syllabi before they begin each clinical experience. Clinical Instructors/Master Clinicians, who have been trained on the form and its use by the Clinic Coordinator, use this form to provide ongoing feedback to candidates regarding progress. As a candidate meets clinical competency in each clinic/internship, the associated skills are recorded as being met on their ASHA Knowledge and Skills form, maintained electronically by the department.

Additionally, faculty have developed a standardized Performance Improvement Plan (PIP) form that corresponds to the clinical competencies form. The form is used as a teaching tool to promote critical thinking in specific competency areas in which a candidate is demonstrating difficulty and for which the candidate is at-risk for not reaching moderate to independent level mastery by semester's end. It includes candidate and Clinical Instructor/Master Clinician responsibilities and timelines in the process and requires the identification of specific supports to be provided to the candidate. Any candidate with a PIP in place in two clinics will be provided with a department-level PIP identifying supports to be provided. Site liaisons provide an additional level of support to Master Clinicians should a PIP need to be implemented during the internship phase.

There is significant evidence that candidate competency is assessed throughout the coursework programing. Additionally, the department utilizes a CALIPSO Clinical Performance Evaluation process to ensure that only highly qualified candidates are recommended for the Speech-Language Pathology credential. The areas of evaluation and intervention are evaluated for competencies in varying disability areas including articulation, fluency, voice, language, hearing,

swallowing, cognition, etc. Through this matrix, candidates are also evaluated for preparedness, interaction, (including integration of research principles into evidenced based practice), and personal qualities.

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of the interviews with candidates, graduates, faculty and supervising practitioners, the team determined that all program standards are met for the Speech-Language Pathology with Special Class Authorization program.

### **Pupil Personnel Services: School Counseling**

California State University, Sacramento (CSUS), provides the Pupil Personnel Services authorization in School Counseling. The 59-unit Pupil Personnel Services School Counseling credential prepares professional counselors to work within the K-12 educational system. The program was accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) until 2016. Accreditation was not renewed due to an imbalance in the student to full-time faculty ratio. Recently a new self-study was submitted and the program is awaiting a site visit. The School Counseling program is located in the Department of Graduate and Professional Studies in Education (GPSE) with additional oversight by the College of Education as it relates to school-based education credentials.

### **Communication Within The Credential Program And With The Institution**

The Dean of the College of Education has primary responsibility and authority for educator preparation programs at California State University, Sacramento. Additionally, the program co-coordinators are responsible for overseeing quality assurance within the program through assessing program performance, directing all continuing and new program initiatives, and ensuring the academic quality and integrity of the program.

### **Structure Of Coursework And Field Experiences in The Credential Program**

The School Counseling credential is earned through successful completion of coursework and field experiences. Fieldwork facilitates candidate learning and supports candidate application of skills. A minimum of 100 field hours (practicum) is earned during the pre-internship phase, and 600 hours are earned during the internship year. The candidates are required to complete these hours under the supervision of a credentialed school counselor. The hours are completed across two different age levels in order to ensure a variety of experiences. Completers and current candidates both commented that the coursework combined with field experiences provide them with a solid foundation needed to meet the demands of the profession.

The School Counseling program has reported the following changes: 1. Determination of specific program standards for EDC 280: Practicum in Communication, EDC 475: Practicum in School Counseling, EDC 480 Field Study in School Counseling, and EDC 500: Master's Culminating Experience; 2. Additional training in assessment tools specific to schools and school counseling in EDC 218: Assessment in Counseling; 3. Implementation of a field study site fair. In

addition, they also reported that they will be reinstating the Community Advisory Committee (CAC) this upcoming Spring (2020).

In addition to the CAC, opportunities for feedback include school district supervision meetings with mentors, professional involvement with organizations like the American School Counseling Association (ASCA), and relationships with alumni.

District supervisors report a willingness to participate in these events and report that the CSUS program faculty are receptive to the feedback. District supervisors have observed that program implementations and changes have occurred as a result of the input provided. For example, field supervisors gave feedback about offering a course in trauma and crisis intervention earlier in the sequence, given that the candidates had been taking it at the end. The program considered it and now the course is taken during the first year.

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

The candidates follow a prescribed scope and sequence as they work through the program as a cohort. The classes are delivered in a face to face format. It was noted during interviews with completers, current program candidates, and site supervisors that all constituents respect the rigor of the coursework and emphasis on developing counseling skills and a commitment to social justice and equity. The current candidates report that that the course of study is clear, related to their practice, and that the classwork is associated with the field experiences.

