

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

Professional Services Division

January 2023

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Administrative Services	9	9	0	0
Preliminary Education Specialist: Mild Moderate Support Needs (MMSN), with Intern	6	6	0	0
Preliminary Education Specialist: Extensive Support Needs (ESN), with Intern	6	6	0	0
Preliminary Multiple Subject	6	6	0	0
Preliminary Single Subject	6	6	0	0
Speech-Language Pathology	16	16	0	0
Pupil Personnel Services: Child Welfare and Attendance (CWA)	5	5	0	0

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Pupil Personnel Services: School Social Work (SSW)	5	5	0	0
Bilingual Authorization	6	6	0	0
Reading and Literacy Added Authorization	5	5	0	0
Reading and Literacy Leadership Specialist	5	5	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, San Marcos

Dates of Visit: November 6-9, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: April 12-14, 2015	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, 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

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

Program Standards

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

Common Standards

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

Overall Recommendation

Based on the fact that the team found that all program standards for the Preliminary Administrative Services, Preliminary Education Specialist: Mild Moderate Support Needs (MMSN), with Intern, Preliminary Education Specialist: Extensive Support Needs (ESN), with Intern, Preliminary Multiple Subject, Preliminary Single Subject, Speech-Language Pathology, Pupil Personnel Services: Child Welfare and Attendance (CWA), Pupil Personnel Services: School Social Work (SSW), Bilingual Authorization, Reading and Literacy Added Authorization, Reading

and Literacy Leadership Specialist credential programs were met, and that all Common Standards were met, the team recommends **Accreditation**.

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

Preliminary Administrative Services
Preliminary Education Specialist: Mild Moderate Support Needs (MMSN), with Intern
Preliminary Education Specialist: Extensive Support Needs (ESN), with Intern
Preliminary Multiple Subject
Preliminary Single Subject
Speech-Language Pathology
Pupil Personnel Services: Child Welfare and Attendance (CWA)
Pupil Personnel Services: School Social Work (SSW)
Bilingual Authorization
Reading and Literacy Added Authorization
Reading and Literacy Leadership Specialist

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- California State University, San Marcos be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

California State University, San Marcos continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

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

Interviews Conducted

Constituents	TOTAL
Candidates	194
Completers	95
Employers	27
Institutional Administration	6
Program Coordinators	14
Faculty, including Adjunct	57
TPA Coordinator	3
Field Supervisors – Program	54
Field Supervisors – District	58
Credential Analysts and Staff	2
Assessment Specialist	1
Advisory Board Members	14
Future Educators Association	6
TOTAL	531

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, San Marcos (CSUSM), founded in 1989 and located in North San Diego County, is a designated Hispanic and Asian/Pacific Islander-serving institution that enrolled over 14,000 students in the fall of 2020. In addition to offering extended learning programs, CSUSM consists of four colleges: College of Humanities, Arts, Behavioral and Social Sciences, College of Business Administration, College of Education, Health and Human Services, and College of Science, Technology, Engineering and Mathematics. Known for its commitment to diversity and inclusion, for the eighth year in a row the institution received the 2021 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine.

In 2022, CSUSM updated its mission, vision, and values with the launch of a new strategic plan: *The Power of CSUSM*. The university’s mission focuses solely upon student success and about the role of being an “engine of transformative knowledge” in support of advancing the academic, social, professional, and personal success of their students. In addition, the institution’s vision states that CSUSM “will be a national leader of social mobility, transforming lives, families and communities.”

With this attention on diversity and inclusion, CSUSM notes that about half of enrolled students identify as a member in underrepresented groups, and 54% of graduates are the first in their families to earn a degree. Additionally, CSUSM acknowledges that they are guests on the traditional territory of the Luiseño/Payómkawichum people.

Education Unit

The educator preparation programs live within the College of Education, Health, and Human Services (CEHHS), and the CEHHS is organized into three schools: School of Education, School of Nursing, and School of Health and Human Services. Educator preparation programs in the college include Multiple Subject and Single Subject Credentials, Education Specialist Credential, and Bilingual Authorization. Extended Learning within CEHHS boasts the largest number of self-support programs at the institution including Speech Language Pathology, Pupil Personnel Services (School Social Work and Child Welfare and Attendance)—approved in October 2021 and begun in fall 2022, Reading and Literacy Added Authorization, Reading and Literacy Leadership Specialist Credential, and Administrative Services Credential.

