

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

## California State University, Fresno Professional Services Division May 2022

### Overview of this Report

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

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	<b>Met with Concerns</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 with Concerns</b>
5) Program Impact	<b>Met</b>

### Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple/Single Subject, with Intern	6	6	0	0
Preliminary Education Specialist: Mild/Moderate, with Intern	22	22	0	0
Preliminary Education Specialist: Moderate/Severe, with Intern	24	24	0	0
Preliminary Education Specialist: Deaf and Hard-of-Hearing, with Intern	27	19	2	6
Bilingual Authorization: Hmong and Spanish	6	6	0	0
Preliminary Administrative Services Credential (PASC)	9	9	0	0
Reading and Literacy Added Authorization (RLAA) and Reading and Literacy Leadership Specialist (RLLS)	10	6	4	0

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Pupil Personnel Services (PPS): School Psychology, with Intern	27	27	0	0
Pupil Personnel Services (PPS): School Counseling	32	32	0	0
Pupil Personnel Services (PPS): School Social Work and Child Welfare and Attendance	33	33	0	0
School Nurse Services	9	9	0	0
Agriculture Specialist	12	12	0	0
Speech-Language Pathology	16	16	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, Fresno

**Dates of Visit:** April 3-6, 2022

**Accreditation Team Recommendation: Accreditation with Stipulations**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">April 2014 Fresno State Site Visit Report</a>	<a href="#">Accreditation</a>

**Rationale:**

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

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All program standards are Met for the Preliminary Multiple and Single Subject, with intern, programs.

All program standards are Met for the Bilingual Authorization (Hmong and Spanish) programs.

All program standards are Met for the Preliminary Education Specialist: Mild to Moderate Disabilities, with intern, program.

All program standards are Met for the Preliminary Education Specialist: Moderate to Severe Disabilities, with intern, program.

Three of the 11 specialty area program standards for the Preliminary Education Specialist: Deaf and Hard-of-Hearing, with intern, credential program are determined to be Met (standards 3, 4, and 9), standards 1 and 6 are Met with Concerns, and 2, 5, 7, 8, 10, and 11 are Not Met.

All program standards are Met for the Preliminary Administrative Services, with intern, credential program.

Six of the ten program standards for the Reading and Literacy Added Authorization program and for the Reading and Literacy Leadership Specialist credential program are determined to be Met and program standards 1, 6, 9, and 10 were found to be Met with Concerns.

All program standards are Met for the Pupil Personnel Services: School Psychology, with intern, program.

All program standards are Met for the Pupil Personnel Services: School Counseling program.

All program standards are Met for the Pupil Personnel Services: School Social Work and Child Welfare and Attendance authorization program.

All program standards are Met for the School Nurse Services credential program.

All program standards are Met for the Agriculture Specialist credential program.

All program standards are Met for the Speech-Language Pathology program.

### Common Standards

After review of the institution's Common Standards Review submission, reviewer feedback, and addenda with additional supporting documentation, interviews with unit and program leadership, staff, advisory committees, faculty, employers, and others, the team determined that, for the educator preparation programs offered at California State University, Fresno all Common Standards are **Met** with the exception of Common Standard 1 and Common Standard 4 which are **Met with Concerns**.

### Overall Recommendation

Based on the fact that the team found that all Program Standards to be met for all but two of the educator preparation programs and found all Common Standards to be met with the exception of two Common Standards, Common Standards 1 and 4 which were Met with Concerns, the team recommends **Accreditation with Stipulations**. The team recommends the following stipulations:

That within one year, the institution provide evidence demonstrating that it has addressed the issues identified by the site visit team as it relates to the following standards that were determined to be less than fully met:

- 1) Common Standard 1 relating to resource issues that impact advising and workload.
- 2) Common Standard 4 demonstrating that it has fully implemented its framework for a unit-wide continuous improvement plan.
- 3) Preliminary Education Specialist: Deaf and Hard-of-Hearing credential specialty area program standards 1, 2, 5, 6, 7, 8, 10 and 11.

- 4) Reading and Literacy Added Authorization and Reading and Leadership Specialist credential program standards 1, 6, 9, and 10.

In addition, staff recommends that:

- California State University, Fresno's response to the Preconditions be accepted.
- California State University, Fresno be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Fresno continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

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

Preliminary Multiple/Single Subject, with intern  
Preliminary Education Specialist: Mild/Moderate, with intern  
Preliminary Education Specialist: Moderate/Severe, with intern  
Preliminary Education Specialist: Deaf and Hard-of-Hearing, with intern  
Bilingual Authorization: Hmong and Spanish  
Preliminary Administrative Services Credential (PASC), with intern  
Reading and Literacy Added Authorization (RLAA) and Reading and Literacy Leadership Specialist (RLLS)  
Pupil Personnel Services (PPS): School Psychology, with intern  
Pupil Personnel Services (PPS): School Counseling  
Pupil Personnel Services (PPS): School Social Work and Child Welfare and Attendance  
School Nurse  
Agriculture Specialist  
Speech-Language Pathology

## Accreditation Team

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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  
Candidate Files

Assessment Materials  
Candidate Handbooks  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
FAST Results and Analysis  
Examination Results  
Accreditation Data Dashboard

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Advisory Board Members	76
Candidates	160
Completers	108
Employers	50
Institutional Administration	14
Program Coordinators	16
Faculty	56
Adjunct Faculty	28
Field Supervisors – Program	64
Field Supervisors – District	54
Residency Partners	7
Professors in Residence	7
Credential Analysts and Staff	6
Academic Subject Matter Coordinators	9
Other Coordinators	4
<b>TOTAL</b>	<b>659</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### **Background Information**

California State University, Fresno (Fresno State) was founded in 1911 as Fresno Normal School with a focus on teacher preparation. Located in Fresno, California, it joined the California State University system in 1961 and was granted university status in 1972. Fresno State is a public comprehensive university, designated a Hispanic Serving Institution and as an Asian American Native American Pacific Islander-Serving Institution. The mission of the university is to “boldly educate and empower students for success” and the vision is “students prepared to become our next generation of leaders.” Fresno State notes that Discover, Diversity, and Distinction are core values that are embodied throughout their initiatives.

The university enrolled 22,110 undergraduate students and 2,233 graduate students in fall 2021. Its student body is 56.1 percent Hispanic, 17.8 percent white, 12.2 percent Asian, 2.8 percent African American, .3 percent American Indian, and 6 percent other. Nearly 88 percent of its students come from California’s Central Valley and 66.2 percent of its undergraduates are first-generation college students.

### **Education Unit**

The Kremen School of Education and Human Development serves as Fresno State’s education unit. The teaching, administrative, and counseling credential programs are all directly within the Kremen School, while other credential programs are housed outside the School of Education. The Pupil Personnel Services (PPS): School Psychology program is housed within the Psychology Department under the College of Mathematics and Science. The PPS: School Social Work and Child Welfare and Attendance, Speech-Language Pathology, School Nursing, and Deaf and Hard of Hearing credential programs are located within the College of Health and Human Services. The Agriculture Specialist program is housed within the Jordan College of Agricultural Sciences and Technology.

Nearly 1,200 candidates are enrolled in the 16 different credential programs at Fresno State University and it is the Central Valley’s largest preparer of educators.

The Kremen School of Education and Human Development has adopted the theme “Leadership for Diverse Communities” and they note that they place considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society. Kremen documentation states, “Guided by our vision for an inclusive and equitable future, the Kremen School of Education and Human Development uses innovative models to prepare high quality teachers, counselors, and administrators who act as agents of change in our community.”



**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2020-21)</b>	<b>Number of Candidates Enrolled (2021-22)</b>
Preliminary Multiple Subject, with intern	209	313
Preliminary Single Subject, with intern	166	202
Preliminary Education Specialist: Mild/Moderate, with intern	73	110
Preliminary Education Specialist: Moderate/Severe, with intern	30	26
Preliminary Education Specialist: Deaf and Hard-of-Hearing, with intern	0	31
Preliminary Administrative Services, with intern	26	66
Speech-Language Pathology	44	94
PPS: School Counseling	54	64
PPS: School Psychology, with intern	12	35
PPS: School Social Work and Child Welfare and Attendance	13	19
School Nurse	47	47
Agriculture Specialist	41	26
Bilingual Authorization: Hmong	3	6
Bilingual Authorization: Spanish	23	115
Reading and Literacy Added Authorization and Literacy Specialist Credential	16	9

**The Visit**

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. This visit was the first in California that was a concurrent visit with the Association for Advancing Quality in Educator Preparation (AAQEP). 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 Subjects Program, with Optional Bilingual Authorization, and Preliminary Single Subject Credential Program**

#### Program Design

The Fresno State Preliminary Multiple Subjects credential program, Preliminary Single Subject credential program, and the Bilingual Authorization program are administered by the Director of the Teacher Education Program in the Kremen School of Education and Human Development. The programs are overseen by the chairs of two departments: the Department of Curriculum and Instruction (C&I) and the Department of Literacy, Early, Bilingual, and Special Education (LEBSE), and a respective program coordinator for each of the three programs.

*Multiple Subjects Pathways.* Coursework in the Preliminary Multiple Subjects (MS) credential program is offered through a cohort model with a variety of pathways from which the candidate selects at admission. The first option is a traditional Multiple Subject Credential Program, three semesters of fulltime, face-face or hybrid format, coursework offered in the late afternoons and evenings.

The second pathway is the Dual Certification in Multiple Subject and Education Specialist, which is four semesters of fulltime face-face, hybrid, and online coursework.

The third pathway is the University Teacher Internship Program for candidates who are employed as teachers of record in their final field placement. Multiple Subject candidates may apply to and participate in the Teacher Internship Program in their third semester. Dual Certification candidates may apply to and participate in the internship program in semesters three and four.

The fourth pathway is a Residency Partnership Program, which is an accelerated daytime program. In this program, coursework is taught within a twelve-month period in partner districts during the day, using a hybrid format to allow candidates to accelerate completion of required courses. Candidates in the Residency Partnership Program also engage in district site-based professional development.

The fifth and final pathway is the Undergraduate Integrated Teacher Education Program (ITEP). Students complete both their Liberal Studies degree and their Multiple Subject Credential program in four years.

Multiple subjects candidates in any of the pathways can opt to also add on a *Bilingual Authorization in Spanish or Hmong*. For Spanish this includes a sequence of three additional courses in language, culture, and pedagogy and for Hmong this includes 5 courses.

*Single Subject Pathways*. Single Subject candidates choose between a traditional pathway with supervised field placements or an internship pathway. These pathways differ only in the clinical practice experience: in the traditional pathway, candidates complete a single semester of final student teaching, and in the intern pathway, candidates may complete one or two semesters of paid teaching. Single Subject mathematics candidates may participate in the Integrated Teacher Education Program (ITEP) and complete their credential program requirements concurrently with their Mathematics bachelor of science degree in four years.

In each of the pathways in both the Multiple Subjects and the Single Subject Programs, as well as in the *Bilingual Authorization Program*, candidates engage in coursework and field placements concurrently. Interviews with faculty, current students and program alumni confirm the effectiveness of this model in providing opportunities to observe and immediately apply the application of research, theory and methodology in clinical placements, followed by reflection and discussion.

Supervised clinical practice placements are required in all semesters, also described as phases, of each pathway. Interviews with program leadership and faculty confirmed that clinical practice placements are selected to reflect the socioeconomic and cultural diversity of the Central Valley, include supports for English learners/emergent bilinguals, and provide opportunities for teacher candidates to work with students with disabilities in schools.

Department chairs from C&I and LEBSE and faculty who teach in the credential programs meet regularly - monthly for the Multiple Subjects program, three times per semester for Single Subjects - to discuss and provide input on credential programs. Additional communications among faculty occur in university committee work and in monthly faculty assembly meetings.

Interviews with district partners confirmed that communications with, and input from, district partners occur in monthly leadership meetings with Professors in Residence, and the faculty who teach in the credential programs. Interviews with candidates confirmed that communications with, and input from, teacher candidates are ongoing and occur primarily through informal discussions with instructors and formal course evaluations. Interviews with district superintendents confirmed that district and county superintendents provide input at Dean's Advisory Board meetings held three times each year. District and site administrators, teachers, business leaders, and other community members provide input regarding the program at the President's Council on Teacher Education.

In recent years, a number of modifications have been made to the Multiple and Single Subjects programs. Review of the Teaching Performance Expectation (TPEs) matrix confirmed that Multiple and Single Subject courses were redesigned to align with current Commission-adopted TPEs. Additionally, a clinical practice rubric was developed, calibrated and implemented, course

study forms were updated, two new dual residency programs were created through a CTC Teacher Residency Grant, an Integrated Teaching Math Credential option was created, signature assignments were revised, and a new clinical practice data management system, TK20, was implemented.

## **MULTIPLE SUBJECTS PROGRAM**

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

The Preliminary Multiple Subject Credential Program is a two- or three-semester program of 44 units: 33 units in teacher preparation coursework and 11 units of supervised clinical practice. The candidates in the Multiple Subject Credential Program complete foundation classes and methods coursework concurrently with their field placements. Candidates apply their understandings of theoretical and academic concepts and state standards in the planning and implementation of lessons and units of study in field placements.

Described in interviews with the Multiple Subject Program Coordinator and interviews with faculty, there are four pillars that are central to the Fresno State's Multiple Subjects credential program. All courses have been redesigned to ensure that these four pillars: 1) inquiry, 2) Universal Design for Learning, 3) culturally and linguistically sustaining practices, and 4) developmentally appropriate pedagogy, are integrated in all program courses. Inquiry, also known as action-oriented classroom-based research, is highlighted in a three-course sequence in which candidates identify puzzles of practice (Yun & Bennett, 2018) as they arise in a student teaching placements. They then identify research related to the issue, collect and analyze data to gain deep understanding of the issue, and methodically implement a "change idea" to address the issue. Interviews confirmed that inquiry prompts reflection on practice and leads to a subsequent cycle of research. Inquiry is valued as a means to engage candidates in collaboration, learn from one another, and disseminate findings within their communities of practice, and considered a necessary skill for participation in school site learning communities.

In Phase 1 (first semester), candidates complete 15 credits of coursework in: (a) Literacy Foundations, (b) Culturally and Linguistically Sustaining Pedagogy, (c) Understanding Children, Learning and Development in TK-8 Classrooms, and (d) Designing Effective Teaching in TK-8 Classrooms. Students also take the first in a series of three inquiry courses, Inquiry and Puzzles of Practice A.

In Phase 2 (second semester), candidates complete 14 credits of coursework in (a) Science Instruction and Applied Technology, (b) Mathematics Instruction and Applied Assessment, (c) Disciplinary Literacies and Integrated Curriculum TK-8. Inquiry and Puzzles of Practice B continues with the inquiry cycle that was introduced in Phase 1. Multiple Subject (MS) candidates also enroll in Field Study B, while candidates in the Dual Program enroll in Initial Dual Student Teaching providing both general education and special education experiences, and Positive Behavior and Social Supports.

In Phase 3 (third semester), candidates complete 15 credits in: (a) Inquiry and Puzzles of Practice C, and (b) Field Study C. MS candidates also enroll in Differentiated Instruction and Classroom Management, while candidates in the Dual Program enroll in Assessing Students with Special Needs and Assessment and Instruction for Mild/Moderate or Moderate/Severe Disabilities. Candidates in the Dual Program then move into Phase 4 (fourth semester) in which they enroll in additional special education courses and a final special education field placement.

Candidates in the ITEP Program, in their junior and senior years, integrate undergraduate coursework in Liberal Studies with the required coursework and field placements of the MS Program.

Confirmed in interviews with candidates, mentors, coaches and program leaders, teacher candidates are supported in their field placements by both district-provided veteran practitioners (VPs) and university coaches. As confirmed in communications with program coordinators and in interviews with university coaches, coaches have five or more years of exemplary TK-12 teaching experience, often with identified areas of expertise such as bilingual education, reading, or a content area. In interviews, coaches described that, in addition to an orientation to their positions when new, they are paired with an experienced coach in their first year for ongoing communications and support and meet regularly with the program coordinator. There are also frequent communications via email.

Confirmed in communications with program leadership and in interviews with VPs, VPs must hold a Clear Credential in the content area for which they are providing supervision, have a minimum of three years of K-12 teaching experience, as well as demonstrated exemplary teaching practices as determined by the employing district and the university teacher preparation program. Program coordinators and district leadership described a collaborative process through which teacher candidates are matched with a veteran practitioner (VP) between the school district and the program. As ascertained through interviews with program coordinators and VPs, orientation and ongoing professional development of VPs occurs through a variety of means, depending on the district and program, sometimes provided by Fresno State, sometimes by the county office of education, and sometimes by districts. The current practice relies on university coaches to provide the program handbook to VPs, to review program policies and procedures, provide an overview of FAST, and point VPs to additional resources on Fresno State's website. VPs expressed varying levels of preparedness for their roles as a mentor and program coordinators confirmed that this is an area that can be strengthened.