The 600-hour internship serves as the culminating demonstration of competency, knowledge, and skills developed in all areas of school counseling. The candidates, university instructors, and district supervisors discussed the readiness of candidates to participate in fieldwork activities that allowed them to fully conceptualize theories being learned within the classroom and integrate and apply them in school contexts. All interviews with current university and site supervisors verify that course instructors present educational theories that are applicable to the profession. For instance, a district supervisor spoke about each candidate having a favorite theory of counseling.

The Program is well-coordinated, and courses are relevant and necessary for success in the fields. Critical courses taken by school counselors include multicultural counseling, trauma and crisis counseling, and substance-abuse counseling. They also have a deep commitment to social justice and equity in mental health. Candidates and completers provided examples of lectures, readings, and experiences in which the themes of social justice and equity was a matter of focus. For instance, there is a course on multiethnic counseling (EDC 2010) in the curriculum that addresses those themes.

The program has a list of approved sites from which the candidate can select. The candidate can also select a placement and have it vetted through by the program faculty. Field placements are diverse in terms of grade level (P-12) and the expectations of diversity and multiethnic settings (at least 50%).

District supervisors must undergo supervision training provided by the program faculty. Through interviews, district supervisors described the training as an overview of best practices, ethics, and supervision guidelines. School counseling faculty expect that the candidate's field experience will include students of multicultural backgrounds. When interviewed, district supervisors attest that candidates receive experience working with children in grades P-12 and in multiethnic settings.

### **Connection of Field Experience with Coursework**

The curriculum is connected to field practice (i.e., counseling, ethics, law, etc.). Information learned in the classroom is supported in practicum and applied further in the internship. Furthermore, they are assessed as to the proficiency and mastery in field experiences and evaluated as to their competence of skills in the field.

The candidates feel that their coursework has prepared them for all field experiences. For example, both candidates and completers report that the first-year course teaching play therapy was beneficial in developing their counseling skills. As a form of program improvement, the school counseling faculty report that they look to school district mentors and CAC meetings to develop coursework and field experiences that are current and relevant.

Field supervision, advisement, and evaluations are outlined in the handbooks, but summed up in the MOU, which was provided as evidence. The PPS School Counseling program uses an agreement that highlights key roles of the university, district, and policies to clarify key roles, responsibilities, and expectations. Assessment of competencies identified by the CACREP and the CTC is a key component of the field experience.

The faculty describe assessment points in both coursework and field experiences, as highlighted in the CTC guidelines. They collect data about student competencies and use that data for program improvement. Program completers and current candidates report receiving feedback about their progress along the way. During interviews, field experience supervisors reported evaluating candidates on their competencies twice during the 600 hours, once in the fall and once in the spring. They also reported meeting with program faculty and candidates and reviewing the guidelines and expectations. District supervisors also reported that discussion between the university and site supervisors occurred as necessary to address concerns.

### **Assessment of Candidates**

Candidates in the PPS School Counseling program are assessed throughout the program on their knowledge, skills, attitudes, disposition, and competencies. In addition to field experiences, the Master's culminating project is another data point. Finally, The Counselor Preparation Comprehensive Examination (CPCE) is used to assess competencies at the end of the program.

In the interview, the school counseling faculty report that candidates are assessed at many points during the program and the details of their assessment framework. They clearly articulated the link between course assignments.

The candidates submit a final case study that includes evidence of the candidates' professional development illustrating their practice and competence as a beginning school counselor. In the interview, completers reported that the case study provided them with a platform to share evidence of their professional growth, competency, and the impact they had on students.

The program completers and current candidates report feeling supported and well-advised through the program. Candidates indicated that they had a clear understanding of all required coursework, fieldwork placement, and program requirements. In addition to assigned advisors, candidates felt the liberty to seek advisement from another faculty as well. Both groups stated that they felt confident in their understanding of program requirements for matriculation and completion of the program. In addition, the program provided resources like scope and sequence forms, peer mentors, advisory nights, and faculty/advisor meetings to foster successful completion.