The mission statements for CEHHS are collaboratively engage with community; social justice, diversity, and equity focused; student focused for student success; evidence-based practices; and innovative teaching and research.

Table 1: Program Review Status

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Preliminary Administrative Services	29	24

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Preliminary Education Specialist: Mild Moderate Support Needs (MMSN), with Intern	24	16
Preliminary Education Specialist: Extensive Support Needs (ESN), with Intern	12	TBD spring
Preliminary Multiple Subject	86	140
Preliminary Single Subject	63	59
Speech-Language Pathology	27	84
Pupil Personnel Services: Child Welfare and Attendance (CWA)	0	27
Pupil Personnel Services: School Social Work (SSW)	0	27
Bilingual Authorization	41	43
Reading and Literacy Added Authorization	13	35
Reading and Literacy Leadership Specialist Credential	13	35

The Visit

This site visit was conducted virtually. The team and institutional constituents were interviewed via video technology.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Education Specialist: Mild Moderate Support Needs, with Intern Preliminary Education Specialist: Extensive Support Needs, with Intern

Program Design

The Education Specialist (ES) Credential Program for Mild Moderate Student Needs (MMSN) and Extensive Support Needs (ESN) is under the purview of the College of Education, Health and Human Services. The director of the School of Education reports directly to the Dean of the College of Education, Health, and Human Services (CEHHS) and has administrative authority over the programs. The ES program coordinator is elected by the full faculty of the School of Education (SOE) for a two-year term. This process is open to any faculty member who would like to put their name forward for consideration.

The program coordinator oversees the two Education Specialist Credential Programs for MMSN and ESN: (1) the Education Specialist Concurrent Program and (2) the Education Specialist Add-on Program; both programs are intern eligible for Education Specialist credentials. Additionally, the program coordinator leads the Master of Arts in Special Education program. The ES programs are further supported by the Coordinator of Clinical Practice, Internships, and University Supervisor Assignments, the Coordinator of Year 1 ES Concurrent Program, the Coordinator of the Master of Arts in Special Education Program, Teaching Performance Assessment (TPA) coordinators, adjunct faculty, university supervisors, and student services professionals. As verified during interviews with program leadership, district support supervisors, and district employers, all are in continual communication to ensure multi-levels of support for candidates.

Coordinators identified there are two programs to obtain an ES MMSN and/or ESN credential. In the Education Specialist Concurrent Program, candidates earn a Multiple Subject credential and one or both of a Preliminary Education Specialist Credential in either Mild to Moderate Support Needs or Extensive Support Needs. An authorization to teach English Learners is met through coursework and clinical experiences, and a bilingual emphasis may be added to the Multiple Subject Credential for qualified candidates. The Education Specialist Add-on Program is designed for teachers who have earned a basic (e.g., Multiple Subject, Single Subject) credential and who have satisfied California subject matter competence requirements. Both program options are intern eligible.

The guiding Education Specialist program philosophy explains that candidates should be prepared to serve all students with special education needs in general, special, and inclusive

environments. Therefore, all ES candidates must hold or obtain a base preliminary/clear multiple subject/single subject credential. If a candidate enters the ES program already holding a base multiple subject/single subject credential, then they enter the one-year Education Specialist Add-on Program for MMSN and/or ESN program option. Course work and clinical practice in the Add-on program option are sequenced and structured to support ES candidates in gaining the skills and knowledge necessary to earn their MMSN and/or ESN credential. As verified by the program leadership, course work and clinical practice are closely aligned for candidates to apply their knowledge and skills in their clinical experiences.

If a candidate does not have a base credential, they enter the Education Specialist Concurrent Program (dual Multiple Subject general and education specialist program). The Concurrent program is a two-year program, where candidates earn their preliminary Multiple Subject credential the first year and MMSN/ESN credential the second year. As verified by coordinators and candidate interviews, Education Specialist candidates are in cohorts with their multiple subject peers for the first year of their program. Courses in the Concurrent program are sequenced and structured to support Education Specialist candidates in gaining the skills and knowledge necessary to earn their preliminary MS credential. As shared by program leadership, course work and clinical practice are closely aligned for candidates to apply their knowledge and skills in their clinical experiences. Leadership also discussed that candidates are encouraged to earn both the MMSN and ESN credentials. Candidates also can add the Master of Arts in Special Education in all three credential pathways. Internships options are available for both Preliminary Education Specialist Credentials.