Candidates in an internship for their final student teaching placement are provided a Cooperating Teacher, in lieu of a VP, who meets with them regularly for consultation and support.

***Clinical Field Placements.*** In Phase 1 (first semester), candidates work in classrooms ten hours per week for 12 weeks for a total of 120 hours. No course credit is provided for this initial placement. Candidates in Phase 2 (second semester) work three full days in the field, 20 hours

per week for 14 weeks totaling 280 hours. Candidates in Phase 3 (third semester) work in the field five full days per week, 30 hours per week for 14 weeks, 420 hours. In all, Multiple Subject candidates are in their field placement for a total of 820 hours. Candidates are supervised in the field placements by both their university coach and their veteran practitioner (mentor teacher). In interviews, candidates described exemplary, responsive, caring and ongoing support from their university coaches, their veteran practitioner mentor, and the Multiple Subject Program Coordinator.

University coaches use the Fresno Observation Rubric for Educators (FOred), a formative rubric used to provide candidates with on-going, actionable feedback, and conduct six formal observations each semester. Coaches working with candidates in the Dual Program conduct four observations in the general education setting and two in a special education setting. Each observation is followed by brief debrief meetings. In interviews, the Program Coordinator described a 20-20-20 general guideline for formal observations: 20 minutes for a planning conversation, 20 minute observation, 20 minute reflection and debriefing. Additionally, as confirmed in interviews with current candidates, university coaches facilitate mid-semester and end-of-semester triad meetings with the candidate and VP to provide feedback to the candidate on growth areas, to communicate areas for Improvement, and to provide individualized scaffolding and support.

### Assessment of Candidates

In Fresno State's Preliminary Multiple Subject Program, candidates are assessed both formally and informally. The formal assessment is the Fresno Assessment of Student Teachers (FAST), which is a Commission-approved teacher performance assessment used exclusively by Fresno State. FAST includes a Site Visitation Project and Teaching Sample Project. These components of FAST integrate the multiple Teaching Performance Expectations (TPEs) into task-specific rubrics, and are designed to provide information on the pedagogical competence of teacher candidates and interns, program quality and effectiveness, and to guide program improvements. FAST tasks are embedded into the Multiple Subject Program, with formative assessment tasks in coursework and summative assessments in field placements. The Site Visitation Project assesses teacher candidates' ability to plan, implement, and evaluate instruction. Teaching Sample Project assesses how candidates are addressing the needs of all learners as well as their ability to identify the context of the classroom, plan and teach a series of at least five cohesive lessons with a focus on content knowledge and literacy, assess students' learning related to the unit, document their teaching and their students' learning, and finally to reflect on the effectiveness of their teaching.

As confirmed in interviews with candidates, their teaching performance is assessed, and both verbal and written feedback provided, through ongoing formative coaching from the university coach and the veteran practitioners. Candidates expressed appreciation for ongoing guidance and support on FAST tasks, the Site Visitation Project, and the Teaching Sample Project from their instructors and their university coaches. They said that they feel well-supported; the success of FAST and the support provided is evidenced by the 2020-21 100% pass rate reported on the CTC Data Dashboard for CSU Fresno.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, residency and intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Multiple Subject Program.

## **BILINGUAL AUTHORIZATION PROGRAM**

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

Fresno State offers a Spanish and Hmong Bilingual Authorization Program exclusively for Multiple Subject and Education Specialist candidates and those seeking dual credentials in these areas. Candidates may take the bilingual concentration coursework during their Liberal Studies undergraduate program or concurrently with their credential program. Upon completion of a Liberal Studies concentration, candidates who are bilingual in Spanish or Hmong apply to the Multiple Subject program, Education Specialist program, or both if they are a dual candidate, and, if desired, state their interest in pursuing a Bilingual Authorization.

Applicants will complete either:

- six units of Advanced Spanish grammar and composition, or the equivalent, and, courses in Spanish in Bilingual Schools, Teaching Content in Spanish, and Cultural Change and the Chicano, or
- six units of intermediate and advanced Hmong reading and composition, or the equivalent, and courses in Hmong in Bilingual Schools, Peoples and Cultures of Southeast Asia, and Teaching Content in Hmong.

The bilingual Spanish pathway also has a newly redesigned 3 course program, which consists of an advanced Spanish and literacy course, a culture of emphasis course and a methods course.

Candidates in the Bilingual Authorization Program complete their Multiple Subject classes with other Multiple Subject candidates (i.e. there is not a separate cohort for Bilingual Authorization candidates). Fresno State's Madera and Fresno residencies are examples in which candidates are in a cohort and beginning in the spring 2022 cohort, incoming MS/BAP candidates will also be cohorted. All bilingual candidates complete at least one semester in a bilingual/dual immersion classroom placement.

In interviews with the program coordinator, the Bilingual Authorization Program Advisory Board, and candidates, tremendous passion was expressed for the Bilingual Authorization Program and its leadership. In interviews, the program was described enthusiastically as creating a strong and safe community for students, who may struggle, to feel a sense of belonging, and, focused on supporting the development of students' self-efficacy and language assets as teachers, in addition to providing "healing workshops that are inclusive of our students and future teachers who may not feel comfortable in other spaces... incredible work."

### Assessment of Candidates

Bilingual Program standards are integrated and assessed in Bilingual Program coursework through assignments, exams, projects and field experiences. Language proficiency is assessed in the courses taught in Spanish and Hmong. At the end of the program, the Bilingual Program Coordinator verifies each candidates' completion of required coursework. Bilingual Program Coordinator certifies that the candidate has met all language proficiency and programmatic requirements for the Bilingual Authorization.

### 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 Bilingual Authorization Program.

## **SINGLE SUBJECTS PROGRAM**

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

The Preliminary Single Subject Credential Program is a two-semester program of 34 units: 20 units in teacher preparation coursework and 14 units of supervised clinical practice. Single Subject Credential program candidates complete foundation classes and methods coursework concurrently with their field placements. Candidates apply their understandings of theoretical and academic concepts and state standards in the planning and implementation of lessons and units of study in field placements.

Credentials are offered in Agriculture, Art, English, Science, Math, Music, World Languages, Physical Education, Social Science, and Industrial and Technology Education. For each credential offered, a central role is played by Academic Subject Matter Coordinators who guide aspiring teachers to complete the program subject matter coursework as well as to complete credential program prerequisites and prepare applications during their undergraduate years. In interviews, these coordinators describe having extensive knowledge of the single subject program and stated that they advise candidates from their program even after they matriculate to their single subject credential program, providing guidance on credential program requirements. One coordinator said, "we are the lynchpin between Kremen and our program. We translate and help them speak to one another." Another said that there is trust and a close relationship with the School of Education, and that that the single subject leadership and staff are highly responsive. They describe making a request on behalf of students to ensure that their placements were within a reasonable distance from campus; this request was honored and resulted in a positive change for credential students. Academic coordinators play an important role in recruiting, advising and supporting prospective candidates and candidates into the credential program. Interviews with candidates and completers suggested that communication and advising, was not consistently understood and valued within all departments.

Field experience takes place in each of the two semesters of the Single Subject Credential Program, part time in the first semester, typically in a high school, and full time in the second



semester. In addition, prior to admission to the Single Subject Credential Program, all applicants are required to have completed a supervised field experience in a public-school classroom. In the first semester, candidates work toward solo or co-teaching two periods per day, five days per week. The second placement is most often at a different school, and candidates work toward solo or co-teacher for four or more periods per day, or the equivalent.

In each semester of fieldwork, candidates are supervised by both a Mentor/Master Teacher and a University Coach/Supervisor. In initial student teaching, university supervisors are expected to conduct six formal supervisory observational visits. In final student teaching, university supervisors observe candidates in the field six to eight times. In both semesters, university supervisors conference with each credential candidate in connection with each visit and provide them with written feedback each time. Candidates are formally evaluated at the middle and end of each semester with reference to their progress toward meeting the TPEs as well as meeting other program expectations for student teachers. Throughout the program, candidates are advised by the Single Subject Program coordinator, a designated Clinical Practice adviser, and a designated faculty member from the Academic Subject Matter Department associated with their Single Subject credential in addition to the assigned university coach/supervisor.

#### Assessment of Candidates

Single Subject candidates are assessed using the Fresno Assessment of Student Teachers (FAST), designed to assess performance of the California Teacher Performance Expectations. Fresno State University is the only institution in the state to use this performance assessment approved by the Commission. In the first semester, candidates complete a Site Visitation Project, designed to assess the candidate's ability to plan, perform, document and reflect on their teaching. In the second semester, candidates complete a Teaching Sample Project, for which candidates plan and teach a one-to-four week unit. In this comprehensive, written assessment, students document their teaching performance as well as student learning.

Candidate field placement teaching performance is assessed on the California Teacher Performance Expectations using a 4-point scale each semester. They are also assessed for a number of additional items including initiative, criticism, punctuality, and professionalism. Candidates are also assessed on the degree to which they exhibit the dispositions espoused by the Kremen School of Education and Human Development: collaboration, reflection, valuing diversity, critical thinking, ethical behavior, professional attitudes, and life-long learning.

#### 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 Single Subject Program.

## **Preliminary Education Specialist Credential Programs: Mild/Moderate and Moderate/Severe Disabilities, with Intern Pathway**

### Program Design

The Mild/Moderate and Moderate/Severe Education Specialist credential programs are housed within the Kremen School of Education and Human Development. A full-time tenure track assistant professor and a full-time lecturer currently serve as co-coordinators for both credential programs. Program coordination was described by the leadership team as being in transition, in that the current program coordinator (a full-time lecturer) is working with the assistant professor until that person assumes sole coordination of both programs in August 2022. The programs are using this time to transition the extensive duties and responsibilities of program coordination from the outgoing to incoming coordinator. The extraordinary effort of the program coordinators is noted. The role of the program co-coordinators is to manage the varied and complex components of the two credential programs which is a significant workload. This complexity includes multiple and distinct pathways, course instruction, management of clinical practice experiences, advising, and general scholarship. The tenured, tenure-track, and lecturer faculty make program decisions collaboratively to ensure program cohesion and coordination between the two programs. Adjunct faculty are provided opportunities to participate in monthly meetings whenever possible, although their respective teaching positions typically prevent real-time participation and so are also provided with alternative modes of input. Interdepartmental communication is facilitated through face-to-face conversations, Zoom meetings, email, and during program meetings. The program co-coordinators create agendas based on program faculty input. The program faculty and the coordinator attend meetings with other faculty and coordinators in Kremen and participate in other university committee work. Kremen also holds monthly Faculty Assembly meetings for all Kremen faculty to attend and provide input.

Similar to the Preliminary Multiple/Single subject credential programs, the Preliminary Education Specialist credential program coursework and clinical practice student teaching experiences are offered in five pathways: a) traditional with student teaching, b) intern, c) district residency partnership program, d) accelerated add-on mild/moderate or moderate/severe credential, for candidates who already hold a multiple subject credential or a single subject credential, and e) integrated master's program. In addition, a sixth pathway allows students to earn dual credentials (i.e., multiple subject and mild/moderate or moderate/severe disabilities). An additional dual pathway, currently in the planning process, will allow candidates to earn the mild/moderate and moderate/severe disabilities credentials. These multiple pathways represent a complex system that requires an extraordinary level of organization and planning. Employers and community partners consistently report that these multiple pathways help address teacher shortages throughout the Central Valley. Further, current candidates and program completers consistently report that the multiple pathways offer necessary options which allow them to choose pathways that best meet their personal and professional needs. The traditional pathway is three semesters, the dual certification in multiple subject and education specialist is four semesters, and the streamlined "add on" pathway for credentialed multiple subject or single subject teachers, who wish to obtain an

education specialist credential, is two to three semesters. Coursework is delivered in face-face, hybrid, synchronous and/or asynchronous online formats. Candidates and program completers from the intern pathway consistently report that while they would like to have had access to the district residency partnership programs, personal necessities required these candidates to choose the intern pathway in order to earn a full salary while completing the program.

The mild/moderate and moderate/severe programs share a common core that provides candidates with foundational knowledge regarding disability, foundations of literacy, culturally and linguistically sustaining pedagogy, mathematics instruction, assessment, positive behavior and social supports, and collaborative partnerships. The common core also includes three introductory prerequisite courses: Introduction to Teaching, Introduction to Special Education, and Educational Applications of Technology. These courses include universal design for learning instruction, multi-tiered systems of support, strategies for working with diverse learners, and other topics relevant to special education.

Coursework is structured into three phases. Phase I includes foundational coursework and one credential-specific course for the mild/moderate and moderate/severe candidates respectively: SPED 136 Assessment, Curriculum, and Instruction for Students with Mild/Moderate Disabilities, and SPED 146 Assessment and Instruction for Students with Moderate/Severe Disabilities. Phase II includes additional foundational coursework and the other two program specific courses: SPED 246 Specialized Academic Instruction for Students with Mild/Moderate Disabilities and SPED 247 Advanced Environmental Design and Instruction for Students with Moderate/Severe Disabilities. Program completers in the moderate/severe program report that they felt that some of the content was more weighted to mild/moderate disabilities and they would appreciate additional content related to the following: meeting the needs of students with profound intellectual disabilities, complex health and medical needs, significant physical disabilities requiring specialized adaptive equipment, and students who are deafblind.

The program recently developed one summer-start dual residency program in a local school district and one Education Specialist residency pathway that received CTC teacher residency grants. Each residency pathway includes a Professor in Residence, courses co-taught by university and district faculty in an intensive, shorter timeframe within each district, and an infusion of special education and general education clinical practice hours across all phases. These district residency partnership projects represent an innovative model of teacher training and clinical practice, and employers and candidates consistently report that these programs are of very high quality, positively contribute to the impact of teacher shortages, and support the unique cultural and linguistic diversity of Central Valley communities. In addition to the residency programs, recent modifications to the program also include changes to the course sequence to better prepare candidates to meet the requirements of the site-visitation project, one component of the FAST. Additionally, as a result of employer and candidate feedback, expanded information on the IEP process was added to the legal/ethics course. Management of paraeducators and other classroom staff—reported by candidates and completers as a significant need—was added to SPED 219 (i.e., Effective Communication and Collaborative Partnerships).

District partners, candidates, county offices of education, and Special Education Advisory Board attendees provide input to the program in a variety of ways. Program faculty designed the education specialist, dual certification, and residency partnership programs in collaboration with district partners, faculty, and Curriculum and Instruction and Literacy, Early, Bilingual and Special Education chairs. Teacher candidates and completers often provide input on signature assignments through informal discussions with instructors and formal class evaluations. The program's advisory board meeting, while dormant for some time, has recently been re-established and members report they are ready to use this forum to provide program guidance.

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

Coursework for the two programs follows an intentional sequence organized into three phases as described above. Candidates, program completers, and faculty report that although candidates are encouraged to complete all coursework, including the completion of each phase, in a specific sequence, course offerings and schedules often result in modifications to the proposed sequence.

Field Study B serves as the initial student teaching experience in a general education classroom. In this clinical practice experience, candidates develop and teach six formal lessons and complete one teacher performance assessment, the site visitation teaching project. The companion clinical practice seminar, Field Placement Seminar B, addresses current trends in education such as supports for at-risk students, mental health, and the integration of visual arts, performing arts and physical education into classroom lessons. The Initial Practicum in special education in both the mild/moderate or moderate/severe programs is the initial special education student teaching experience taken concurrently with its companion course, Field Placement Seminar C. Seminar C explores special education relevant topics such as health and safety and trauma-informed practices.

Faculty, candidates, and program completers report that multiple assignments throughout the program (e.g., assessment, instructional design, IEP development) are designed to be linked to clinical practice experiences and the special education students in these programs. Dashboard data from the 2020-21 year found that 90% of completers consistently reported that field experiences supported the integration and application of major ideas developed through program coursework. University coaches, however, report that there is little contact between program faculty and coaches and that they are not provided information about coursework, including course syllabi.

Field supervision of teacher candidates is conducted by both district-provided mentor teachers and university clinical practice coaches. Mentor teachers must hold clear credentials in their respective fields and have a minimum of three years of K-12 teaching experience. The selection of mentor teachers is conducted at the district level and considers both pedagogical knowledge and skills but also skills specific to coaching. The majority of mentor teachers reported that they had received minimal training from the program, including expectations, roles and responsibilities, and university processes. University coaches currently observe students

virtually in real-time and/or by video recording lessons and activities followed by joint review and analysis. Coaches strive for a minimum of three triad meetings (i.e., coach, candidate, and mentor) per semester. Candidates and program completers consistently reported confusion about the roles and responsibilities of the university coaches. Instances in which candidates experienced challenges in receiving guidance and advising in a timely way were likely a result in part due to the challenges of the Covid pandemic and the move to remote workplaces and virtual communication. It was noted by multiple stakeholders, however, that clearer information about delays and expected timelines for responses to inquiries could have been more effectively communicated to candidates.