### **Findings on Standards**

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

### **Pupil Personnel Services: School Psychology**

California State University, Sacramento (CSUS), provides the Pupil Personnel Services authorization School Psychology. The School Psychology is also accredited by the professional organization, National Association of School Psychologists (NASP). PPS School Psychology is overseen by the Department of Graduate and Professional Studies in Education (GPSE) and by the College of Education.

### **Communication within the credential program and with the institution**

The Dean of the College of Education has primary responsibility and authority for educator preparation programs at California State University, Sacramento. Additionally, the program coordinator is responsible for overseeing quality assurance within the program through assessing program performance, directing all continuing and new program initiatives, and ensuring the academic quality and integrity of the program.

### **Structure of coursework and field experiences in the credential program**

The PPS School Psychology credential can be earned in 89-98 units depending on the track a candidate chooses. Fieldwork hours facilitate candidate learning and support candidate application of skills. A minimum of 450 field hours (practicum) is earned pre-internship, and

1200 hours are earned during the internship year. The candidates are required to complete these hours under the supervision of a credentialed school psychologist (with two different age levels). Completers and current candidates of both program options commented that the coursework combined with practicum experiences provide a strong foundation, which prepared them for the field and experience experiences needed to be able to meet the demands of social psychologists in public schools.

The program reports the following changes: 1. added the GRE as an admission requirement to increase the options for candidates to document their readiness for graduate-level study, 2. added Legal Issues in Special Education to the course sequence, 3. increased the weighted value of those that are bilingual applicants. This increase, according to faculty, occurred in the past year. Program completers report that the addition of the legal class, which is taught by an attorney, was a beneficial addition to the curriculum.

The program holds annual community advisory meetings in which stakeholders provide feedback and current trends in the field to the university. Other opportunities to provide feedback include individual school district supervision meetings with mentors and professional involvement with organizations like the National Association of School Psychologists (NASP) and California Association of School Psychologists (CASP).

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

The candidates follow a scope and sequence, and as they work through the program as a cohort. The PPS School Psychology program is accredited through its national professional accreditation body (NASP). In interviews with completers, current program candidates, and site supervisors respect the rigor of the coursework.

The coursework is aligned to NASP standards, Commission standards, and to the University mission and goals. The current candidates report that that the course of study is clear, related to their practice, and their classwork is related to the field experiences. For instance, they were able to articulate several of the NASP and Commission standards appropriately during interviews.

The 1200-hour internship serves as the culmination of their demonstration of competency, knowledge, and skills developed in all areas of school psychology. The candidates, university instructors, and district supervisors discussed the readiness of candidates to participate in fieldwork activities that allowed them to fully conceptualize theories being learned within the classroom and integrate and apply them in school contexts. All interviews with current university and site supervisors verify that course instructors present educational theories while site and university supervisors observe its application in the field.

The program is well-coordinated, and courses are relevant and necessary for success in the field. Critical courses taken by candidates in the PPS School Psychology program include legal

aspects of special education, functional assessment of behavior, and preventative mental health- to name a few.

In the interview, district supervisors observe that CSUS candidates come to field experience with a solid knowledge of the law, disabilities, and working with English Language Learners (ELLs). In addition, they feel that current candidates are competent in working with students that have disabilities and are of multiethnic and diverse linguistic backgrounds.

Procedures for identifying placements are specified in the Student Handbook. Field placements are diverse in the terms grade level (P-12) and the expectations of diversity and multiethnic settings (at least 50%) are clearly stated.

Both faculty and candidates report that placements occur in P-12 settings with supervisors that have undergone CSUS training provided by the program faculty. The faculty provide all approved sites to the candidates. However, if a candidate wants to complete their hours in a non-approved site, the student can provide potential supervisor's contact information to the department, and they will reach out about training opportunities. School psychology faculty expect that the candidate's field experience will include students of multicultural backgrounds and a wide range of disabilities. In interview, district supervisors attest that candidates receive experience working with children in grades P-12, multiethnic settings, and disabilities.

The curriculum is connected to field practice (i.e., counseling, assessment, and law). Information learned in the classroom is supported in practicum and applied further in the internship. Furthermore, candidates are assessed as to the proficiency and mastery in field experiences. They are also evaluated as to their competence of skills in the field.

During interviews, candidates expressed that they feel that their coursework is preparing them for field experiences. They feel that the first-year observations and interviews relate to their coursework and will prepare them for more advanced field experiences as they move through the program. The faculty report that they look to school district mentors, NASP, and involvement local professional development to develop coursework and field experiences that are current and relevant. The district supervisors report that candidates are well prepared and that the clinical testing lab gives the candidates well-rounded experience in testing.