In the 2020-21 academic year, the first year of the Concurrent program changed from a 16-week model—where the first eight weeks the candidates took courses and the second consisted of fieldwork and clinical practice—to a 16-week model where courses, fieldwork, and clinical practice take place simultaneously. As discussed in interviews with program leadership, the change was made to allow for fieldwork and clinical practice to occur in general, special, and inclusive settings and alignment with the new Commission program standards. Leadership further discussed that courses were changed and added to meet the new Teaching Performance Expectations (TPEs) for the MMSN and ESN credentials.

The Education Specialist Program ensures opportunities for constituent input and involvement. The director, associate director(s), and several members of the School of Education attend monthly meetings with the Southern California Professional Development Federation. These meetings have representatives from all districts in the area that share information, collaborate and problem solve. Interviews with coordinators, employers, adjunct faculty, university supervisors, cooperating teachers, and district supervisors verified the strong, long-standing clinical and intern partnerships with San Diego County and Riverside County constituent school districts, and North Coastal Consortium for Special Education SELPA. Former candidates working or retired from education (teachers, program specialists, directors, etc.) come back to serve as adjunct faculty and university supervisors. Former graduates and area education specialists serve as adjunct faculty, university supervisors, and cooperating teachers. coordinators, employers, adjunct faculty, university supervisors, cooperating teachers, and

district supervisors elicited high praise of the collaboration, student support, and responsiveness of the program and clinical coordinators. Employers, site-based supervisors, and cooperating teachers further elaborated upon the responsiveness of the program and clinical coordinators in addressing the need for individual candidate support and challenges. Employers also highlighted the multi-layered support that the districts and candidates get that greatly benefit students. During employer interviews, one employer intimated that “Cal State San Marcos is pretty top notch, if I have paraprofessionals, I tell them that Cal State San Marcos is a rich and comprehensive program that provides great opportunities”.

Course of Study

The program leadership discussed how they co-collaborate with each other and the university teaching and supervisor faculty to develop, implement, and evaluate purposeful, interrelated, and developmentally designed sequences of coursework and clinical practice experiences for candidates. Leadership also plan and implement orientation and training for the university supervisors and cooperating teachers. Interviews with staff and cooperating teachers/district intern supervisors verified that there are a minimum of two trainings per year. Orientation with the university and district supervisors, and candidates occur at the beginning of the fall semester, with at least one other training to provide updates, etc. occur throughout the fall or spring semester.

The program coordinators regularly attend monthly meetings with the multiple subject, single subject, certificate program coordinators, assessment coordinator, Student Services Center representative, and the Associate Director(s) of the School of Education. Further, the Program Coordinator of the Year One Concurrent Program attends monthly meetings with the multiple subject program education specialist programs. All coordinators serve as faculty in the ES Credential Programs, with an addition of one adjunct faculty who also serves as a University Supervisor.

All Concurrent and Add-on candidates engage in supervised fieldwork and clinical practice aligned with rigorous coursework. Coordinators and adjunct faculty explained that coursework is specifically designed to align with fieldwork and clinical experiences each semester. In the year one concurrent program, candidates are immersed in both general and special education early fieldwork and their multiple subject clinical practice. As verified and discussed in interviews with coordinators, candidates, and adjunct faculty, the Breadth of Experience Fieldwork Requirements allow candidates 30 hours of early experience in various special and inclusive settings. Further, candidates must complete 70 hours of multiple subject experience in their assigned elementary school site. Further, in year one, candidates must complete 210 hours of multiple subject clinical practice and 105 hours in general, special education, and inclusive settings.