### Assessment of Candidates

Candidates receive feedback on their knowledge and performance in each course and clinical practice experience, including performance on program-designed signature assignments that are evaluated using performance rubrics. The program has adopted the use of the TK20 clinical practice data management system to document progress towards program completion. Candidates and completers shared that they need additional training and ongoing support in the system and that lack of support in this area has impacted morale among candidates in both programs. Tenured, tenure-track, full-time lecturers, and adjunct faculty report that they engage in ongoing review of the rubric data to inform the continuous program improvement process. In clinical practice, student teachers receive ongoing formative feedback and coaching on their lesson plans and instruction from their university coaches. Coaches also provide written feedback from their observations of the candidate's six formal lessons. At the mid-term and final points of each semester, triad meetings described above are conducted with mentors, coaches, and candidate to provide overall performance and growth feedback and for the candidate to set professional goals. Candidates in the dual multiple subjects/education specialist pathway also complete the FAST, as described above, which is embedded into coursework through formative and summative evaluation. Clinical practice assessment data is reviewed across programs through a data summit process conducted in coordination with Kremen's Office of Clinical Practice.

The Commission's Dashboard data from the 2020-21 academic year found that 87% of program completers responded that the program was effective or very effective in developing the skills or tools needed to become education specialists. However, Dashboard data for this group appeared to indicate that meeting the needs of English learners was an area respondents believed they were least knowledgeable and skilled. This was confirmed through interviews, primarily among moderate/severe completers. Candidates who are at-risk of failing a course or failing field experience are monitored, counseled, and offered targeted assistance by the program co-coordinators, other faculty, and/or coaches. Candidates who do not successfully pass courses are provided opportunities to re-take courses as needed but are dismissed from the program if repeated coursework and/or clinical practice experiences are not successful. Candidates and program completers consistently report the extraordinarily high level of support and responsiveness provided by the coordinators and faculty. This dedication to the professional—and personal—needs and challenges of candidates is noted as a highlight of the program.

### Findings on Standards

After review of the institutional report and supporting documentation, and after conducting interviews with candidates, alumni, faculty, employers, university coaches, mentor teachers, community partners, and residency partners, the team determined that all program standards are **Met** for both the Preliminary Education Specialist: Mild/Moderate Disabilities, with intern, and the Preliminary Education Specialist: Moderate/Severe Disabilities, with intern, programs.

### **Preliminary Education Specialist Deaf and Hard-of-Hearing**

#### Program Design

As one of six Deaf and Hard-of-Hearing, (DHH) programs in the state and the program that provides the majority of teachers in Fresno and surrounding counties, it is incumbent on Fresno State's Deaf Education program to provide learning opportunities that encompass all of the components of the state standards. Such curricular options allow the teachers of Deaf Education/Hard of Hearing (TOD) program to develop a knowledge base that recognizes and facilitates the needs of families and students who are DHH across communication modalities. The Preliminary Education Specialist: Deaf and Hard-of-Hearing credential California standards require that programs provide learning opportunities regarding the range of communication systems, strategies and instructional options available to students who are DHH. This includes coursework that addresses the needs of individuals from birth to 22 years old, with an emphasis for families of children ages birth to 3 years old.

The Educational Specialist credential for DHH is housed in the Communicative Sciences and Deaf Studies (CSDS) Department under the purview of the Dean of the College of Health and Human Services. There is one full time faculty from CSDS who coordinates the Deaf Education Masters' Degree and Deaf and Hard-of-Hearing Credential Program. The credential program prepares teacher candidates for service as teachers of students who are deaf, hard of hearing, deaf blind, from ages birth through 22. There are three full time tenure track faculty in CSDS, all holding doctorate level degrees, who teach in the DHH program and three part-time University Clinical Supervisors. The Program Coordinator joined Fresno State in 2015 and was tasked by the Department Chair with redesigning the program in order to better align with other Deaf Education programs in the state in 2017. The new program that began in Fall 2020 adopted a hybrid asynchronous virtual learning model. Faculty reported to the accreditation team that they meet regularly through Zoom as needed and that during program re-design were actively included in creation of the new curriculum.

The Deaf Education Program requires a minimum undergraduate GPA of 3.0 for acceptance into the program. Candidates may have received a B.A. in Deaf Education from the undergraduate program at Fresno State and may also have completed a multiple subject credential prior to entering the credential program. Candidates who do not have a B.A. in Deaf Education are required to take 3 online modules prior to admission to the master's and credential program.

The revised program which began in Fall 2020 enrolled 20 DHH teacher candidates in 2020 and 11 in 2021. Candidates and faculty meet approximately twice during the semester on Zoom - at the start of the semester and a few weeks prior to the semesters' end. Asynchronous coursework is posted on Canvas, the university's learning platform. It is the responsibility of the candidates to respond to coursework through written assignments, reflections, discussion boards etc. Cohorts complete a series of foundational courses designed for the observation of and or application of concepts in fieldwork which includes diverse teaching/ placement experience.

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

The Preliminary Deaf and Hard-of-Hearing credential and Master's Degree Program is a four-semester program consisting of 51 units. In year 1 of the program, candidates complete 24 units of coursework that includes, among others topics, the history of deaf education, special education law, classroom management, behavior modification-system, strategies approaches for diverse learning, auditory training, language and communication, diagnostic assessment tools, translanguaging and transliterating techniques in American Sign Language and universal design for learning. In year 2, the candidates complete 15 units of coursework in the fall and 12 units of student teaching in the spring semester. Coursework includes spoken language development of DHH students, language development of DHH students and curriculum and instruction for DHH students. The program is designed to provide opportunities for teacher candidates to engage in field work while completing foundation classes and coursework-specific content methods in diverse settings that include state residential schools and programs seated in public school districts.

During the fourth semester of study candidates participate in 16 weeks of supervised clinical practice (final student teaching or internship) . Placements reflect the socioeconomic and cultural diversity of DHH students. Based on candidates' focus and interest, they are assigned their final clinical fieldwork setting as university interns or as student teachers in a variety of settings that include residential schools, special day class teachers or as itinerant teachers. Candidates complete two rotations in different settings of eight weeks each. University interns, who are employed by the school district as the teacher of record, remain in the placement for at least the entirety of their sixteen-week internship. The program is designed so that candidates who are student teachers are supported by a university supervisor and mentor teachers with a clear credential and at least three years of DHH teaching experience.

Candidates who accept an intern position must receive permission to do so from Fresno State. They are to be supported by a university supervisor as well as district mentor. Currently, out of the 20 candidates who enrolled in the first cohort, "cohort zero", 8 are placed in school districts as student teachers and 12 are placed as university interns.

### Assessment of Candidates

Throughout the program, candidates' performance is evaluated utilizing a wide variety of formative and summative assessments that allow faculty to verify that each candidate has met the program and Commission requirements.

Candidates who are in their final student teaching or internship are evaluated by university supervisors and district mentors using a midterm and final evaluation of student competencies across the TPEs. In interviews of mentors and current candidates it was noted that candidates in student teaching placements received supervision and support from both the university supervisor and the mentor teaching they were assigned to. University interns however, received or were unaware of their right to university supervision as they had not interacted with an assigned supervisor and the mentors interviewed shared that they had learned from the teacher candidate, their mentees, of their role as mentor. Further, mentor teachers indicated that they had little to no orientation and were not familiar with program preservice teacher evaluation protocols.

Prior to entry into the DHH Credential program, each candidate is required to sign and submit an education plan that is kept on file to document course completion with grades of a “C” or better and a GPA of at least 3.0. Once all prerequisites such as US Constitution are met and qualifying examinations are passed, the CBEST, CSET, and RICA, the candidate’s application is submitted to the University Credential Analyst for compliance and if all requisites are met a recommendation is made to the CCTC for the preliminary DHH credential. Some candidates noted that they were unclear of the recommendation process.

#### Findings on DHH 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 three out of the 11 specialty area program standards are **met**. The findings on the standards less than fully met are as follows:

#### **DHH Standard 1: Characteristics of Learners – Met with Concerns**

The team found, through interviews with various stakeholders, teacher candidates, mentor teachers and review of syllabi, that candidates demonstrated knowledge of etiologies related to hearing loss and research related to theories of language development. However, there is little evidence that teacher candidates have knowledge of the birth to three populations who are DHH which may include students who are deaf-blind or learners with additional disabilities. A review of current syllabi and interviews with current candidates indicated a lack of instruction specifically designed for infant and toddler development needed to understand and fulfill the requirements of Part C of IDEA.

#### **DHH Standard 2: Development of Professional Perspectives – Not Met**

The team learned from various stakeholders, including administrators and mentor teachers, that Fresno State’s program provides most of the teachers in California’s central valley. There is little evidence that the program recognizes a variety of communication options and multiple fields of thought regarding philosophy of global strategies applicable and desired by families of children who are DHH and students. Stakeholders expressed concerns, including one



stakeholder who expressed “sincere concerns” regarding whether the program maximizes individual student potential to facilitate inclusion in mainstream settings.

Stakeholders, administrators and mentor teachers (both hearing, hard of hearing and or deaf) reported that completers do not demonstrate knowledge of the technological devices and there is little evidence that the program presents information that provides support and acceptance of families’ or provides information regarding communication choices for their children who are DHH.

#### **DHH Standard 5: Specialized Assessment – Not Met**

Interviews with past and present candidates, school district administrators, faculty and mentor teachers indicated that the Deaf Education candidates were not prepared to assess students or to write IFSPs and IEPs outcomes and goals. Current students expressed that introduction to assessments were cursory and not in-depth.

There was little evidence that the program provides sufficient coursework and opportunities to select, adapt, administer, interpret, and explain formal and informal assessments and make recommendations regarding services and educational progress for students who are DHH, deaf-blind, or those with additional disabilities. A review of syllabi revealed vague and inconsistent details related to assessment practices.

#### **DHH Standard 6: Instructional Techniques – Met with Concerns**

Mentor teachers interviewed indicated that teacher candidates and completers do not consistently demonstrate an understanding of, and the ability to, implement individually designed instruction for students, birth through 22 who are DHH, deaf-blind, or have an additional disability. Candidates and completers struggle with using sign language to teach literacy and integrating sign language into a comprehensive language arts program. Candidates, mentors, district employers and community members indicated that candidates have limited knowledge of hearing technologies and how to support them.

#### **DHH Standard 7: Early Childhood Intervention and Education – Not Met**

Interviews revealed that Early Intervention is not a focus of the Deaf Education Program and that candidates are referred elsewhere to learn more about Early Start/ intervention Programs for families of children who are DHH.

Interviews with school district personnel and faculty revealed a reduction in coursework aimed at understanding audiological aspects of students who are DHH and the ways in which hearing technology can support auditory access to the environment and curriculum.

The team found little evidence that candidates demonstrate knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for an appropriate intervention and education program for children who are DHH, deaf-blind, or who have additional disabilities.

Additionally, there is no indication in course materials or from interviews with alumni, candidates, and faculty that the IFSP is discussed and or practiced.

**DHH Standard 8: Hearing Loss and Additional Disabilities - Not Met**

Interviews with district administrators, mentors, and completers revealed candidates and completers are unprepared to identify the characteristics of students who are DHH and exhibit one or more disability identified in IDEA that are/may be associated with hearing loss and are significant enough to require considerations of specialized adaptations and/ modifications in the learning process.

**DHH Standard 10: Transition and Transitional Planning - Not Met**

The team learned from current faculty that the program has designed a course that will be implemented this fall to address ways to foster the various protocols, community resources and supports, to facilitate transitions from infant/ toddler to high school to adulthood career opportunities. In interviews with completers, candidates, district administrators and through review of syllabi, little evidence of instruction to provide a comprehensive understanding of the purpose and standards that guide Transitions and Transitional planning in Special Education were noted.

**DHH Standard 11: Collaborative Partnerships – Not Met**

Through interviews with school administration, completers, faculty, and members of the community, the team found little evidence of effective Communication and Collaborative Partnerships within the university’s education departments including the special education departments. A completer noted that they would like to see more of an overlap with SLP and audiology departments. Both groups of people need one another to work together. I would like to see more of an overlap with the DHH program and other campus related programs.” This concern was also noted in interviews with alumni and community members who were both hearing and or Deaf-Hard of Hearing. The sentiment was echoed across interviews during the visit.

**Preliminary Administrative Services Credential (PASC)**

**Program Design**

Fresno State’s Preliminary Administrative Services Credential (PASC) program is designed to implement its mission which is “to prepare credible and relevant leaders in education committed to advancing equity and excellence throughout the Central Valley.” The program is housed in the Kremen School of Education and Human Development and is under the direction of the Kremen Dean and Educational Leadership Chair with direct oversight and coordination of the program by the P-12 PASC program coordinator. The program is designed for candidates to receive a preliminary administrative services credential after three semesters of coursework, field experience spanning over the three semesters, and the completion of the CalAPA. The CalAPA is embedded into each semester and directly aligns with coursework.

Candidates receive content expertise from very experienced faculty and support in the field from knowledgeable field mentors. Candidates initiate their own field placement and find their own field mentor, who must hold an administrative services credential. The superintendent of each district agrees to the selection of the field mentor, assuring access and opportunity for candidates to receive the needed support to fulfill their requirements for the preliminary credential. This includes support around the completion of the CalAPA. District superintendents, as well as field mentors, solidify their commitment to the work of supporting and providing appropriate experiences for the candidates through Memorandums of Understanding (MOUs) prepared by the PASC program coordinator. The expectations for the candidate, field mentor, and the superintendents are located in the PASC handbook.

Candidates who enter the program without a Masters degree finish the program with a preliminary administrative services credential and a MA in Educational Leadership. Those candidates who enter the program with a Masters degree finish the program with a preliminary administrative credential. Those candidates working on the MA at the same time as their preliminary credential must take a prerequisite course focused on educational statistics as well as complete a MA project or thesis during the third semester of the program. These courses are woven into the program seamlessly and intentionally. The program is designed as an in-person cohort model, where candidates learn how to apply theoretical and scholarly concepts, knowledge, and leadership skills to lead schools and school districts. During any given school year, the program operates between two to three cohorts in local districts and on campus with about 15-25 candidates in a cohort. The program operates some cohorts in the local districts offices to support student needs by eliminating barriers such as geographical distance to campus, and work-life balance. There is an intern option for those candidates who have accepted a position as a school leader during or before entering the program. The requirements for the intern program are the same (as spelled out in the program handbook), with extra support from the PASC program coordinator and PASC faculty, ensuring growth and success for the candidate. Intern candidates complete the same courses as the other candidates; however, they also complete EAD 287 (Internship I)/EAD 288 (Internship II) based on their entry date as an intern candidate. The program coordinator, district site mentors, faculty, all provide instruction and support for candidates and this support continues after the candidates finish the program and move into leadership roles.

This was a redesign year for the PASC program as well as the first year for the new PASC coordinator. The changes to the program course design and structures were intended to deepen their ability to support candidates in achieving the standards and ensure accountability for all parties engaged in producing qualified administrators in the Central Valley. Some of the program redesigns are as follows:

- Course shifting to align with the CalAPA and to ensure equity driven leadership was a through line in all courses: This is evidenced in their course syllabus as well as from the candidate interviews. Candidates used terms such as “institutional and structural factors, and equity gap analysis,” all terms found in the CalAPA.

- Re-established classes in the local district: Due to the geographic barriers for many students to get to campus, having classing on the local district campuses has allowed for a reigniting of interest in the program and an influx of new candidates.
- The development of a mentorship program to onboard mentors and support their development in providing authentic learning environments for candidates: The mentor program sets expectations for student and mentor partnerships. Mentors acknowledge their role and responsibilities by signing a MOU.
- Implementing “student semester huddles:” Every semester, huddles are conducted so the program can receive continual feedback. These huddles are a deliberate space for faculty and the program coordinator to check in on candidates and receive information about program needs.

The PASC program recruits and supports candidates from school districts and community colleges in the Central Valley; North Valley (Clovis Unified), South Valley (Visalia Unified and College of the Sequoias), and East Valley (Sanger Unified and Kings Canyon Unified). The program just added Madera and University High (a charter district on the Fresno State University campus). Candidates are recruited by word-of-mouth from previous students and invitation by district superintendents and school site leaders. The PASC program coordinator meets regularly with district superintendents, formally and informally, to discuss their needs and how to increase the candidate pool. Recruitment and interest in some districts has decreased over the years. This was apparently due to candidate work schedules and the long driving distance to campus. However, after the redesign of the program there was a resurgence of interest. Superintendents and school leaders stated that this resurgence is due in part to the reciprocal relationship they have with the program coordinator and faculty. The PASC program coordinator listened to their needs and adjusted the program to reflect these needs. One school district had over 80 students interested in the program this year. This demonstrates a significant increase from previous years when it was difficult to attract students to the program and numbers of incoming candidates were low.