Field supervision, advisement, and evaluation are outlined in the handbooks, but summed up in the MOU, which is provided as evidence. The PPS School Psychology program uses a similar MOU but highlights key roles of the university, district, and policies to clarify key roles, responsibilities, and expectations. Assessment is a key component of the field experience. The faculty describe assessment points in field experiences as outlined by NASP and Commission standards and use that data for program improvement. Program completers and current candidates report receiving feedback about their progress along the way. In the interview, field experience supervisors report evaluating candidates on their dispositions, skills, and knowledge twice during the 1200 hours, once in the fall and once in the spring. They also

report meeting with program faculty and candidates and reviewing that information with the candidates. District supervisors stated that discussions between the university and site supervisors also occur as necessary to address concerns.

### **Assessment of Candidates**

Candidates in the PPS School Psychology program are assessed throughout the program on their knowledge, skill, attitude, disposition, and competencies. The program uses grades, key assignments, field experience ratings, and Praxis as assessments.

The school psychology faculty stated during the interview that candidates are assessed frequently during the program while providing the details of their assessment framework. They clearly articulated the link between course assignments, Praxis, fieldwork surveys, portfolios, internship exams, NASP standards and Commission standards. Program completers and current candidates described being assessed by field supervisors, faculty, and the Praxis, which must be passed with a score of 147 or more.

The candidates prepare a portfolio that includes key assignments and evidence of the candidates' professional development illustrating their practice and competence as a beginning school psychologist. In the interview, completers reported that the portfolio provides them with a platform to share evidence of their professional growth, competency, and the impact they have had in the schools where they have served during their time in the program.

During interviews, program completers and current candidates reported feeling supported and well-advised through the program. They stated that they had a clear understanding of required coursework, fieldwork placement, and program requirements. In addition to assigned advisors, they felt the liberty to seek advisement from another faculty as well. Both groups reported that they felt confident in their understanding of program requirements for matriculation in and completion of the program.

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the PPS School Psychology program.

## **Pupil Personnel Services- School Social Work**

### **Program Design**

The California State University, Sacramento (CSUS), provides the Pupil Personnel Services authorization in the area of School Social Work. The Masters in Social Work (MSW) is accredited by the Council on Social Work Education (CSWE). The PPS Social Work program is housed in and has oversight by the Division of Social Work, College of Health and Human Services, and receives additional oversight through the College of Continuing Education.

The PPS Social Work Program is housed in the College of Health and Human Services. The College of Continuing Education also administers some aspects of this program. The Deans of these two colleges work closely with the Dean of the College of Education, the unit head for CTC-accredited programs. This systematic and regular communication among deans ensures program efficacy.

The candidates are required to complete a total of 450 hours of supervised school-based internship (in two different developmental sites for a minimum of 100 hours) while serving two different age groups. The program attracts candidates from throughout California who are social workers or those who are nearing graduation for their MSW. Completers and current candidates of both program options commented that the coursework combined with practicum experiences provide a strong foundation, which prepares them for the field, and, the experience needed to be able to meet the demands of social workers in public schools.

During interviews, the program the faculty reported that no course modifications were made in that past two years. Faculty have a goal of creating a supervisor training component for their school district mentors. Currently, supervisors are selected by Administrator referrals, review of resumés and credential checks.

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

The students follow the scope and sequence and work through the program as a cohort. In interviews with program faculty, the school social work program adheres to Commission standards.

The program faculty report integrating the unit mission of social justice into all aspects of content, clinical case studies, and course discussions. The completers concurred and provided several examples of how social justice and equity matters permeated their coursework and field experiences.

Placements are self-selected by the candidates, with guidance from the program, depending on where they live. According to the completers that lived close to CSUS campus, university faculty provide them with field experience site leads with whom they have working relationships. There is an expectation that field experience is diverse in terms of grade level (P-12) and multiethnic settings (at least 50%).

During interviews, PPS Social work completers reported that their coursework prepared them for field experience. They felt that the program is well-planned and provides for proper preparation for their careers.

Field supervision, advisement, and evaluation are outlined in the handbooks, and summed up in the MOU, which was provided as evidence. All three PPS programs use a similar MOU that highlights key roles of the university, district, and policies to clarify key roles, responsibilities, and expectations.