Concurrent candidates engage in a second year which focuses on requirements for the MMSN and ESN credentials. As mentioned previously and verified in coordinator and faculty interviews, all candidates must have a general education Preliminary Multiple Subject Credential prior to beginning the second year. Concurrent candidates can choose to complete

their fieldwork and clinical experiences either as traditional or intern candidates. Each credential requires 406 hours of clinical practice. If candidates pursue both credentials, they require a third year of course of study. Both traditional and intern options are year-long. As identified in coordinator, faculty, and candidate interviews, coursework definitively complements required fieldwork and clinical practice throughout the duration of the Concurrent and Add-on programs. Candidates will graduate with a general education, at least one education specialist credential, and English Language Authorization (as built into their credential programs). As discussed in coordinator interviews, candidates are encouraged to pursue both MMSN and ESN credentials, as well as their bilingual authorization.

During year one, coordinators discussed concurrent candidates are most often placed in clinical practice settings at different school sites, grade levels, and with different cooperating teachers. All candidates participate in a co-teaching model during clinical practice. Concurrent candidates are paired with multiple subject university supervisors.

As verified by interviews, candidates in year two are placed in special education settings and are paired with special education university supervisors and cooperating teachers. Cooperating teachers, coordinators, and candidates further verified that traditional candidates receive support and monitoring from their cooperating teacher a minimum of five hours per week. Interns receive support from a district provider a minimum of four hours per week. University supervisors, district supervisors, and cooperating teachers identified support encompasses instruction, IEP-related planning and implementation, instruction, assessment, working with paraprofessionals, and other education specialist responsibilities related to TPE progress and mastery.

Coordinators, university supervisors, and cooperating teachers verified the cyclical cycle of feedback and reflection that occurs between them and their candidates. During year one, university supervisors conduct an initial planning session and four formal observations in the first semester, and 6 formal observations in the second semester specific to common trunk TPEs. In year two, university supervisors conduct an initial planning session and a minimum of six observations specific to Education Specialist MMSN/ESN TPEs. Debriefing sessions are held between the university supervisor, cooperating teacher, and candidate. Coordinators, university supervisors, cooperating teachers, and candidates further verified pre- and post-observations and feedback are specific to progress and mastery on the Teaching Performance Expectations (TPEs). University supervisors verified they provide candidates with a written summary of their observations, supporting evidence of TPEs observed, and recommendations. As verified by the program leadership, university supervisor, and cooperating teacher, observations and conference discussion and feedback are utilized to identify and determine progress on TPEs. Candidates, university supervisors, and cooperating teachers confirmed the value of receiving feedback and recommendations with both the university supervisor and cooperating teacher present. The university supervisor keeps records for all formal observations. All documents are posted on Taskstream.

Interviews with completers, candidates, university supervisors, cooperating teachers, district supervisors, and district employers confirm CSUSM is highly regarded for the support provided for candidates, supervisors, and districts. Candidate and completer interviews further identified appreciation of the level of support they received from coordinators, faculty, university supervisors, and cooperating teachers. The candidates and completers further identified communication and responsiveness of their coordinators and faculty was an important element of needed support.

Assessment of Candidates

Concurrent candidates are evaluated based upon credential specific TPEs (multiple subject, MMSN/ESN), and multiple subject California Teaching Performance Assessments (CalTPAs). Add-on candidates are evaluated based upon MMSN/ESN TPEs. Assessment requirements are provided to candidates through cohort meetings, course syllabi and expectations, clinical practice orientations, and via the ES Program clinical practice and internship website. Taskstream is utilized to analyze candidates' performance submissions of clinical practice observation assessments.

A review of course syllabi and clinical practice documents verify that TPEs are being evaluated through coursework and clinical practice. TPEs in coursework are evaluated using rubrics that outline clear expectations for assessment. As verified by the Coordinator of Clinical Practice, university supervisors, and candidates, TPEs are assessed throughout clinical practice/internships with final evaluation conducted during an exit meeting with the university supervisor and cooperating teacher/intern support provider.

Candidates, completers, university support supervisors, and cooperating teachers verified candidates are assessed on their strengths and areas of needed growth, and progress throughout their program. Candidates further expressed that their coursework was engaging, relevant, and directly applicable to their fieldwork and clinical practice. Completers discussed that while they may not have seen the relevance of all coursework as applicable to their clinical practice, they are now able to see the "big picture" and apply all that they learned both in coursework and clinical practice to their current teaching positions. Candidates and completers also reported the close connection they have/had with their coordinators, faculty, university supervisors, and cooperating teachers. They further intimated that they receive detailed feedback and guidance on assignments, and performance on their TPEs. A final TPE rating is uploaded to the digital platform, as well as a summary of the experience.