The program coordinator meets with the district superintendents quarterly, as well as on a weekly basis if needed. Most of the district superintendents also serve on the Fresno State PASC Alumni board which meets once a semester. This has provided time dedicated for the district superintendents to meet and share best practices and district needs. Just as prevalent, is the direct and reciprocal communication between the PASC coordinator and the school site leaders. This has allowed the program to be uniquely aware of the needs of each school when making decisions about course enhancements and candidate field placement. District leaders have a voice when it comes to recruitment due to the various communication touch points with the PASC coordinator.

The communication between the PASC program coordinator, the department chair, and the dean has provided transparency related to the needs of the program. It has fostered a deep commitment to working together to create better PASC candidate experiences. Faculty and the PASC program coordinator meet every other week to determine the needs of the program. The

program chair meets monthly with the Dean to ensure that workload fairness and PASC program support needs are addressed. Faculty communicate with site leaders and feel very supported due to the consistent communication between all partners.

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

Students begin their three-semester journey by engaging in their first courses which are School Leadership and Equity and Improvement, and Leadership Seminar and Fieldwork 1. The School Leadership and Equity and Improvement course encompasses the development of knowledge and skills essential to education organizational leadership, and the development of an equity-driven lens which is needed to create equitable school environments conducive to student learning and well-being. This course is designed to build the capacity of future administrators to analyze data that will inform school improvement and promote equity. During this semester, candidates engage in an equity gap analysis and develop feasible strategies to impact improved outcomes for student groups that are historically underserved. This course embeds the requirements for completion of cycle 1 of the CalAPA, which is further supported in the Leadership Seminar and Fieldwork course.

During the second semester, candidates take Communities of Practice for Student Learning and Well-Being as well as Leadership Seminar and Fieldwork 2. The Communities of Practice for Student Learning course provides candidates with the knowledge of how to co-construct equity actions and demonstrate the importance of the relationship between development and implementation of a shared vision. Candidates engage in learning around adult learning theory, state-adopted frameworks and standards, multiple measures, etc., all through the lens of collaborative inquiry. Cycle 2 of the CalAPA is supported in this course as well as through Leadership Seminar and Fieldwork 2. The Leadership Seminar and Fieldwork 2 course is where theory meets practice and supports the candidate's ability to apply foundational leadership concepts and performance expectations.

The courses for the last semester are Professional Learning for Teacher Growth and Site-Based Leadership and Fieldwork 3. The Professional Learning for Teacher Growth course is designed to help cultivate candidates' capacity to support individual and collective teacher growth to impact students' learning and well-being. In this course, candidates build their knowledge around cultural competencies, learn how to facilitate coaching, and provide unbiased evidence and feedback. This course is aligned with the CalAPA cycle 3 requirements and more support is provided in the Site-Based Leadership and Fieldwork 3 course where candidates practice how to cultivate individual and collective teacher growth.

As evidenced through interviews and course syllabus, equity is the lens for this program. This equity lens is honed through candidate experiences with the CalAPA, equity driven leadership panels from the field, and through the reflections they are asked to complete in every course.

### Assessment of Candidates

Candidates are assessed in each course. They receive feedback and are provided with rubrics that are designed to ensure that expectations are clear. Performance tasks are clearly defined in each syllabus as well as the standards that are being addressed. The standards are addressed multiple times as noted in the course matrix and documented in each syllabus. In each course, learning goals are explained, students are given simulations to engage with and field experience to enact the learning. They are provided feedback from faculty as well as peer and field mentor feedback for continuous improvement. Assessments are all aligned to the standards and provide candidates with the skills needed to perform their duty with efficacy as future administrators. Tasks include written narratives around 21st century skills, interview and documentation analysis and drawing conclusions, shadowing a principal, and in-class simulations around adult learning theory and developing a school-wide culture. In field experience, candidates are required to complete evidence/direct measure logs around theory to implementation. These field assessments ensure that candidates are being provided the experience of a full-time administrator and enacting the learning in real time. All logs must be signed by field mentors ensuring successful completion of the task. Additionally, Fresno State's PASC program currently has a 100% CalAPA pass rate.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and field mentors, the team determined that all program standards are **Met** for Fresno State's PASC program.

## **Pupil Personnel Services (PPS): School Counseling and School Psychology**

### Program Design

The PPS: School Counseling credential program at Fresno State is offered through the Department of Counselor Education and Rehabilitation in the Kremen School of Education and Human Development, whereas PPS: School Psychology is housed in the Department of Psychology in the College of Science and Mathematics. Regarding program leadership, there is a faculty coordinator for each of the PPS credential programs. Based on communications in advance and with the confluence of information revealed during the virtual site visit, there is ample evidence that program coordinators communicate and collaborate with colleagues, administrators, and staff within their respective departments and colleges within the institution. Evidence was available pertaining to communications within the credential program and institution regarding course offerings and coverage, student evaluation and progress, engagement with practica and internship supervisors, and with community stakeholders. Examples of the evidence of coordination, communication, and collaboration included both PPS: School Psychology and PPS: School Counseling program coordinators working closely with staff and faculty to facilitate the admissions, fieldwork, data collection, program improvement, and credential completion in their respective programs. Based on the information from participants, the school psychology advisory board appeared to be well-established and have a

strong tradition of ongoing communications and collaboration to facilitate the preparation of candidates. Based on the information from interviews, the school counseling advisory board appeared to be established relatively recently, but also reported on their contributions to facilitate the preparation of candidates.

The school psychology program is a three-year program (71 units), including a year-long internship. The school counseling program is a two- or three-year program either full-time, or part-time (48 units), including a year-long field experience (internship). Evaluation of the materials, along with review of the data available through the Commission's Data Dashboard, and information from supervisors, candidates, and faculty provide evidence that each of the programs involves rigorous preparation through coursework and field work to meet the state training standards in school counseling and school psychology (and also additionally meeting the national standards in the school psychology program).

The school psychology program has a strong emphasis on preparing professionals to view problems from a systems/ecological perspective focusing on the child, the family, the school, and the community, to use a scientific problem-solving approach in their work, and an emphasis on developing skills to serve students and families from diverse backgrounds, as evidenced by the coursework, advising, and supervision. The school counseling program has a solid emphasis on School-Based Family Counseling, including a strong understanding of mental health issues and family systems, which provides candidates with the competencies and skills to be effective school counselors. Across both programs there is a strong commitment to advancing diversity, equity, and inclusion and an emphasis on getting the candidates involved in practica and fieldwork opportunities throughout their professional preparation. Examples of this commitment to advancing diversity in the school psychology program includes a number of professional training grants specifically focused on the preparation of professionals with strong multicultural knowledge and skills, as well as ongoing emphasis within the courses, fieldwork placement, and supervision in working with culturally and linguistically diverse children and families. Examples of this commitment to advancing diversity in the school counseling program include the recruitment of candidates from diverse backgrounds, multiple courses emphasizing diversity and multicultural considerations, as well as the fieldwork settings affording opportunities to work with culturally and linguistically diverse children and families.

There is ongoing solicitation of candidate and supervisor feedback, throughout the program, in each course, each semester, as well as end of the year formal meetings with each of the candidates to obtain feedback. Based on feedback from candidates and supervisors, and evaluations, the school counseling and school psychology faculty have continued to refine each of the programs during the past few years, including updates to course curriculum and fieldwork activities. There are multiple examples of content in specific courses being modified to include contemporary evidence-based practices, as well as modifications to further meet the needs of the candidates. Candidates, faculty, and alumni provided evidence of modifications to each of the programs. For instance, the school psychology program has used the data and feedback continuously, including recently examining the feedback from students that have included further emphasis on multicultural considerations, promoting social justice, working

with linguistically diverse learners, and exploring how to incorporate the Autism Diagnostic Observation Schedule (ADOS) assessment for children with Autism. Furthermore, in considering the feedback from the fieldwork supervisors, the program instituted changes to address the concern that candidates needed additional preparation in the use of specific assessments (e.g., the K-ABC), and specific processes (e.g., understanding and interpreting Patterns of Strengths and Weaknesses). In addition, the school counseling program also uses data and feedback to inform and further develop their program. Recent examples include, for instance, redesigning and redeveloping the modification of the practica experiences will be hosted in K-12 settings, in a new course that has been approved. Another example is providing training to the site supervisors in the K-12 settings, which has been well-received by students, identifying the mission, standards, and needs of students in practica and fieldwork. Also, based on feedback from students, the faculty have created more opportunities to be involved with research activities. Other examples include coordination of the internship, to assist the students in streamlining the forms and improve the communications with each of the sites, to further strengthen the internship experience.

Given the large number of fieldwork placements and supervisors across the programs, the programs engage in extensive collaboration and communications with stakeholders in the region to obtain input. This includes a community advisory board as well as input from the fieldwork supervisors. There was clear and converging evidence that the faculty used this input to continue to refine their program, including modifications to course content to further address contemporary topics in the local school districts (e.g., professionalism related to interviews, fieldwork placement fair, highlighting the specific timing of content). For both programs, there is an annual focus group (Community Advisory Committee) providing consultation and information to further inform the programs. For each of the programs, there are regular communications with the fieldwork supervisors to obtain their input about how to further enhance the program.

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

Candidates in the school counseling and school psychology each take a combination of courses and integrated fieldwork experiences across the years of each program. Each of these programs is briefly described below.

As noted above, the PPS: School Counseling credential program is offered in the Department of Counselor Education and Rehabilitation (CER). The CER Department offers three Master's of Science programs: MS in Marriage, Family, and Child Counseling (MFCC); MS in Clinical Rehabilitation and Mental Health; and MS in Counseling. The MS in Counseling has two programs and a credential: School Counseling; Student Affairs and College Counseling; and the Pupil Personnel Services Credential. The program is presently moving toward implementing a cohort model, which will likely further strengthen the candidate experiences in the program. Communication with the fieldwork/internship supervisors is being updated, with increased emphasis on having consistent communications with each of the supervisors, providing information and updates regarding hours completed and remaining, and obtaining mid-quarter updates to check on the progress of candidates.



The PPS: School Psychology credential program is offered in the Department of Psychology in the College of Science and Mathematics. The Educational Specialist (Ed.S) program in School Psychology provides candidates with professional and academic foundations, for those who plan to work as school psychologists who will focus on the psychoeducational development of individuals from birth to age 21, including biological, emotional, behavioral, and cultural factors that influence the learning process. The distinguishing feature of the program is the ecological emphasis with a major focus on preparing highly competent problem solvers, including the importance of socio-cultural considerations. Candidates enroll in practicum beginning the first semester, working in the schools, and are expected to practice what they are learning in their courses, through their school practica. The communications and collaborations with fieldwork / internship supervisors is extensive and well-coordinated, including the feedback for the candidates and the program.

As evidenced in the review of documents, and interviews with candidates and completers, each of the programs (school counseling, school psychology) offer candidates a balance of rigorous curriculum and field experience covering all areas of necessary professional development (e.g., assessment, intervention, systems, consultation, etc), which prepares graduates extremely well for their careers in their respective field. School psychology placements aim to maximize exposure to students from low and higher socio-economic status, cultural and ethnic diversity, varying levels of Multi-Tiered Systems of Support (MTSS) implementation, and to assure required experience in at least two levels (i.e., preschool, elementary, or secondary). School counseling placements aim to maximize opportunities for candidates to learn about systems level factors, as well as obtain extensive experience in counseling school-age students (both academic and social emotional counseling).

The School Psychology program is three years full-time, 71 units, with about 10-12 candidates enrolled in each cohort. The program includes 450 hours of practicum and 1,200 hours of internship for a total of 1,650 hours of fieldwork (minimally, as students often exceed 600 hours, and often 1,200 hours).

The School Counseling program is generally two years full-time (or three years of part-time study), 48 units, about 16-20 candidates enrolled in each cohort. The program currently includes 100 hours of practica and 600 hours of internship. Beginning in fall 2022 it will consist of 900 fieldwork hours.

Evidence in the materials, conversations with program administrators, faculty, and candidates confirmed that coursework is coordinated with field work and connected for both the school counseling and the school psychology programs. Each program involves extensive fieldwork and each includes assignments in the coursework that are fulfilled within the context of fieldwork, thus, there is clear evidence of coordination. Completers and employers highlighted the extensive fieldwork resulting in extraordinary professional preparation for school counseling, school psychology, and child welfare and attendance graduates. Supervisors and employers

consistently noted that Fresno State's graduates are highly prized and preferred in the local school districts.

For each of the programs, candidates receive field supervision, advisement, and evaluations from both the program personnel and the district employed individuals (practica, fieldwork, and internship supervisors). Documentation and interviews revealed a high level of coordination in supervision across both university and district employees. There was outstanding commitment across the university and field supervisors pertaining to establishing the goodness-of-fit between student needs and school-supervisor opportunities. Given the large number of candidates engaging in fieldwork each quarter, and the COVID-19 pandemic, the absence of any serious concerns reflects a strong commitment to supporting and supervising candidates in their fieldwork.

It was noted that there is an ongoing effort to increase the low number of faculty in school counseling, to meet the needs of the candidates in the program, which appears to have support of the administration.

#### Assessment of Candidates

Related to the assessment of candidates in the PPS: School Psychology and the PPS: School Counseling credential programs, it appears that the infrastructure for faculty coordinators and credential programs continues to be strong. Although, there have been limited faculty resources available in the school counseling program, albeit, there is a current commitment to increasing the faculty as reflected by recent hiring and anticipated forthcoming hiring. There is a forthcoming retirement of a faculty member in the school psychology program; however, the department faculty and leadership communicated a clear priority commitment to hiring a faculty member to replace the retiring faculty member. Thus, the infrastructure to support the assessment of candidate competencies in each of the programs appears to be robust, albeit, important to continue to hire highly qualified tenure track faculty.

Review of program documents and interviews with candidates, completers, supervisors, and faculty revealed a series of assessments, including evaluations and key assignments to evaluate student performance and progress in each of the programs. Interviews with candidates revealed that they receive advance notice of the assessment requirements and that they receive timely feedback about the results of each of the assessments. The candidates reported ongoing direct feedback from the instructors in their course, as well as regular feedback from their faculty advisors and follow-up on fieldwork evaluations. Reports from candidates, completers, supervisors, and faculty consistently revealed the value and timeliness of these assessments and feedback.

In addition, school psychology candidates complete the PRAXIS national exam by the end of the 2<sup>nd</sup> year with 100% passing rate among candidates, This national exam provides further evidence of the core knowledge of graduates. Candidates also receive evaluation on their fieldwork each semester in year one and two and internship in year three of the programs.

Survey data and information from the interviews provided converging evidence that candidates felt that they were well prepared.

School counseling candidates receive evaluation on their fieldwork and internship each semester. Assessment of candidates includes the completion and review of the Candidate Disposition form, a Clinical Review form, Culminating Experience, Field Placement, Employers Evaluation, and the PPS Program Completion Form to assess the appropriate application of knowledge to counseling, writing competence, and the completion of all required credential program competencies. Survey data and information from the interviews provided converging evidence that candidates felt that they were well prepared.

Prior to the credential recommendation, all candidates are evaluated by program faculty to confirm that the candidate has demonstrated competency across all performance expectations.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, coordinators, faculty, community employers, and field instructors, the team determined that all program standards are **Met** for the Pupil Personnel Services (PPS) credentials with specializations in School Psychology and School Counseling.

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

### Program Design

The Pupil Personnel Services credential with specializations in School Social Work (PPS SW) and Child Welfare and Attendance (CWA) at Fresno State is part of the Master of Social Work (M.S.W.) degree program. The program is offered through the Department of Social Work Education which is one of seven departments in the College of Health and Human Services. The program is nationally accredited by the Council on Social Work Education (CSWE). Under the direction of the department chair of the Department of Social Work, decision making and communication is conducted in assemblies, retreats, and regular meetings of the faculty in which all matters of the program and its curriculum are managed. The coordinator of the PPS SW program also serves as the field coordinator. According to interviews, this dual role is managed well by this non-tenure-track faculty member, due to this individual's longevity of experience within this department and connections with many professionals within the social work community throughout the entire San Joaquin Valley. It was explained during interviews that the department considers the program coordinator "de facto tenured" due to the institutional policy that long term lecturers are entitled to be rehired. The program Coordinator is responsible for overseeing the delivery of the program and participates actively with all stakeholders to ensure program coherence and alignment with all accreditation standards, which was confirmed via interview. All constituencies interviewed spoke to the collaborative nature of the program coordinator, both in being responsive to requests, soliciting input to further address the changing needs of the profession, and managing any issues that

unexpectedly arise such as the need to pivot to virtual meetings as a result of the pandemic. These individuals shared that they felt their input was readily accepted and addressed in a timely fashion with transparency and indicated they felt the program is efficiently managed. It was also noted during the interview process that the program coordinator additionally has oversight over all of the PPS SW internships in the role of field coordinator including candidates in the MSW PPS SW program as well as the student interns earning their Bachelor's Degree in Social Work.