The program faculty did not articulate a clear advisement protocol during field experience, but all students reported that they were well-advised. In addition, each completes a competency assignment as a completion requirement, but that assignment can be different for each student.

### **Assessment of Candidates**

For PPS Social Work, the policy indicates that candidates are assessed throughout the program coursework and field experiences. Data such as grades, field evaluations, CBEST passage rates, and a rating scale looking at 23 Social Work competencies.

Both faculty and completers reported several assessment points throughout the program. During interviews, the program faculty did not articulate a clear cumulative assessment other than grades for assignments and a final grade for each class. The program completers reported hearing about CTC standards during coursework and class discussions.

The program completers report feeling supported and well-advised through the program. They say they had a clear understanding of required coursework, fieldwork placement, and program requirements.

### **Findings on Standard**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the School Social Work Programs.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response required</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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**  
**Summary of information applicable to the standard**

California State University, Sacramento College of Education (COE) Vision for Educator Preparation Programs states: *“Sacramento State prepares school-based professionals who practice in transdisciplinary ways to advocate, lead, collaborate and effect systems change. Grounded in principles of social justice, their innovative and rigorous professional practice reflects the interests of and responds to the needs of our diverse community. They meet the highest standards of ethics and inclusion. They are reflective practitioners that promote the success, development, and health of the whole child, ensuring a commitment to life-long learning.”*

This vision/mission is embedded in unit programs evidenced by the testimony of administrators, faculty, candidates, completers and stakeholders. The research-based vision provides a theoretical framework for programs and assessment processes. A review of course syllabi, website, handbooks, faculty vitae, and hiring/recruitment practices, reveal a commitment to the themes of the mission/vision. For instance, in interviews, candidates and completers felt that emphasis on social justice was consistent and applicable to school settings. In addition, signature assignments relating to such items as home visits, ethnography, and community resources, highlight a strong social justice emphasis within coursework and the assessment system. Faculty communicated clearly that inclusion and transdisciplinary focus inform course design.

The unit actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision-making for professional educator preparation programs as evidenced by partnership grants, shared professional development with P-12 faculty, meeting agendas and interviews with faculty, site-based supervisors, and school district partners. The Credential Unit Advisory Group (CUAG), the Council for the Preparation of School Personnel, and the COE Advisory Board, are the primary bodies that engage stakeholders in organizing, coordinating, and making decisions about credential programs.

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. The Unit's faculty maintain active and formal collaborations and partnerships with the P-12 system and community college districts, such as, The New Generation of Educators Initiative, Comprometid@s, The Integrated Teacher Education Program, and accelerated child development and teaching credentials programs.

Interviews with the COE, College of Health and Human Services (CHHS), and College of Continuing Education (CCE) deans and a review of their budgets demonstrate that the university has a transparent budget process ensuring that programs have a voice in budget development. The deans have the authority and adequate funding to provide for programs' operating expenses, effective staffing, faculty positions and clinical supervision.

Review of curriculum vitae revealed qualified full-time faculty. As confirmed in interviews with candidates, school district partners, graduates, faculty, staff, and administrators, full-time faculty engage in effective teaching, supervision, research, professional presentations, and service in the university and P-12 schools. Thirty-nine percent of new faculty hires are from under-represented groups. Curriculum vitae and syllabi demonstrate that many have research interests and expertise focused on issues of equity, social justice, and inclusion.

The Unit establishes faculty quality through careful recruitment and review. Intentionality is maintained through the consideration to elect new tenure track faculty. Follow through is demonstrated by the process as the unit evaluates faculty performance through course evaluation, tenure review and post-tenure review. Temporary faculty are hired according to the bargaining contract and evaluated through course evaluations and other performance assessments.

The COE Dean has primary responsibility and authority for educator preparation programs at CSUS while working in collaboration with the CHHS and CCE Deans. The Credential Unit Advisory Group (CUAG) includes coordinators of all educator preparation programs, the Teaching Credentials and Graduate and Professional Students in Education Branch chairs, the CHH Associate Dean, and the Senior Program Manager for CCE. CUAG meets monthly and is the primary vehicle for communicating CTC accreditation requirements.