As mentioned, Concurrent candidates must also complete, submit and pass the CalTPA to be recommended for the multiple subject credential. As discussed in interviews with coordinators, candidates are not required to take the MMSN or ESN CalTPA. Concurrent candidates enroll in online courses, EDUC 590A in the fall and EDUC 590B in the spring, to support them in taking CalTPA. Coordinators, faculty, and candidates contend the courses provide in-depth videos and resources, with added timelines to support candidates pacing and progress to successfully complete the CalTPA requirements by the end of their first year. Office hours are also offered by CalTPA coordinators for individual candidate support and guidance. The CalTPA Coordinators

discussed that they track individual candidates log-in to each course, and progress, and follow up with candidates who do not access course materials. Coordinators also report they track candidate progress and share information with faculty and university supervisors. Coordinators also track and monitor results and meet individually with candidates who have not passed to provide guidance and support for resubmission.

Findings on Standards

After review of the institutional report, supporting documentation, outcome data, including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, district employers, and supervising practitioners, the team determined that all program standards are **met** for the Education Specialist Credential Programs.

Preliminary Multiple Subject Preliminary Single Subject

Program Design

The Multiple Subject (MS), and Single Subject (SS) programs are offered in the School of Education (SOE), within the College of Education, Health, and Human Sciences. Though not a stand-alone credential program, CSUSM also offers a Single Subject Credential Program with an emphasis on middle schools that leads to a Single Subject Credential with a Certificate of Advanced Study in Middle Level Education (SS with ML certificate). The director of the School of Education has administrative authority over the programs, although MS, SS with ML certificate, and SS program coordinators report directly to the director, the coordinators oversee the operationalization of the programs.

As verified in interviews with coordinators and faculty, every two years a program coordinator is elected by the School of Education faculty to lead each program. This process is open to any faculty member who would like to put their name forward for consideration. The program coordinator coordinates the application and interview process in the spring prior to their assumption of the leadership role. The program coordinators are supported by the clinical placement coordinator, student services professionals, TPA Coordinators, as well as the faculty teaching within the MS, SS with ML certificate, and SS programs. The program coordinators are experienced members of the faculty team who regularly collaborates with program coordinators from other credential programs in the SOE; Program Coordinators meet twice a month. The programs are continually monitored by the program coordinators and faculty who ensure that programs reflect a purposeful, interrelated, developmentally, and field-responsive designed sequence of coursework and clinical practice experiences for candidates.

The Multiple Subject (MS) credential program prepares educators for PK-8 classrooms and is completed in a single academic year--August to May. For entry into the MS credential program, candidates must successfully complete three prerequisite courses. The courses are focused on foundations, diversity, and technology. Each course requires 15 hours of PK-12 field experiences related to classroom observations, tutoring, or after-school technology instruction.

Cohorts are formed within the program, and courses and clinical experiences are structured and sequenced. As verified in interviews with faculty, the School of Education's vision, mission, and conceptual framework inform the program and its structure. As confirmed in interviews with site-based supervisors, faculty, and university supervisors, the program's work focuses on transforming education collaboratively by engaging in partnership, equity, innovation, student-centered practices, and research-based practices. These practices have resulted in the program's school site-based instruction with related and embedded supervised clinical practice.

The Single Subject Credential with a Certificate of Advanced Study in Middle Level Education (ML) program is one of the few of its kind offered in the state. Employers confirmed that the program originated in discussions with area educational leaders who requested a program that would prepare teachers to address the needs of students in this age group. The ML program is highly valued by employers in the region. In the ML program, candidates complete requirements for both a single subject and multiple subject credential. Coursework and field experiences in the ML program are specifically designed to prepare candidates for either interdisciplinary or single-subject middle school structures, with a focus of all courses on teaching adolescents in the middle school years. Interviews with program faculty, field supervisors, employers, completers, and students confirm that what distinguishes the program is that candidates have specifically selected teaching middle school students as their passion.

The Single Subject (SS) program prepares candidates with content area expertise in a single subject area: English, History/Social Science, Science, Mathematics, World Languages, and Physical Education. The SS program is designed to reflect the core values of student-centered secondary teaching. Interviews with program faculty, completers, and candidates, reinforced that the placement of SS students in interdisciplinary cohorts at sites for their clinical practice supported them in enacting interdisciplinary, co-teaching, student-centered instruction.