The PPS SW program is one of several credential programs outside of the Kremen School of Education and Human Development. In order to coordinate effectively, Kremen convenes regular meetings of all credential program coordinators. These meetings address important topics such as state and national accreditation standards and requirements, vision and mission statements, curriculum, administrative and policy matters, and collaboration among programs. It meets periodically to review any program changes or issues for any of the advanced credential programs. The PPS SW coordinator is a member of the Kremen School Program Coordinator's committee. Additionally, it was explained via interview that the path of formal communication from the Department of Social Work flows from the department chair to the dean of the College of Health and Human Services, then it would be forwarded up to the vice-provost to the provost to the president of university. Informal communication can also be directed to any of the administration or university leadership as needed. Within the department, Department of Social Work personnel explained via interview that leadership typically consults with the committees assigned to work on various topics, and relies on the committees in place to discuss and manage the responsibilities under their relative purview.

The MSW and PPS SW is a two-year, full-time program of 60 units: 50 units of coursework and 10 units of concurrent field placement experience. The core values of the program include social justice; diversity; empowerment; leadership; and dialogue. The program incorporates these values in its mission to prepare social workers to "perform services to children, parents, school personnel and community agencies to promote a school environment responsive to the needs of children and to plan educational programs which will prepare children to function in a culturally diversified society." The program is designed to maximize the integration of theory and classroom knowledge with concurrent field instructed practice in the schools. It was confirmed via interviews that candidates and completers feel the coursework assignments are connected to their fieldwork placement. Through interviews, it was explained that course assignments assist with learning in the field placement and vice versa, to apply theories in practice as well as to both visualize and practice concepts in real-life settings with the emphasis of preparation to become school social work professionals after graduation. It was also confirmed via interview that the program coordinator role is very collaborative, meeting often with the PPS SW/CWA instructor (of which there is only one) to review and update the curriculum as well as meeting with all constituencies. It was indicated this collaborative philosophy is essential and input is regularly solicited from all stakeholders, including, but not limited to, field instructors, candidates, community social workers, etc.

The field coordinator (who plays the dual role of program coordinator) interviews all candidates to assess interest area and skill set in the spring term of the foundational year, and purposefully plans the PPS SW field placement site for the fall semester of the specialization year that best matches that candidate. The program prepares candidates to arrive on their first day of field placement, having already completed their field orientation the week prior, as well as ongoing workshops to support the growth and learning of candidates. The program works with various districts throughout the region to ensure diverse field placements. It was explained during interviews with all stakeholders that the Advisory Board and the program coordinator collaborate together to communicate well on every layer. This ensures that stakeholders both know what is going on and are able to get their needs met in order to fulfill their responsibilities. An example of the focus on communication and collaboration is the transition to the new PPS SSW/CWA standards that has already occurred for this program, ahead of schedule. According to interviews, these new standards were discussed with all relevant parties which allowed the program coordinator to solicit input and feedback as to how best implement the new standards across coursework and field placements. New learning agreements were created that not only adjusted to the new standards, but also addressed input from community partners and employers. This input included the desire for candidates to have additional mental health training, since the school districts are filling the gap in mental health services being provided to children and youth in the community in these changing times. Information was shared by community employers during an interview that several have moved forward with creating additional professional school social worker positions within their districts as a result of administrator exposure to well-prepared candidates from this program serving on their campuses. The administrators reported that they have seen the good work the candidates were doing on their campuses in various districts which provided them insight as to the valuable role that school social workers play within their campus community.

The faculty in the Department of Social Work Education have been engaged in renewal of the curriculum over the past 2 years. This curriculum model ensures that students experience the breadth and depth necessary to be prepared for social work practice in public schools. It was confirmed via interview that, in the last couple of years, the entire curriculum was reviewed and updated to adjust to transitions in serving the current needs of the professional social worker field, and that these updates fit seamlessly with the new PPS SSW standards. These changes have been implemented as of the fall semester of 2021, due to the fact that the program coordinator was well-organized and began working with stakeholders in a timely fashion to update the program to support the 2019 PPS standards (not knowing an extension would be granted due to COVID-19). The current curriculum features strengthened foundation coursework in practice and research, closer integration of practice coursework and concurrent field internship assignments, standardized learning agreements and evaluations to guide all four semesters of internship, an integrative field seminar during the advanced year, and a more coherent delivery of the advanced research curriculum.

The curriculum of the program and the PPS SW advanced practice classes is renewed annually and the PPS SW learning agreement addendum was also updated in 2018 based on stakeholder input. The social work department now has 3 tracks or specializations: child welfare, behavioral

health, and school social work, which is an outcome of the new curriculum changes. It was noted during interviews that community partners have requested additional course content for candidates on serving children and this has begun to shift in the courses that all MSW students take with the new updated curriculum, such as working with individuals, working with families, and working with groups. This benefits the PPS SW candidates who are working with children, youth, and families in the community school districts. Candidates interviewed agreed that they have seen this adjustment begin to include more child-focused content. Faculty likewise explained in interviews that additional discussions are occurring to review what further electives could be offered to continue this shift to include additional child-focused content in foundational year classes to be responsive to this request from the community employers. Additionally, it was reported via interview with various stakeholders that a new instructor is dedicating time to reflect on the materials provided to students and actively updating them, thereby ensuring course content is appropriately current.

Opportunities for stakeholder input occur regularly through a variety of channels. Candidates provide input during the planning of the second-year internship as well as through advising, supervision, representation on the PPS SW Credential committee, and program exit surveys. The PPS SW Coordinator works closely with both candidates and school districts in assigning students for field placement and all have the opportunity for input about the acceptability of the placement. A faculty member is assigned as a liaison to oversee the internship and provide support to the field instructor and student. This role provides for regular exchange of information between the department and the school districts and facilitates stakeholder input. Finally, input from local districts and schools occurs through regional meetings with all PPS SW field instructors and the PPS SW Credential Committee. Meetings with field instructors occur both on campus and at regional school sites to inform them of program changes, gather outcome data about the program, and provide a forum for support and exchange of information. The PPS SW Credential Committee is composed of faculty, field instructors, school administrators and candidates. It meets one to two times per year and also provides an opportunity for input regarding program delivery and outcomes.

### Course of Study

The M.S.W. and PPS: School Social Work is a 60 unit, advanced credential program. Foundation coursework and concurrent field internship for 400 hours are completed in the first year of the program. The advanced, multisystem social work practice concentration is delivered in the second year. It consists of advanced coursework in all five levels of the multisystem concentration and concurrent advanced field internship, including the content specific to the PPS SW program. In the 2020-2021 academic year, 97.2% of program completers agreed or strongly agreed that the coursework was relevant to their professional work or goals, compared to 93.3% of statewide completers surveyed.

The second year internship requires completion of 600 hours of supervised practice, a minimum of 100 hours at two developmental levels, and work with a minimum of 10 pupils ethnically different from the candidate for a minimum of 100 hours. All stakeholders interviewed confirmed that emphasis was placed on ensuring candidates met this requirement,

though it was challenging for monolingual language families of the same ethnic background as candidates. In the 2020-2021 academic year 95.7% of program completers surveyed indicated that the course content was up to date, compared to 93.1% statewide completers surveyed. Field instruction is closely aligned with practice class content and guided by standardized learning agreements with assignments linked to each practice course. A PPS SW learning agreement addendum is also utilized during both semesters of the internship to ensure that all program requirements and competencies are addressed in the internship experience. Candidates, alumni, and field instructors reported during interviews that the field handbook was useful in ensuring each stakeholder understood the expectations of the program and guiding the steps taken in fulfilling the role of a PPS SW intern. Candidates and completers concurred that the learning agreements ensured they met all the requirements necessary to demonstrate competition of the standards, and they were encouraged to successfully advocate for additional learning opportunities to master the standards while in their field placements. An example was given that one completer needed assistance arranging to attend an IEP meeting and upon advocating with the field instructor the arrangements were made for the alumni to participate in an IEP meeting within the field placement.

Field placements are available in a number of K-12 school districts throughout the central San Joaquin valley. Placements must be approved by the Department of Social Work Education as meeting the requirements of the MSW and PPS SW program. These placements are certified by the field coordinator (who is also the program coordinator) and also by the advisory committee as a whole in the following process. A prospective field placement reaches out to the field coordinator to request to host candidates as interns. The community organization must complete an application about the organization as well as an application about the individual identified to act as field instructor if the organization completes the certification process. The field coordinator then conducts a site visit of the community organization to gather information and meet the professionals at the site. The information from the site visit as well as the two initial applications previously mentioned are reviewed and those meeting the minimum requirements are advanced to a presentation to the advisory board. The advisory board, on which the field coordinator is included, certifies via consensus which field placement settings will be certified. There are currently 16 regional school districts and one county office of education certified to provide PPS SW field placements. An average of 20 candidates participate in the program each year and there have been a sufficient number of placements available to meet the demand. According to completer surveys from this program, in the 2020-2021 academic year, 94.4% surveyed agreed or strongly agreed that their field experience was relevant to their coursework, compared to 95.6% state-wide completers who agreed or strongly agreed.

Oversight of the field internship experience is structured and well-organized in the program. Candidates participate in several program orientation meetings prior to beginning field instruction in the schools. Requirements of the program are reviewed and compliance is confirmed by the PPS SW Coordinator prior to beginning internship. Candidates and completers confirmed that they met individually with the program coordinator to be matched to an appropriate field placement. Field instructors complete mandatory departmental training to

fulfill their instructional role and also participate in annual, on-going training and professional development. The field instructors are evaluated in an ongoing manner during the site visits by the faculty liaison at the field placement site (or virtually during COVID-19 quarantining) and by the candidates through the completion of their learning agreements and candidate feedback forms. The latter are confidential and only seen by the program coordinator to allow for open and honest feedback. Candidates meet with the assigned field instructor for supervision a minimum of one hour per week. Field instructors concurred during an interview that this is protected time that is dedicated to the learning of the candidate in a 1:1 setting. In the 2020-2021 academic year 95.8% of program completers surveyed reported their field experience was a positive and helpful component of their preparation program. Department designated learning agreements from the Field Manual and a PPS SW addendum guide the learning experience and serve as the basis for evaluation of candidate performance at four points during the academic year. Finally, a faculty liaison with a PPS SW credential oversees the learning experience and provides support to the field instructor and student. It was confirmed via interview that the liaison role requires a minimum of four site visits per academic year. In the 2020-2021 academic year, completers surveyed 95.6% agreed or strongly agreed that while participating in field experience they were observed by a faculty member, advisory, supervisor, or mentor at least once, compared to 94.8% of completers statewide.

### Assessment of Candidates

Upon matriculation into the program, all students participate in a mandatory graduate student orientation in which university and program requirements are carefully reviewed. Students are referred to the University catalog, Division of Research and Graduate Studies, and the Department of Social Work Education website for access to important policies, requirements and documents regarding assessment of performance. A faculty advisor is assigned for each student with the expectation that the student will meet with the advisor at least once each semester to review progress toward program completion. This was confirmed via interview with various constituencies. It was further noted by faculty interviewed that there is an open-door policy within the department so that candidates can either walk in or schedule appointments with any faculty, not just their faculty advisor, to discuss a matter in which they would like additional support. Current candidates interviews, as well as completers interviewed shared that their needs were typically met by discussions with their faculty advisor, field liaison, PPS SW instructor, or PPS SW coordinator; however, they agreed that they felt comfortable approaching other faculty as well such as other instructors or their thesis advisor (if different from the aforementioned roles). In the 2020-2021 academic year, 95.8% of program completers agreed or strongly agreed that they were able to seek help from professors/instructors if having trouble understanding the coursework, compared to 88.7% completers surveyed statewide. Assignments of project/thesis advisors occurs in the second year (in the 2 year MSW program) or the third year (in the 3 year part-time MSW program and in the 4 year part-time MSW program).

PPS SW candidates participate in an additional orientation the week prior to field placement beginning, which is organized by the program coordinator, regarding PPS SW requirements, and at this orientation they receive a PPS SW Candidate Handbook. According to candidates



interviewed, the orientation is followed up with workshops or seminars throughout the academic year, in which trainings on clinical and crisis interventions are provided, as well as guidance on when to take the CBEST and apply for a certificate of clearance. All stakeholders reported during interviews that the learning agreement and handbook are referenced often during the one-hour individual supervision weekly with their field instructors as well as during the four site visits (two per semester) with their field liaison. Specific program benchmarks such as grades, field performance, and the PPS SW portfolio are reviewed and timeframes for receiving the results of those assessments are provided. Candidates reported during interviews that the dates of assignments and requirements are explained clearly and multiple reminders are provided both verbally and via email: “Everything aligns very well from the PPS class and learning agreement to applying it in the field.” It was additionally stated in an interview that the program coordinator (field coordinator) “sends out many reminders and keeps everyone on track; she is very helpful and, if she doesn’t have an answer for you, she will get it.” Candidates explained that they felt the grades accurately documented their learning and growth in the program and added that the learning agreements and evaluations helped them feel an additional connection to their preparation to become professional social workers. It was further stated by a candidate during an interview, “Grading feels fair and accurate.” In the 2020-2021 academic year, 95.8% of program completers agreed or strongly agreed that they were evaluated through formal (exams, papers, etc.) and informal work (participation, collaboration, etc.), compared to 96.1% of statewide completers surveyed.

Candidate assessment of program competencies occurs throughout the program in the completion of course and field internship assignments. Students receive feedback on their performance, primarily in the form of grades and field evaluations, and progress through the program regarding meeting program benchmarks. Students who do not meet academic standards are placed on academic probation per university policy and cannot proceed in practice courses or internship until their grades improve. Field instructors and field liaisons reported that if a candidate is struggling, the program coordinator is responsive and collaborative in working with the candidate and other stakeholders to support the student. It was mentioned during interviews with the field instructors that they did not have candidates with issues doing the work in field placement, but referenced due to COVID-19 sometimes candidates needed time to grieve for lost family members. All stakeholders worked together in those unexpected instances to support the candidates, and the candidates were able to return to their field placement and complete the hours and standards necessary to fulfill their requirements. Candidates who demonstrate performance problems in field placement may be placed on a Corrective Action plan and will only continue in placement if performance problems are satisfactorily resolved. Specific program checkpoints include Advancement to Candidacy at the completion of 9 units, completion of the MSW program, and recommendation for the credential based on a summative determination of candidate competence.

University and program exit surveys are completed by all completers of the program. These surveys provide important information regarding program effectiveness and outcomes. This data is used to identify program strengths and to identify target areas for program improvement. In the CTC completer surveys of this program, over the past 2 years 100% of

program completers surveyed verified this program required a field placement. Additionally in the 2020-2021 academic year, 88.7% of completers surveyed in this program reported they agreed or strongly agreed that this program was able to connect them to appropriate fieldwork experience that allowed candidates to work more effectively in their professional role. It was shared by a candidate in an interview that the field placement and program “gives a good example of what it is like to be a professional school social worker; I am feeling prepared based on those experiences.” In the 2020-2021 academic year 93% of program completers in this program agreed or strongly agreed that their field experience helped them practice what they learned in this preparation program. In the 2020-2021 academic year 94.3% of completers surveyed in this program agreed or strongly agreed that the program allowed them to develop the skills and tools necessary to be effective in their professional work. During an interview a candidate confirmed, “The courses and field placement prepared me for the future to be a school social worker; it is a good 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, alumni, coordinators, faculty, community employers, and field instructors, the team determined that all program standards are **Met** for the Pupil Personnel Services (PPS) credential with specializations in School Social Work (SSW) and Child Welfare and Attendance (CWA).

## **School Nurse Services Credential Program**

### Program Design

Fresno State’s School Nurse Services Credential (SNSC) Program is housed in the School of Nursing (SON) within the College of Health and Human Services and is administered by the Division of Continuing and Global Education (CGE). Two part-time program coordinators are responsible for all administrative aspects of the program including program outreach and visibility, course content, candidate advising and recruitment, and candidate assessment and recommendation for credentialing. The coordinators hold a Bachelor’s degree in Nursing, a Master’s degree in Nursing and a Master’s in Education, respectively, and a School Nurse Services Credential. Both coordinators also hold an administrative services credential. The coordinators have over 20 years of school nursing experience in school nurse administration and practice. Lecturers and clinical instructors who teach in the program hold Master’s degrees in Nursing or Nursing Administration and have significant school nursing experience, with some continuing to practice school nursing in the community. None of the program instructors are full-time or tenure-track/tenured. This was affirmed in interviews with SON personnel, who stated while there is one tenured faculty member who holds a SNSC, this individual was not hired for this role, and instead teaches pediatrics along with other duties.