The Dean monitors the credentialing process to ensure that only qualified candidates are recommended. Interviews with credential analysts, program coordinators, chairs, candidates and completers provide evidence of a system to track credential candidate progress to completion.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding Consistently</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response required</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

A review of program documents, interviews with program leaders, faculty, and stakeholders confirmed that the unit recruits and supports candidates to assure their success in all commission-approved programs. A review of University graduate admissions documents and practices reveals clear criteria for admission to commission-approved programs. Criteria for admission to specific programs within the unit are clearly defined and available online, in print, and through advisement in the Student Success Center (SSC). The SSC is involved in the recruitment of diverse candidates within the University community and from sources outside the University such as community colleges and other local universities. Students may self-refer to the SSC for career and credential program advisement as well as academic support. Faculty refer students to the SSC for academic support in coursework and in preparing for high-stakes tests such as the CSET or RICA. The processes are well defined and are monitored for improvement to address student needs.

Interviews with administrators, faculty, and district partners reveal that the University supports entry into the profession through student teaching and strong partnerships with local school districts’ human resource departments. The University partners with local school districts to support retention through a regional retention program and completer surveys to improve programming.

School Nursing and Social Work credentials are offered through the College of Health and Human Services and/or the College of Continuing Education. These are programs have professional education requirements as pre-requisites to admission

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	<b>Consistently</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Inconsistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

Employers, program and on-site supervisors, coordinators, and faculty confirm that CSU, Sacramento has a cohesive, well-designed sequence of coursework and clinical experiences across programs which support candidate success in meeting state-adopted content standards. Stakeholder interviews highlighted the close collaboration between the field and preparation programs and how research based practices, such as high-leverage teaching practices, impact P-12 learning.

Supervisors and district partners spoke highly about the quality of the comprehensive course of study blending theory in coursework with effective practice in fieldwork. They remarked that candidates are well prepared and ready to serve students and demonstrated the knowledge, skills, and competencies of their program. School personnel, (on-site supervisors, completers, mentors), provided multiple examples of the candidates' understanding of the mission/vision and how the mission is realized at their schools.

Interviews with district partners and program and fieldwork coordinators confirm that the Unit collaborates with school districts in the selection of site-based supervisors and school sites using an agreement process. Site supervisors are selected based on clear criteria including certification in teaching area and experience in the content.

Interviews with district partners, faculty, and the CUAG establish that fieldwork coordinators, in collaboration with district partners, make placements and recruit and train site supervisors. However, unlike the quality of the clinical experience, supervisors' performance, and assessment of the experiences, the training, evaluation and recognition of site-based supervisors is uneven across the Unit. Instruments tracking the training in programs are incomplete and not available for all programs and there does not appear to be a systematic recognition of site based supervisors.

Training usually includes an overview of the program and site supervisor responsibilities. In most services credentials, continued informal training provided by the university supervisor follows a pre-semester training. In the general education programs, many but not all, cooperating teachers are trained in co-teaching by the programs. Some educational specialist site supervisors were recognized with free summer institutes and continuing education units. Many site supervisors said they felt valued and were recognized in annual celebrations.

Completers affirm they had multiple opportunities to experience issues of diversity both in class assignments and during field and clinical placements. Candidates are placed in multiple settings providing them with significant experience working in California's diverse school settings. Candidates, completers, coordinators and employers confirm that most placements take place in Title I diverse settings.

The unit evaluates fieldwork and clinical practice using candidate exit interviews and site and supervisor evaluations. Programs use online portfolios to collect candidate clinical performance data. Programs evaluate and update coursework and fieldwork/clinical practice collaboratively with faculty, supervisors and district partners. Interviews with candidates, completers, faculty, supervisors and district partners confirmed there are formal procedures in place for advising and supporting candidate success.

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

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

A review of program documents and interviews with University, unit and program leaders, as well as faculty, confirmed that all commission-approved programs participate in comprehensive assessment and evaluation systems. Under Academic Affairs, data are collected and shared with the unit and programs through the Institutional Research, Effectiveness, and Planning Office. These data are reviewed and analyzed at the unit and program level with respect to admissions, enrollment, and demographics. In collaboration with the unit credentials analyst, program graduation and credential completion data are compiled. The credential analyst also coordinates exit and one-year post-program surveys. The unit is working with Information and Resources Technology to integrate and automate the process with existing software. Data are archived and analyzed for historical trends.