In addition, some candidates elect to enroll in a Bilingual Authorization Program (BILA) that requires an additional course each semester. Multiple Subject BILA candidates complete both clinical practice placements in bilingual settings. Single Subject and Single Subject with ML certificate candidates seeking the BILA authorization, complete at least one of their placements in a bilingual, target language, or English Learner setting. BILA requirements are carefully planned to be aligned with MS, SS with ML certificate, and SS course assignments and clinical placement requirements.

Faculty, clinical placement coordinators, supervisors, student services professionals, and TPA coordinators regularly communicate regarding the MS credential program and its students. All program faculty and staff attend a monthly two-hour meeting. Each cohort's faculty team meets one time per month and as needed to discuss candidate progress. With the recent addition of grant funding, programs report that they are able to hold regular meetings that include faculty and university field supervisors. Interviews with faculty and university field supervisors praise not only the collaboration that occurs in these meetings but also the forum these meetings provide for student support. Many spoke to these meetings resulting in the

immediate responsiveness of colleagues to calls for individual student support resulting in a Student Support team-like structure and a unique “wrap-around” support for students.

Until the 2020-21 academic year, the MS program model consisted of a structure consisting of eight-weeks of coursework and eight weeks of full-time clinical practice. As verified in documents and interviews with coordinators, faculty, and university supervisors, the program was modified for the 2020-21 academic year after the modification was piloted in AY 2019-2020. Several MS, SS with ML certificate, and SS faculty noted the use of Project Global Competence grants—Global Learning Opportunities in Bilingual and Leading inquiry—which afforded the program the opportunity to pilot a new program that had the potential to alleviate candidate stress and promote success in clinical practice. An integrated 16-week course model was piloted by the MS faculty in AY 2019-20. Different program structures were tested in the pilot to understand how they affect candidates' learning. Several faculty members were awarded grants concurrently with this proposed pilot project. During the 2020-21 academic year, faculty working on this grant worked to strengthen district-university partnerships and incorporate global competencies and evidence of this was shared in interviews with school district partners and program faculty. Grants provided funding for two out of four general education cohorts during the 2020-21 academic year.

Prior to being impacted by COVID-19 the MS program adopted both models to collect data about how the different models shaped the candidates' learning experiences. Based on the research on virtual learning, the faculty decided to move all courses to a sixteen-week model for 2020-21. Interviews with faculty and university supervisors confirmed that the change in structure was significant and has led to increased connections between coursework and clinical experiences for candidates.

Program personnel and school district personnel have consistent opportunities and means for constituent input. Interviews with faculty confirmed that the program uses a flat governance model that promotes open communication at all levels of the program. University supervisors meet monthly with both faculty and site personnel and communicate regularly with the site-based supervisors, site liaisons, and principals of clinical practice schools. The field experience coordinator meets with site liaisons and maintains contact with principals. Every semester, the field experience coordinator presents required training for candidates and site-based supervisors to review program design and requirements, state requirements, and co-teaching models. Candidates respond to a survey in the fall of the year and are asked for input on how well courses are addressing the agreed-upon foci of the year. Faculty uses the results of this survey to adjust spring course syllabi. The MS program holds annual Spring Round Table Discussion to get input on best practices for hosting candidates. There are three tables, each with a guiding question or focus, with shared facilitation by program and district staff members. The School of Education has also come together in annual retreats in 2019 and 2020 that include faculty, university field supervisors, on-site supervisors, administrators, and site-based supervisors to analyze data to build action plans by program. A monthly meeting of the Southern California Professional Development Federation is attended by the Director and Associate Directors of the SOE, as well as several SOE members to share information,

collaborate, and problem solve. The SOE also receives and analyzes input from three surveys administered by the California State University Educator Quality Center, which are designed to assist campuses in understanding the needs of beginning teachers and to improve program outcomes: (1) Program Completers to measure their perceptions of preparation and confidence in career placement and success. Teachers in Year One are surveyed about their placement, experiences, as well as their perceptions of how well their preparation prepared them for the teaching profession. (3) Employers of Year One Teachers are surveyed to understand the perceptions of the skills and abilities of graduates in relation to current needs. By far the most powerful vehicle for feedback noted in interviews with all constituents (employers, students, completers, university- field supervisor, site-based supervisors) was the informal channels for feedback. All constituents agreed that they had direct access to all in the program if they had input or questions and that those were valued sources for program changes. All constituents noted how responsive and supportive program faculty and staff were to them. Program coordinators and faculty reinforced the bi-directionality of the input, saying that they would not hesitate to pick up the phone to make a direct call with questions. All interviews highlighted the power of relationships and accessibility as one of the program's greatest strengths.