The SNSC Program is a working partnership between the SON and CGE. The program coordinators collaborate with both departments for student enrollment, program operation, and online support. CGE provides administrative support such as course scheduling, student enrollment, recordkeeping, and financial structures, and directly employs the SNSC program

coordinators and all SNSC faculty. The program coordinators and CGE administrators affirmed the above and that they meet at least once per term and as needed.

The SNSC program coordinators collaborate with the SON for programmatic and course input, and the SON chair affirmed that SNSC coordinators attend monthly SON faculty meetings and periodic graduate program meetings. The SON chair also explained that she communicates with the CGE Director to ensure that the SNSC program has adequate fiscal and physical support, which was verified by CGE administrators. Information about the program is posted on the SON website. In addition, the SNSC program coordinators collaborate with the Kremen School of Education and Human Development on accreditation processes and work with the credential analyst who provides administrative services for candidates applying for clear credentials.

The SNSC Program is a hybrid program through which SNSC candidates complete their clear credential coursework in one year. Candidates are already working as school nurses, under a preliminary credential. They come from across California with diverse backgrounds and experiences. The program uses the Canvas online teaching platform which allows full-time school nurses the ability to organize their schedules to complete online modules, discussion boards, quizzes, and individual and group presentations. In addition, the format allows candidates to design their educational experiences to meet their personal learning goals and encourage professional growth.

School nurse candidates submit a formal application which is reviewed by the SNSC Program Coordinators. If they meet all admission requirements, they are admitted into the SNSC Program. Increased school nurse hiring and improved SNSC program visibility/outreach at the annual California School Nurse Organization conferences has led to increased applications and admissions, with the program now admitting 50 candidates each cohort.

Fresno State's SNSC program of study consists of 27 units divided into two Phases; Phase I (9 units) and Phase II Cohort (18 units). Phase I consists of prerequisite courses offered either through Fresno State or through other accredited universities with the approval of the SNSC program coordinators. Prerequisite courses include 1) Audiology/Audiometry for School Nurses (3 units), 2) Counseling (3 units), and 3) Special Education (3 units). Courses in Phase I provide the candidate with the necessary tools needed to participate in a meaningful field experience. Program completers stated that the Phase I courses were extremely valuable to their practice as school nurses. In addition, a Nursing Research course and a Public Health Nurse certificate or coursework in Community Health Nursing theory is required before entering Phase II. Phase II courses are all offered through CGE, which provides program coordinators with course numbers to share with enrolled candidates.

The SNSC program makes ongoing changes in content to include new California school health policy, protocols, and legislation, including more content on student mental health. Program completers and candidates confirmed that they had completed an optional, informative module on Mental Health Training Intervention for Health Professionals in Schools (MH-TIPS). Program updates are also informed by the SNSC Program Advisory group, which is convened by the SNSC Coordinators every two-three months. The group consists of Central Valley school

nurse administrators, a public health department leader, and a local health care agency leader who provide recommendations and feedback on the program. Advisory group members reported that the program coordinators are very solicitous of, and responsive to, advisory member input on the SNSC program. For example, advisory members have provided recommendations on expanding IEP and 504-related experiences, SNSC leadership during the pandemic, and emergency preparedness. SNSC administrator advisory group members shared that the three-hour meetings also include very helpful professional development or group problem-solving discussions.

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

The SNSC program prepares candidates to understand contemporary conditions of schools and society and gives candidates the tools needed to provide health leadership and management, health education, health research, direct client care, training and supervision of other personnel, and planning and coordination of school health programs. The SNSC program helps candidates understand and demonstrate a collaborative approach to providing and/or facilitating health-related activities and addressing student achievement. Candidates must also demonstrate effective communication, using a variety of supporting technology with a wide range of audiences including students, staff, parents and community. Candidates and completers affirmed all of the above and shared that the program prepared them very well for the full scope of SN practice roles, particularly as part of supporting diverse students and families, the legalities and nuances of serving on IEP and 504 Plan teams, providing mental health supports and case management, and understanding how to manage the health program within district hierarchies and decision-making processes.

Coursework meets requirements and competencies for the SNSC outlined by the Commission and aligns with the Kremen School of Education and Human Development Candidate Professional Dispositions. School Nursing Dispositions include: an ability to reflect, critical thinking, ability to make ethical judgements, the dispositional tendency to value diversity, a collaborative disposition, and enthusiasm for life-long learning. Candidates and completers described opportunities in every course, practicum, and seminar to reflect, analyze, and apply these dispositions along research-based evidence, policies, and theories.

Four primary indicators underlay culminating candidate learning outcomes: communication, critical thinking, clinical judgment, and collaboration, derived from the American Association of Colleges of Nursing's *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). The nine overarching essentials are embedded in the outcomes of the SON programs and are threaded throughout SNSC coursework. Candidates must maintain a 3.0 GPA throughout the SNSC program.

The 12-month program begins with the summer session, continuing through the fall and spring semesters. Prior to the start of Phase II Cohort courses, candidates attend an in-person orientation at Fresno State in June. After this, all Phase II courses are online and mostly asynchronous. Completers described some synchronous Zoom sessions which they found very

helpful to clarifying assignment instructions and networking with classmates; they recommended more synchronous class sessions if possible.

Phase II courses are specific to school nursing experience with a focus on the elementary school setting in the fall, and the secondary setting in the spring. These courses include both didactic and field experience. Phase I Coursework (prerequisites) includes the following: Audiometry for School Nurses (CSDS 125), Introduction to Special Education (SPED 120), and Introduction to Counseling (COUN 174 or COUN 200). Phase II Coursework (SNSC program courses) include the following which are taken during the summer session: Health Appraisal for School Nurses (NURS 136) and Teaching Strategies for the Healthcare Client (NURS 137). In the fall, candidates take: Seminar in School Nursing (NURS 184) and School Nurse Practicum I, Elementary (NURS 186). Finally, in the Spring, candidates take: Seminar in School Nursing II (NURSE 185) and School Nurse Practicum II (Secondary) (NURS 187).

Fresno State's SNSC program provides candidates with 135 hours of hands-on field experiences in a variety of school nurse settings. The fieldwork courses give candidates an opportunity to work with experienced School Nurse Preceptors in areas that require hands-on skill and putting theory into practice. Faculty instructors supervise the fieldwork practicum experiences. Candidates take two practicum courses so they can experience nursing at an elementary school setting (fall) and the following semester (spring) at a secondary school setting.

Nursing 186 and Nursing 187 are the practicum courses in the SNSC Program. These courses are culminating experiences for the SNSC candidates and prepare them for the challenging roles of school nurses. Each practicum is a three-unit course which provides an opportunity for candidates to participate in a comprehensive school health program. Candidates, working with their preceptor, design their own practicum goals and objectives with aligned learning activities to drive their experience. The SNSC program bases field experience assignments on an individual assessment of each candidate's prior background and experiences. Completers and candidates stated that the fieldwork afforded them a wide variety of informative SN experiences that they otherwise would not have.

Experienced school nurses serve as (district-employed) preceptors who provide mentoring and supervision of candidates during each practicum. Candidates select their placement and a preceptor that meets the program's criteria. The program recommends candidates spend their field experience working under the supervision of a qualified school nurse preceptor in an area different from their usual place of employment, though this is not always feasible due to the preceptor not being able to be absent from their district. Candidates confirmed that if they cannot find a preceptor, the program coordinators helped them to find one.

Preceptors are required to have their clear SNS credential with a minimum of 4 years of school nursing experience and submit a resumé. Preceptor training includes a PowerPoint presentation and a Preceptor Syllabus (much like a clinical handbook), which includes course descriptions, requirements, roles and responsibilities and guidelines to assist the candidate in gaining a wide range of clinical experience to meet their goals and learning objectives. Preceptors confirmed all of the above, and explained that clinical faculty send preceptors the

materials, and that faculty are available throughout the practicum via phone, text, and email to answer preceptor questions or address concerns. The preceptors also said that in the future, they would benefit from a synchronous group Zoom orientation with the program coordinators/faculty, which would strengthen their understanding of their preceptor role and responsibilities and allow them to network with one another. Preceptors stated their appreciation for the certificates they receive from the SNSC program coordinators as an acknowledgement of their service.

The preceptor's immediate supervisor gives signed permission for the preceptor to work with a candidate and provides the program with demographics of the schools that will be a part of the practicum. The candidate, preceptor, and faculty instructor all sign a Clinical Contract, indicating all parties understand their individual responsibilities. Employers and preceptors stated that the syllabus and clinical contract clearly outlined preceptor and student responsibilities. The program coordinators, completers, preceptors, and candidates confirmed that candidates evaluate preceptors at the end of the practicum experience.

The approved authority in the district in which the candidate will obtain their clinical hours must sign a University Affiliation Agreement. The candidate initiates this process at the beginning of the semester. Fresno State sends the agreement to the district/COE for approval and signatures, and then the agreement is returned and approved by the Director of Procurement and Support Services. Once all signatures are obtained, the candidate begins their clinical hours.

Working collaboratively, faculty instructors and preceptors enable candidates to function appropriately and effectively in a variety of school nurse roles in elementary and secondary school settings, i.e., health teaching, counseling, case management of students with acute and chronic health problems, assisting medically fragile students, collaborating with other school professionals as a member of the education team, participating in the IEP process, visiting community agencies, and attending school nurse trainings/conferences. Candidates must apply research, district policies, California education codes, federal laws, and the *California School Nursing Competencies* to their practice. Candidates must also participate in online class discussions relevant to clinical issues and experiences.

To assist the candidate in receiving a well-rounded experience, clinical hours for each practicum must include 40 to 50 hours working under the direct supervision of a qualified SN preceptor, eight to 10 hours in community activities, 10 to 12 hours to attend local SN workshops and conferences, and 10 hours leadership role activity or 20 hours for an Experienced School Nurse Project (2+ years of experience). Unemployed candidates obtain a preliminary SNSC and spend a minimum of 120 hours working under the direct supervision of a qualified preceptor. Candidates seek approval from the preceptor and clinical instructor for their plan to complete the required clinical hours.

A mandatory mid-term conference between candidate, preceptor, and instructor takes place, along with other conferences as needed. During the mid-term conference, the team discusses candidate progress on meeting their goals and learning objectives and clinical skills and

competencies. The candidate also shares whether the SNSC program is meeting their expectations. Field supervision conferences take place at clinical sites when feasible, otherwise via three-way telephone conferences or Zoom meetings. The value of the three-way conference was confirmed by completers and candidates, who stated they appreciated this opportunity to meet and discuss their progress with their instructor and preceptor.

It was noted through interviews with faculty and candidates that while faculty are subject to regular student evaluations through the use of the Fresno State faculty evaluation procedures, it does not appear that the data from these evaluations are regularly utilized.

### Assessment of Candidates

With input from faculty and preceptors, the SNSC program coordinators evaluate each candidate for competence to ensure that candidates have the appropriate knowledge, skills, and abilities prior to recommending them for the clear credential. The coordinators review documented evidence that each candidate has demonstrated satisfactory performance on the School Nurse Competencies contained in the Preceptor Checklist (of Skills and Competencies). Completors and candidates reported that this checklist served as a very comprehensive assessment of their SN competencies and skills.

At least one institutional supervisor (instructional faculty) and one preceptor provide evaluation of candidate competence. Faculty affirmed that they regularly monitor candidate progress through clinical journaling and provide feedback. Preceptors confirmed they are responsible for informing faculty of the candidate's ability to demonstrate required skills and competencies in clinical practice and sign off on the Preceptor Checklist (of Skills and Competencies). Preceptors also assess the candidate's ability to incorporate professional dispositions into their school nursing practice and sign off on the Professional Dispositions assessment form.

To ensure SNSC candidates have achieved desired program outcomes the following evaluation tools are used:

- Self-Assessment: Pre-Knowledge Base Questionnaire and Post-Knowledge Base Questionnaire. The candidate takes a Pre-Knowledge Base Questionnaire to identify unique learning style characteristics, quantifies critical thinking components, and serves as a communication tool to improve the understanding of each candidate's professional and prior skill levels. The questionnaires use a five-point Likert scale to provide faculty with data about the thinking process, learning style, professionalism, and work values of each candidate. The candidate then takes a Post-Knowledge Base Questionnaire at the end of the program to assess if program goals have been met. Completors stated that they enjoyed the self-assessment, as it allowed them to identify areas of weakness, create focused goals/objectives, and track their progress in the program.
- Preceptor Assessment of Students: Preceptors are responsible for assessing candidate ability to carry out required skills and competencies in clinical practice and to sign off on the Preceptor Checklist (of Skills and Competencies).

- Critical Thinking: Course curriculum includes multiple problem-solving assignments to assess the candidate's ability to use the phases of the critical thinking process to resolve conflict/crisis with students, families, and staff in the school community.
- Content Area Review Modules: Learning modules are an essential component of Phase II core coursework for school nursing candidates to strengthen their review of content application in the form of case studies, journaling clinical experiences, and key assignments.

All of the above assessments of candidate competence were confirmed by candidates, completers, preceptors, instructors/supervisors, and coordinators. When the candidate meets all requirements, they are connected with the credential analyst who processes all credential applications and recommends the candidate to the Commission. Candidates then go through the application process for applying for a clear credential.

#### 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, completers, faculty and preceptors, the team determined that all program standards are **Met** for the School Nurse Services Credential program.

### **Speech-Language Pathology**

#### Program Design

The Department of Communicative Sciences and Deaf Studies (CSDS) is part of the College of Health and Human Services at Fresno State. The Speech-Language Pathology option for credentialing includes academic coursework and clinical practicum. The graduate academic coursework in Speech-Language Pathology is primarily seminars, as confirmed by documentation, as well as discussion with program faculty. The graduate Speech-Language Pathology program is accredited by Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech Language Hearing Association, and the California Commission on Teacher Credentialing (CCTC).

Candidates receive instruction in-person on the main university campus. Clinical experiences start on campus and move into the community as the candidate progresses through the program. This includes one semester of a traditional student teaching experience. Program faculty, supervisors, and completers provided confirmation of this student teaching experience as well as the clinical progression. The Accreditation Data Dashboard (ADD) survey results support this, with 100% of 2020-2021 respondents answering “yes” when asked if a field experience was required in their program.

A shared governance model is used within the program. Faculty work collaboratively to make key curricular decisions. This was confirmed and attested to by the program leadership and program faculty. Communication within the program and among the institution is ensured by several mechanisms. First, there are twice-a-month meetings of all CSDS faculty. These



meetings address all current student, program, and college issues. The department chair attends twice-a-month Dean’s Cabinet meetings and the CSDS graduate coordinator has regular meetings with the Division of Graduate Studies. Additionally, CSDS has a faculty member who attends all sessions of the Academic Senate and CSDS faculty participate in a variety of university and college committees—relevant information from those committees is shared during the CSDS faculty meetings. Program faculty also expressed appreciation for the “open-door” policy of their dean. It was shared that the dean is very receptive to any faculty member interested in sharing information or considering requests. The dean is reported to have weekly office hours via Zoom that any faculty is welcome to attend.

Coursework and field experiences are structured to meet CAA Standards. Accordingly, the program of study is structured to ensure that candidates demonstrate knowledge in the following areas:

- Professional practice competencies
- Foundations of Speech-Language Pathology practice
  - Identification and prevention of speech, language, and swallowing disorders and differences
  - Evaluation of speech, language, and swallowing disorders and differences
    - Intervention to minimize the effects of changes in the speech, language, and swallowing mechanisms
    - General knowledge and skills applicable to professional practice

Program faculty shared that evidence-based practice (EBP) is emphasized heavily in the program, starting with the first semester research course and emphasized in each subsequent course. This is applied clinically, where appropriate, with student clinicians being encouraged to “practice within the triangle” which references the three parts of EBP; clinical expertise, evidence, and patient preferences.

There have been no major changes in the program over the past two years. However, there have been several modifications. For example, in response to employer feedback regarding the need for additional instruction in IEP development, training access to the Special Education Information System (SEIS) was obtained, and an assignment was added to the course sequence. Completers from the more distant past mentioned a need for more experience with and information about IEPs; however, more recent completers were very happy with the addition of the SEIS system and their training on that system. They shared that they felt well prepared because of this addition. A guest lecturer was also added to the CSDS 114 course to ensure candidates are exposed to this information earlier on in their program. The impacts of changes such as these are reviewed at least annually through the Student Outcome Assessment Plan (SOAP) process. Program coordinators confirmed this and added that, if changes are needed, they are brought to the program faculty for discussion and decisions are subsequently made.