With the Office of Information Resources and Technology, the unit is developing an internal assessment and data collection processes for required data reporting and continuous improvement at the unit and program level. These processes use an existing data management system with added data fields. This modified management system was piloted and is currently being refined. When fully operational, these systems will quickly provide program, operations, and student data, including data to identify struggling students for early intervention. These functions are currently accomplished using existing software and manual input.

The unit uses data generated from these systems to prepare an annual report. Unit leadership along with faculty review and develop action plans for programmatic/operational changes at an annual meeting. Recommended program or curriculum changes follow university-wide approval processes including review by the Credentialing Unit Advisory Committee (CUAG).

Cooperating teachers, principals, and program supervisors provide mid-placement and final assessments of candidates in fieldwork and clinical practice placements. The unit and programs use these assessments to guide student placements and to modify practices. The unit and

programs receive feedback from community stakeholders through the assessment process. Stakeholders participate in various unit advisory boards, and the unit members participate on some districts' induction advisory boards. Many stakeholders shared that providing feedback through personal communication and email are preferred due to its efficiency and rapid response time by unit leadership and faculty.

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

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard**

The Unit 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.

All programs have assessments that ensure candidates meet Commission adopted competency requirements prior to completion of the program and recommendation for the relevant Credential or Added Authorization. The Multiple and Single Subject programs use edTPA and a valid, reliable assessment in Final Student Teaching directly aligned to the TPEs to ensure candidates have met the educator preparation standards. Candidates in the Administrative Services Preliminary Program complete the CalAPA and a culminating experience evaluated by a rubric aligned to the competency requirements. The PPS School Counseling candidates must pass the Counselor Preparation Comprehensive Exam (CPCE) and a final practicum evaluation. PPS School Psychologists must pass School Psychology Praxis II Exam and a fieldwork evaluation. Other credential programs use multiple measures with capstone experiences aligned to adopted competency requirements.

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 P-12 schools that serve California's students as demonstrated by exit, completer, and employer surveys.

The clinical experience structure of programs produce a positive impact on P-12 students because candidates' participation facilitates differentiation, intervention, and targeted support within the school setting. Data and document analyses as well as interviews with coordinators, faculty, chairs, and assessment unit personnel provide evidence that the Unit monitors and

measures candidates' impact on P-12 students using key elements of the research-based vision and mission, such as, "student learning, student engagement, student identity, development, student health and well-being, and family engagement." Sample activities are the Administrative Services' Equity Gap Project, Education Specialists' Home and School Support Plans, General Education's Parent/Teacher Home Visit Training, and School Social Work's Collaboration Project with Staff and Care Givers. The Unit Assessment Team is working with programs to identify the opportunities to gather P-12 data to align with these evidence artifacts.

Site administrators, human resource personnel and other school district partners have testified to the positive impact of the unit, one stating, "we prefer to work with Sac State student teachers and interns because they are so better prepared than candidates from other regional preparation programs," and another stating, "if we had more Sac State graduates we would have fewer probationary releases."

### **INSTITUTION SUMMARY**

California State University, Sacramento "prepares school-based professionals who practice in transdisciplinary ways to advocate, lead, collaborate and effect systems change" to meet the needs of P-12 students in a culturally and economically diverse society. The Unit expects its completers to be "reflective practitioners that promote the success, development, and health of the whole child, ensuring a commitment to life-long learning." Its vision is rooted in social justice, embedded in all its work, and forms the backbone of all its programs and partnerships.

Engagement, collaboration, innovation, and responsiveness are touchstones of the relationships among leaders, faculty, staff and candidates within the university and externally with school partners and the local educational community. Program coordinators and faculty have deep experiences in P-12 relevant to their program area, and interviews with P-12 stakeholders corroborated the responsiveness and supportiveness of leadership, faculty, and program coordinators. Faculty express their passion for the social justice of good teaching and the quality and well-being of their candidates.

Course design and selection of clinical sites reflect key demographic features of the Sacramento region, concentrating on the diversity of culture and languages, range of learning needs, and the socio-economic factors that impact learning. Programs embrace a culturally contextual framework, exploring teaching practices and dispositions that result in a positive impact on learning for traditionally underserved students.

Employers and stakeholders consistently speak of the high quality of CSU Sacramento candidates and their eagerness to employ them. In addition, they praised their leadership and dedication to the *Educator Retention Network*, which is a local organization of school districts and the county office that meets regularly to review the needs and retention of local educators.