Means for stakeholder input include normal communication with the faculty, department chair, and the dean; participation in, or comments to, the CSDS advisory committee. It should be

noted that the current advisory board membership is all new this academic school year. They have had one meeting together as a board. The advisory board members stated that they have given some feedback to the program, but there has not been adequate time for changes to happen at this time. Clients also provide written evaluations of the services performed in the CSDS speech-language and hearing clinic; and public comments to the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Additional input is obtained by employer, alumni, and graduate student exit surveys. Community supervisors and employers report that they meet regularly with, and report feedback directly to, the clinic director. The community supervisors reported that they have seen evidence that program leadership has made changes to the program responding to their feedback. Employers supported this with one stating that they notified the program of a concern that candidates needed more time at the school site. The program responded immediately and changes were made.

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

Upon admittance to the graduate program in Speech-Language Pathology in either spring or fall semester, candidates move through the program in a cohort. Documentation was provided displaying an outline of the current course sequence. Candidates attend courses and participate in a clinical experience (three on campus and two off) for five semesters. This was supported by discussion with program leadership as well as supervisors, current candidates and completers.

Courses are designed to address critical areas, including work with students from culturally and linguistically diverse backgrounds and a wide variety of disability eligibility areas. Syllabi provided show that disability eligibility areas are covered. This was confirmed through documentation as well as discussions with program coordinators and faculty. Field placements (practicum) occur throughout the candidate's academic coursework to allow for opportunities to integrate the knowledge and skills obtained during courses into field experiences. The program of study is organized in such a way that courses and clinical practicum taken early in the program are expanded upon and supplemented in courses and practicum taken later in the program. This was confirmed in interviews with program faculty and on-site supervisors.

During their field experience, candidates are required to apply their knowledge gained from coursework. During their CSDS 257 student teaching placement, candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to 22. Candidates participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children with Autism Spectrum Disorder; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention). Candidates engage in consultation and/or collaboration with teachers and other relevant personnel as part of a school field experience. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process.

During their graduate program, candidates complete three semesters of CSDS 230 in the CSDS Speech-Language and Hearing Clinic or in a community clinical placement. During this placement, candidates provide speech/language therapy under the direct supervision of a certified and licensed speech-language pathologist who acts as the clinical supervisor. Candidates obtain practice in selecting, administering, and interpreting a variety of assessment instruments that are valid, reliable, and culturally sensitive to a variety of ethnically diverse clients. Candidates plan, implement, and evaluate treatment and write reports while maintaining cultural sensitivity to the clients in which they serve.

Once candidates complete their three semesters of on campus clinical practicum in CSDS 230, they then complete a clinical practicum assignment in the public schools (CSDS 257) under the direct supervision of a clinical supervisor in a school setting. While completing their CSDS 257 student teaching, candidates are concurrently enrolled in CSDS 209, Professional Issues in Communicative Disorders. Completers spoke highly of this course saying it was very practical and gave them good training in what to expect in the public schools as well as information specific to the SLP credential.

During the program, candidates are guided and coached on the practical application of their knowledge and skills gained from their coursework. Performance is evaluated using formative processes. While completing on-campus clinical practicum, candidates receive a written 3-week, midterm, and final evaluation from their clinical supervisor as well as regular verbal and/or written feedback throughout the semester. During their student teaching, all candidates receive a written midterm and final evaluation, with some also receiving a 3-week evaluation (at the clinical supervisor's discretion). This was verified by on-site supervisors, completers and the clinic director during site visit meetings. It should be noted that candidate cohorts who started during the COVID-19 pandemic expressed some concern with understanding credential expectations and knowledge of overall clinical expectations. These concerns were not shared by completers, employers, supervisors, or more recent cohorts.

Throughout their student teaching field experience, the university supervisor provides supervision via emails and telephone conversations with the candidate and clinical supervisor. The university supervisor may visit the school site during the semester, although the clinical supervisor remains as the primary direct supervisor. This was a strength mentioned by all completers, employers and on-site supervisors. They also shared that the clinic director provided much support and information to them both before and during the fieldwork experiences.

### Assessment of Candidates

There are two primary means by which CSDS graduate speech-language pathology candidates are assessed for program competencies: The Knowledge and Skills Acquisition process and the clinical practicum evaluations. As further described below, these assessments are conducted throughout a candidate's academic and clinical program. Candidates are informed of these assessments during first semester orientation meetings, first meetings of the relevant courses, and in the program's graduate student handbook. These assessments are currently conducted

using CALIPSO, a web-based evaluation tool aligned with the CAA ASHA standards. All information was confirmed via documents and discussions with program faculty and program leadership.

The Knowledge and Skills Acquisition form records the clinical and academic standards set forth by ASHA/CAA, which are required for all candidates as they progress through the graduate program. Classes are identified in which each of these standards is addressed. For each of these classes, competency verification is monitored using CALIPSO to ensure that each student is gaining the knowledge needed to meet those standards as they move through the program. While the student is taking those classes that have been identified, the instructor uses CALIPSO to document that the specified academic and clinical competencies are met. If a student does not demonstrate competency, an action plan is established and the instructor works with the student to ensure that the competencies are addressed and mastered prior to graduation. While completers could not recall the name of the assessment, they all remembered completing it. Each semester, the graduate student meets with their academic advisor to monitor acquisition of required competencies. Completers confirmed that this was monitored and led by the graduate coordinator. The program completer data reported in the Commission's Data Dashboard indicated that 91.6% of 2020-2021 respondents selecting "agree" or "strongly agree" to the statement, "Overall, I felt supported as a student in my program." If competency is not demonstrated in any area, the academic advisor would then be aware of that in addition to the instructor. The academic advisor and instructor will continue to work with the student to try to ensure that the competency is mastered prior to moving forward in the program. This was verified by the completers and the graduate coordinator. However, if a competency is not mastered by the time of graduation, then the KASA evaluation will not be approved, and the student will not be eligible for the Certificate of Clinical Competence through ASHA.

The CALIPSO performance evaluation is completed for each student by their clinical supervisor every semester. This performance evaluation is completed following each on-campus (CSDS 230), student teaching (CSDS 257), and externship (CSDS 267) clinical experience. This was confirmed by completers, and both on- and off-site supervisors.

#### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and clinical supervisors, the team determined that all program standards are **Met** for Fresno State's Speech-Language Pathology program.

### **Agricultural Specialist Credential Program**

#### Program Design

The candidates enrolled in Agriculture Education Credential Program receive two credentials: a Single Subject credential in Agriculture (AgSS) and an Agriculture Specialist (AgSp) credential. Candidates take all the coursework for their AgSS from the Kremen School of Education and

Human Development, while the AgSp courses are taught in the Jordan College of Agricultural Sciences and Technology (JCAST). Five of the courses for the AgSp are taken as undergraduates as part of the Agriculture Science curriculum. Currently, there are three full time professors, one emeritus and five part time lecturers/teacher supervisors to administer the courses and supervise the student teachers in both the initial and final phases.

The Agriculture Education Program and Credentialing Coordinator (AgEd P&CC) oversees the Agriculture Education credential process, which includes the AgSS and AgSp credentials. In addition, the coordinator serves as a liaison with the California Department of Education, Agricultural Education Unit and meets regularly with other university representatives and California Department of Education (CDE) Agriculture staff.

There is an active advisory committee. Representatives include various constituents such as state staff, high school teachers, and industry representatives. The individuals serving on the committee expressed that they felt they had influence when making recommendations to the faculty in the Ag Ed Department related to the AgSp Credential. Several members talked about getting more classes in agricultural mechanics so students were better prepared when they went into the classroom. The committee also reviews the data collected and interprets what areas need to be watched closely as the student teachers move through the program. Advisory committee members are asked to serve a three-year term and may re-elect to stay on the committee when their term is up. Individuals are personally asked by the AgEd P&CC to serve on the committee.

#### Curriculum Design and Fieldwork

Candidates receive both the AgSS and AgSp credential, concurrently. Candidates will average over 800 hours clinical hours (as noted in Commission completer survey data); including observation (45 hours), and during the initial and final phase of student teaching. Both phases are one semester.

Placements for student teachers in both initial and final phases are by agreement of the AgEd P&CC, an emeritus faculty member (EFM) and the San Joaquin Regional Supervisor (SJRS). Considerations are given to how a mentor teacher (cooperating teacher) would guide, advise, and offer various opportunities within Future Farmers of America (FFA) and Supervised Agricultural Experience (SAE) as well as the needs of the candidate. The AgSp courses are intertwined with undergraduate courses, enabling candidates to have the opportunity to engage and understand the requirements of both the AgSS and AgSp credentials throughout their undergraduate program. In the 2021-22 academic year, all courses are in person in both undergraduate and credential programs. Candidates expressed the “undergraduate and graduate courses prepared them well for entering the initial and final phases of student teaching, and ultimately the classroom.”

During the initial phase, student teachers return to the university at noon for classes. The documentation during the initial phase of student teaching are weekly reports which include hours of classroom teaching, supervision or coaching of students during FFA events and

activities, advising students with their SAE projects, and professional development events. In addition, there is a competency checklist for Ag Specialist Credential in EHD 155A filled out by the candidate and mentor teacher three separate times during the semester. Throughout the initial phase of student teaching there are multiple opportunities for communication between the university supervisor, mentor teacher, and candidate throughout the semester of initial student teaching.

During the final student teaching, the candidate is moved to a new site to experience a different FFA, SAE, and program model. The site selection is based on the needs of the candidate and what the particular school site has to offer. Candidates enroll in an additional field experience course (EHD 155B) which is full-time student teaching. Candidates are placed at an approved high school site, during this time candidates are enrolled in a three-unit seminar course which addresses AgSp content specific curriculum at the school site and during seminar.

Courses for the AgSp are well designed and sequenced with five courses (15 units) taken as undergraduates and the other two courses (six units) taken during the credential year. AgSp competencies are evaluated during initial and final student teaching by cooperating teachers.

Courses directly related to the AgSp credential taken as undergraduate include five three-unit courses in the Jordan College of Agricultural Sciences: Orientation to Ag Ed (AG ED 50), Introduction to Ag Ed (AG ED 135), Resources, Material & Equipment (AG ED 150), Organization, Administration, and Supervision (AG ED 187), Education in Agriculture Mechanics (AG ED 189),

Other courses directly or indirectly related to the AgSp credential taken as credential candidates through the Kremen School of Education and Human Development include: a 3 unit course in Methods & Materials (CI 161) taught by Ag Ed faculty, a Seminar in Ag Ed (AGRI 280, 1 unit), Problems in Agricultural Education (AGRI 281, 1 unit), Initial Student Teaching (EHD 155A, 4 units) and Final Student Teaching (EHD 155B) a 10 unit course.

Mentor teachers receive training through Kremen and attend a “Supervising Teacher Conference,” a professional development conference, offered through the Department of Education and California Agricultural Teachers’ Association. Mentor teachers confirmed learning how to mentor and provide feedback through attendance to the Supervising Teacher Conference. They also confirmed receiving one-on-one training with the university supervisor and an opportunity to learn about student teachers’ requirements and expectations of the mentor teacher offered periodically via zoom.

Community partners appreciated the preparation of the credential candidates. One participant explained that candidates complete a portfolio with “evidence of artifacts completed as part of their student teaching process, which includes home visits, project visitations, and hours operating outside the bell schedule” all related to how candidates are being prepared for the AgSp credential. Another community partner explained their appreciation that the credential candidates “grasp the AET (Agricultural Event Tracker) record book and were ready to oversee

SAE projects or learn how.” In addition, Ag Ed candidates are prepared to be part of a “team, willing to ask questions, and step up as teacher leaders.”

During final student teaching, candidates may receive a \$1000 grant from the Lloyd Dowler Grant Financial Assistance for Student Teachers. This year all candidates in this final phase received the grant. Lastly, it was noted in the Commission’s completer survey that the AgSp credential candidates who completed the survey unanimously (100%) agreed or strongly agreed the field work was relevant to the coursework.

The completer representatives interviewed all expressed that they felt the candidates were prepared for entering the classroom, even those candidates who student taught during COVID times, virtually. Completers agreed they “knew the expectations beyond the classroom...well prepared in all three circles of Ag Ed.” The completers felt best prepared in the areas of lesson planning and flow, as well as unit planning. Beginning at the new student orientation which is referred to as “Dog Days” candidates are presented with the expectation to complete occupational experiences worksheets, it is presented again in the Freshmen in the AED 50 course and again in their upper division Ag Ed course. In addition to being well prepared for the classroom FFA and SAE, they felt supported as they prepared for jobs.

Graduates of the program felt the courses they received prepared them well for their first year of teaching and the responsibilities associated with the AgSp Credential (FFA, SAE and Program Management). During all aspects of student teaching, but especially during the second semester there was a clear expectation to “follow their mentor and other members of the department” to glean as much information as possible.

The Commission completer survey completed by AgSp credential candidates unanimously (100%) agreed or strongly agreed,

- Field work helped prepare them to be an educator
- Field work was a positive and helpful component of my preparation program

### Candidate Assessment

The assessment of AgSp candidates is done throughout the program, as well as during the Initial and final student teaching experiences. The first assessment is completed by the candidate on 2000 hours of paid/unpaid occupational experience during their AG ED 150 course. The student teachers are interviewed by the San Joaquin Regional Supervisor (SJRS) about their occupational experiences, as well as their Future Farmers of America (FFA) and Supervised Agricultural Experiences (SAE) as a student in high school. Credential candidates identify their “expertise” as evidenced by the upper division coursework.

Credential candidate applications first go to the Kremen School of Education and Human Development for acceptance into the AgSS program. Applicant GPA requirement is 2.67, but students may be admitted with a lower GPA if justifications can be made. Once candidates are admitted to the Kremen School of Education and Human Development, credential candidate applications are forwarded to Jordan College of Agricultural Sciences and Technology for

admission for the AgSp Credential program. Once credential candidates begin student teaching, it is the responsibility of the mentor teachers to evaluate the candidates throughout the semester on the AgSp competencies.

During interviews, current candidates expressed that they were aware of the expectations prior to applying for the credential program and were well prepared to meet the expectations throughout the initial and final student teaching experiences.

Community partners both enjoy and hire Fresno State Ag Ed student teachers. They felt the candidates were well prepared to teach, understanding all aspects of agriculture education; classroom, FFA and SAE. Many of the community partners did informal and formal evaluations while the student teacher was in the classroom, but did not have the opportunity to see them outside of the classroom.

#### Finding on Standards

After review of the institutional reports, supporting documentation, and interviews with candidates, community partners, and program personnel, the team found all program standards to be **Met** for the Agricultural Specialist Credential Program.

### **Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential**

#### Program Design

Fresno State has been providing credentials in Reading and Literacy for 11 cohorts in a hybrid model using limited face-to-face and primarily online instructional models for most of their program delivery. Data reviewed shows that majority of candidates are from the local region while also enrolled are students across the state.

Currently six full-time faculty teach in the program along with two adjunct faculty. All of the full-time faculty teach across programs (i.e., Multiple Subject, Single Subject, Liberal Studies, Masters, and Doctoral programs). Due to the number of literacy courses offered, both within the Added Authorization, the Literacy Leadership credential, and the Masters program, an apparent need exists for more faculty. Moreover, many of the program faculty also have additional administrative duties, which reduces available teaching time within the program. Current faculty identified the need for faculty with expertise in Early Literacy and Middle School Literacy.

The program transitioned to a new coordinator in fall 2021 who held the position for one year when another coordinator assumed responsibility in spring 2022. At the time of the visit, the current coordinator new collaborated with the previous coordinator for information. During interviews, the team learned of two adjunct faculty who teach in the program but who were not listed in program documentation that was available to the team.



The mode of instruction has moved from primarily face-to-face program, to mainly online. Faculty shared that in 2013, the program shifted to completely online instruction and that decision to move to a virtual environment was not due to the pandemic. This online; delivery model will most likely continue because of its popularity with candidates. However, faculty indicated a desire to provide both the face-to-face and online options to meet the needs of a wider variety of candidates. A concern shared by literacy faculty related to the issue of candidate supervision for those of the region. The ability to find appropriate supervisors has been problematic and it is expected that this will continue to be an issue moving forward.

Interviews with constituencies indicated that the philosophy of the program has been recently revised. The team did not see evidence of the new philosophy during the site visit. Interviews indicated that current work is focused on integrating the newly formed program philosophy into course documents and the program matrices. However, the review team did not see evidence of integration of the philosophy in the current program during the site visit.

Regional needs appear to support the added authorization and leadership credential. Districts surrounding Fresno State, have reading coaches and promote teachers who obtain the added authorization and credential. During interviews, administrators shared that there is a major need for high quality literacy instruction across their districts and they believe need for trained literacy professionals from Fresno State's RLAA and RLLS programs will continue.

#### Course and Fieldwork

Candidates currently matriculate through the Masters program and take prescribed coursework needed for the Added Authorization and the Literacy Leadership Credential. The Added Authorization consists of five courses, the Literacy Leadership Credential follows an eight-course sequence. The Master's program, with an emphasis in Literacy, adds two additional courses and selected courses from the Added Authorization and the Literacy Leadership Credential to create their Master's plan.

#### Candidate Assessment

Candidates are evaluated through course assignments and through the review of videos of their work with students, submitted by the candidate to literacy faculty. The videos are also discussed within courses. The inclusion of site-based supervision and candidate assessment, is emerging with plans to pilot in Fall 2022. Additionally, training materials of field-based supervisors are also emerging with training implementation for Fall 2022.

#### **Findings on Standards**

All standards are **met** for the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist credential programs with the exception of standards 1, 6, 9 and 10 which are met with concerns.

#### Standard 1: Program Design, Rationale, and Coordination: **Met with Concerns**

The revised program philosophy was shared in the response to the program review feedback, however, it has not yet been fully integrated into the program. The program anticipates

implementation in fall 2022, therefore the team did not have the opportunity to determine how the framework was implemented.

**Standard 6: Program Design, Rationale, and Coordination: Met with Concerns**

The revised program philosophy was shared in the response to the program review feedback, however, it has not yet been fully integrated into the program. The program anticipates implementation in fall 2022, therefore the team did not have the opportunity to determine how the framework was implemented.

**Standard 9: Integrating Curriculum through Clinical Experiences: Met with Concerns**

There is insufficient evidence that candidates are able to work with a variety of learners throughout their coursework and field experiences. Program revisions appear to address this standard but at the time of the visit implementation had not occurred.

**Standard 10: Planning, Organizing, and Providing and Leading Literacy Instruction: Met with Concerns**

Selection of site-based supervisors and the training of site-based supervisors will not occur until Fall 2022. All documents related to candidate supervision and supervisor training in development were in the development phase and had not yet been implemented.

**INSTITUTION SUMMARY**

The Kremen School of Education and Human Development has adopted the theme of “Leadership for Diverse Communities.” Fresno State University offers six preliminary credentials, and 11 related services credentials / added authorizations. Kremen also serves as the hub for the professional education unit. The majority of the credential programs and added authorizations are housed in Kremen, but other credentials are offered in three colleges across the University. The reported emphasis of the school is “developing educators capable of supporting students from all backgrounds in just and equitable ways.” Further, it is indicated that, the “goal is to prepare educators who are reflective practitioners, committed to improving their practice in order to improve the educational opportunities for all students in our region.” Additionally, a firm research-based approach to teaching and learning is articulated in the documents, with attention to the needs of diverse learners. The curriculum, which in some cases is under revision, is grounded in evidence based scientific practices.

It is important to note that the preparation for this visit and indeed the development of the self-study documents occurred during an unprecedented time in recent history. The abrupt life changes brought about by the pandemic meant that all members of the Fresno State learning community had to pivot from face-to-face interactions to working in virtual spaces. As part of the evolving pandemic protocols, program guidelines and rules were relaxed by the CSU Chancellors Office, the Commission, and the institution. While these changes were determined necessary for safety and continuous operations, the rapid changes and subsequent revisions may have seemed confusing to candidates and various stakeholders of the learning community. During this time, in July of 2020, the Kremen School of Education and Human Development welcomed a new Dean. The team heard reports of the new Dean’s immediate attempts to

become an active and engaged member of the learning community. Advisory council members and community employers spoke of the immediate and increased access to the new Dean and a willingness to listen and respond to the stated needs of the constituency groups. Faculty and staff frequently noted a renewed optimism for the future of Kremen, as a result of the focus and philosophies of new administration.

**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 needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	<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>Inconsistently</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>Inconsistently</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 with Concerns**

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

To ensure collaborative decision making and planning, the Kremen School of Education and Human Development reported on many standing committees related to governance, planning and assessment, and program advisory boards. Review of the documents provided, included purpose statements for the committees, and minutes of regularly scheduled meetings of the entities. As reported in the documents and confirmed during site visit interviews, faculty, staff, and community stakeholders feel that these meetings are useful and result in meaningful program improvements and increased responsiveness to community needs. During interviews with advisory committees and various constituencies the team heard reports of engagement in the decision-making process and the awareness of stakeholders that the information they shared was used to inform program development and improvement.

Faculty report that they are regularly in contact with community partners and often engage in collaborative activities, such as offering programs in community schools, like the teacher residency programs, and outreach to surrounding school districts in more rural and remote parts of the valley. Kremen follows the policies and procedures agreed upon through the CSU collective bargaining agreements which include academic policy, and retention, tenure and promotion. Organizational charts for Fresno State and Kremen were provided but it is difficult to determine all of the roles for which each individual is responsible. Interviews during the site visit revealed a dedicated and passionate faculty and staff who, while underresourced, do the work necessary for the effective operation of the school. The team found evidence of programs operated entirely by part-time faculty, while other programs were run by faculty in lecturer positions. Further, the team learned of Department chairs and program coordinators with comprehensive responsibilities for running departments who reportedly lacked the time, support staff, and resources to accomplish the tasks. Additionally, the team learned of programs with one fulltime faculty responsible for program development, student admissions, advising, placement, teaching courses, candidate supervision and hiring of adjunct faculty.

The Dean meets regularly with university administration, as well as Kremen department chairs and program coordinators. The dean is responsible for administering the college budget and works collaboratively with chairs and program coordinators to meet the needs within the college. While faculty and staff are dedicated and engaged in the work of the school, it appears that workload is a significant factor. During interviews this dedication was apparent. Faculty and staff reported a willingness to make sure the programs functioned well and a commitment to student success and community engagement. Yet, some candidates interviewed, felt a need for more responsive advisement and assistance from faculty and staff units in the school. The disconnect appeared greater for some candidates in programs housed in other colleges. The team learned of departments with 15 fulltime faculty, 76 part time faculty and 64 coaches/supervisors, administered by a half-time chair. However, the team also learned of six new faculty hires in the current academic year and a reported three new faculty lines for academic year 2022-23 along with funds allocated to restructure and expand the Office of Clinical Practice. This increase in positions and the office restructuring is a positive step and the

team hopes this attention to these needs for increased positions to decrease workload will continue.

Recruitment efforts are designed to engage diverse and exceptional scholars in the fields being searched. A review of the hiring documents and the process for the regular review of faculty effectiveness reveal a clearly articulated process designed to ensure that faculty teaching courses and supervising candidates are qualified and engage in the use of best practice in teaching and learning pedagogy.

Through review of related documents and interviews during the site visit, it was noted that the unit follows policy and procedures designed to ensure that candidates recommended for credentials and educational authorizations meet all required qualifications. This was confirmed in meetings with the credential analyst (who is retiring at the end of 2022) and the analyst’s replacement who is in training to take over responsibilities. The current analyst spoke of regularly held orientations and scheduled emails that are sent at various times through the candidates’ course of study to acquaint retain and remind students of the requirements for credentialing in their programs. It was noted that the credential analyst office serves all credential students, those taking programs housed within Kremen and those pursuing credentials housed in other colleges. Currently, one credential analyst is responsible for approximately 1200 credential candidates.

**Rationale for the Finding**

The unit described an emergent system designed to engage all members of the learning community and relevant stakeholders in decision making but the unit is not sufficiently resourced to fully support these activities. The resources allocated by the institution to meet credential program obligations do not appear sufficient given the number of faculty and staff lost due to retirement, attrition, and the number of programs offered. Multiple examples were identified of issues related to workload, resources, lack of replenishment of retiring faculty and staff, the use of adjunct faculty and or lecturers as program coordinators, department chairs with comprehensive responsibilities for running the department who reportedly lacked the time, support staff, and resources to accomplish the tasks. It is a credit to these dedicated professionals that the Kremen School of Education and Human Development is a source of community pride and that candidates learn and become respected educators.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit 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**

The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. The unit’s website has opportunities for potential candidates to sign up for upcoming information sessions. Interviews with candidates and completers indicate that information was readily available to them about the different pathways offered. There are links to contact program coordinators and advisers to learn more about the programs. Advanced credential webpages have clear criteria that indicate all of the requirements to apply.

Interviews with candidates in the School Counseling program discussed the role of the Student Ambassadors in managing an Instagram account with nearly 350 followers. The Student Ambassadors provide assistance to prospective students about program requirements, application deadlines, Frequently Asked Questions, and host online information sessions.

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. Across all programs, efforts are made to recruit individuals who represent the diverse student populations served in the region. Worth noting is that Fresno State serves a population of students that largely comes from the region they serve and thereby reflects the region’s diversity: Over 60% of Fresno State’s students are first-generation college students and over 53% identify as Latinx. Within the preliminary credential programs, over two-thirds of the candidates identify as a race/ethnicity other than white. There are continued efforts to recruit more underrepresented populations.

In the Multiple Subject program, recruitment efforts begin even before students enter the university. The Kremen School of Education and Human Development holds the Title V Enseñamos grant, which partners with local community colleges to provide pathways for high school students into the Liberal Arts major and then into the Multiple Subject credential program. Interviews indicate that there are partnerships with Teaching Academies at high schools in the region.

In recent years, the Liberal Studies program has developed a number of initiatives to support the pathway from undergraduate into and through the credential program. The program has worked to develop cohorts of students who take all of their upper-division courses together and complete the program requirements—including Multiple Subject program prerequisites—within two years. From there, they are equipped with both the academic knowledge and the support network to enter the credential program. Additionally, the Liberal Studies program has developed the Integrated Teacher Education Program in partnership with College of the Sequoias to create a two-year integrated Bachelor's and Multiple Subject credential program available to students transferring into the university.

In the Single Subject credential, discipline-specific coordinators housed in academic-area departments across the university work with undergraduates to ensure they have met the necessary prerequisites to enter the credential program. These coordinators advise and teach undergraduate students as they consider the teaching profession, take prerequisites, move through subject matter preparation programs and apply for the credential program. Additionally, once students enter the Single Subject Program, these coordinators teach methods courses and place credential candidates with mentor teachers for the final part of their field-based preparation.

Once students are admitted to one of the teaching credential programs, they have access to various advisors, both within the Center for Advising and Student Services, in their subject areas (for Single Subject and Advanced Credentials), and within the Office of Clinical Practice. Clinical coaches play an important role in supporting the growth and development of candidates. Interviews with candidates and completers indicate a high degree of support from faculty and their clinical coaches. Interviews with counselors and advisers indicate they would like more professional development opportunities by attending conferences and professional groups to increase the quality of services to potential and current candidates.

This same type of support and recruitment occurs with each of the advanced credentials offered at Fresno State. Each program has a coordinator who oversees the recruitment and advising of applicants. When appropriate, recruitment begins at the undergraduate level, as exemplified by the School Nursing, School Social Work, and Deaf and Hard-of-Hearing credential programs. For other advanced credentials, such as the Preliminary Administrative Services Credential, the program coordinator visits local school districts to actively recruit individuals to the program. Consequently, over 60% of regional school administrators received their credential from Fresno State.



Once individuals are admitted to a program, the program coordinators continue to provide support and guidance, in tandem with field-based coaches and supervisors. These individuals serve as critical supports and liaisons between the university and the candidates during the candidates' time in their program. Interviews with candidates and completers indicate a high degree of support from faculty and their clinical coaches.

A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. There is a Writing Studio for students who need additional support. Interviews with candidates and administrators indicate there are additional forms of non-academic support. These forms of support include child care, food banks, clothing for professional interviews, and technology such as iPads, laptops and internet hotspots to take home.

<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>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</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**

Coursework and placements are designed to provide candidates with opportunities to demonstrate skills, knowledge, and competencies. Evidence was provided to demonstrate all candidates have opportunities to work with students from diverse racial, ethnic, and socioeconomic backgrounds, as well as students with disabilities. Programs offer many pathways including traditional, internship, and residency.

Interviews with current candidates and completers, the Office of Clinical Practice (OCP), Department Chairs, Program Coordinators, and Professors-in-Residence revealed that for preliminary teacher credential programs, the unit takes a very “district-centered” approach to placements. The Office of Clinical Practice informs participating schools districts of placement needs. School districts identify qualified site-based teachers and potential school sites to ensure diverse experiences for candidates. The OCP then works with school districts to match candidates with mentors and sites. The OCP monitors candidate progress in fieldwork. School districts are responsible for site-based teacher orientation and evaluation. During their field placements, candidates evaluate site-based supervisors and their placement.

In the Preliminary Administrative Services, School Psychology, School Counseling, School Nurse, and Agricultural Specialist programs, program coordinators find placement sites, provide orientation, and training resources. Interviews with current candidates, completers, the Office of Clinical Practice, site supervisors, and site administrators confirmed programs effectively implement and evaluate fieldwork and clinical practices. In several programs including Deaf and Hard-of-Hearing, Reading Specialist, School Nurse and Education Specialist, training, orientation, and/or evaluation of site-based supervisors is not currently consistent.

<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>Inconsistently</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>Inconsistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Inconsistently</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 with Concerns**

**Summary of information applicable to the standard**

The education unit has developed a continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness. Interviews with faculty and coordinators indicated they made some appropriate modifications based on findings. Candidates reported taking surveys initiated by course instructors asking what was working in the course and what needed to be improved. Candidates reported that instructors responded swiftly and made changes to syllabi and assignments to accommodate their needs as learners. However, the use of the data appears uneven across programs.

The unit-wide assessment system, Kremen Learning Assessment System to Sustain Improvement (KLASSI), is an assessment and accountability system built upon a continuous improvement model. The assessment is an on-going, goal-oriented process, viewed as the hub for continuous improvement. Assessment system activities at this point include only data-gathering. It is unclear how the data are being utilized to make continuous improvement decisions. Aimed at improving teaching and learning, the assessment is an iterative process of developing and organizing activities, signature assignments, courses, curricula, programs; collecting and interpreting data; and using outcome information to guide decisions in most programs in and outside the unit. The Dean and the Associate Dean oversee all continuous improvement efforts along with the Assistant Director of Teacher Preparation who has been assigned to accreditation efforts. The Dean works with faculty and staff in programs across the university to assure quality educator preparation in response to shifting contexts.

The system requires that both the unit and its programs collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. However, implementation is emerging.

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 and effectiveness of their work as teachers and educational professionals. It is unclear how these data are later used to make decisions to improve programs at the unit level.

Since the arrival of the Dean, faculty gather at least once a semester for Data Summits to discuss data collection and data based decision making. There have been conversations about identifying areas that need to be strengthened and discussions around measurement of goals. The unit is also redesigning the program coordinator role to include professional development on how to collect and analyze program data with the goal of creating a culture of continuous improvement and data driven decision making.

The unit has a commendable continuous improvement flowchart (KLASSI) for making data-based decisions that are vision and mission based. Interviews with faculty and administrators indicate that KLASSI is at various stages of implementation across the unit.

**Rationale for the Finding**

The education unit has a framework for a comprehensive continuous improvement process at the unit level that has yet to be fully implemented. The site visit team found that some of the components of the plan are implemented at various levels. The unit and programs have a clear pathway to regularly and systematically collect, analyze, and use candidate and program completion data to improve programs and services, however it is inconsistently implemented. Additional resources from the institution may be required to achieve a comprehensive continuous improvement process.

<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 impact of the unit's programs on the region cannot be understated. As the largest preparer of educators in their service region and the second largest in California, each year the Kremen School of Education and Human Development prepares nearly 800 educators. Graduates are employed at more than 40 local school districts. The institution provides 80% of teachers in its service region, four-fifths of local school district administrators are from the institution's programs, and some programs (e.g., Bilingual, School Psychology) have a 100% hire rate in their region. Superintendents and Advisory Board members all indicated that completers are desired hires in their school districts.

Results from course assignments, FAST performance assessment, completer surveys, and employer surveys all indicate candidates are prepared to serve as professional school personnel and they demonstrate knowledge and skills necessary to educate and support all students in meeting state adopted academic standards. Assessments indicate candidates meet the Commission-adopted competency requirements as specified in the program standards. Interviews with school district administrators such as human resources administrators, superintendents, and school principals, confirmed candidates are of high quality. It was frequently described by district personnel and Advisory Board members that hiring a completer was like hiring a "second-year teacher" due to the quality of coursework and field placement experiences. Knowledge of, and demonstration of, best practices was frequently mentioned across all programs. Specifically, it was described that candidates and completers are also teaching site-based supervisors. For instance, superintendents and principals stated that candidates and completers helped their teachers deal with distance learning and technology issues in response to the COVID pandemic.

Over the past seven years, enrollment of candidates in the Teacher Residency programs has grown from 20 residents with one district partner to 149 residents with five district partners, including a newly created Rural Residency program (started 2021-2022). As part of the residency programs, an institution professor ("Professor in Residence") is located at the school district to facilitate not only the program but to ensure the institution is responding to district specific needs.

The institution's goals include: 1) research on teacher retention (to identify which pathway [traditional, intern, residency] best impacts teacher retention; 2) Data Summits (newly implemented in Fall 2020) to continue to be held at least once per semester to review impact; and, 3) continued partnerships with school districts to expand the residency program.