Course of Study (Curriculum and Field Experience)

The coursework for the Multiple Subject (MS) program begins with the prerequisite courses that must be successfully completed prior to the start of the fall semester. Candidates then complete four courses in the fall semester and four courses in the spring semester. The coursework is grounded in two clinical experiences: beginning (fall) and advanced (spring) clinical experience each semester.

Various methods are used to ensure communication among the program, the larger SOE, and the College of Education Health and Human Services (CEHHS). The Program Coordinators meet with the Director of the SOE regularly to discuss program activity, faculty concerns, and challenges. The Director communicates essential information to the CEHHS dean as well as to others within the university. All SOE faculty members also participate in monthly meetings to discuss pertinent questions and information related to the MS credential program.

Coursework for the two-semester Multiple Subject Program is organized in cohorts of candidates who enter in the fall and follow a defined sequence of classes with related embedded field experiences. Coursework is taught in an elementary school host site in accordance with district guidelines. Coursework is taught in an elementary school host site two days each week with the remaining three days spent at the clinical practice placement. As a result, students receive a clinically rich experience throughout each semester in which their learning is applied to the real world. The Multiple Subject Coordinators, school district personnel, and faculty noted that the embedded fieldwork experiences are an area of strength of the program where students receive a clinically rich experience throughout each semester in which their learning is applied to the real world. Upon successful completion of the professional preparation program, candidates are eligible for a Preliminary Multiple Subject Credential. Coursework for all candidates is organized into four categories: 1) learning and instruction courses, 2) content area methodology courses correlated with, 3) field experiences courses, and

4) clinical practice in conjunction with the authorization to teach English learners courses. This was verified by interviews and review of syllabi. Candidates complete four courses in the Fall semester and four courses in the Spring semester, grounded in a beginning (Fall) and advanced (Spring) clinical experience each semester. Current candidates, faculty, and program coordinators confirm that fieldwork is embedded throughout the program beginning with prerequisite fieldwork experiences. Field experiences include observations, and participation while teacher candidates are engaged in initial coursework.

The coursework for Single Subject (SS) candidates begins in the fall semester when they take foundations courses in Secondary Teaching and Learning, Multilingual Methods, and Literacy as well as their methods course. In the spring, foundations courses include Interdisciplinary Methods, Schools for the 21st Century and a Reflective Practitioner course as well as a methods course in their content area.

The SS candidates begin their program in their clinical placement for the preservice days, classroom set-up, and first days of school, allowing them to experience the opening of the school year along with their cooperating teacher. They are in their second clinical setting through the end of the school year, allowing them to experience the last day of school and the closing of the school year. Interviews with program completers and employers highlighted the significance of this experience in contributing to their feeling more prepared to begin their first year of teaching. Single subject (SS) candidates meet as an interdisciplinary site-based cohort model every Tuesday. SS candidates teach for two content periods and one support class (ELD, AVID, GATE, RSP, etc.) in the fall and two content periods and two support classes in the spring. These classes reinforce the focus on English Learner strategies, differentiation and UDL lesson planning in methods classes.

Candidates pursuing a Single Subject Credential with a Certificate of Advanced Study in Middle Level Education (SS with ML certificate) begin their course sequence in the fall with a specific course in middle level teaching and learning which prepares them to address the unique developmental needs of middle school students. In addition, in the fall they take their Multilingual and Math and Literacy classes. These courses require students to go out into their middle school class site to observe methods in practice. In the spring, SS with ML certificate candidates take a literacy class that provides them with the understanding of the development of literacy K-8, again accompanied with observation. They also take social science and science education courses.

The SS with ML certificate program is designed as a cohort model with candidates taking all coursework with their cohort in a middle school site-based classroom. In both fall and spring during the first eight weeks of each semester, candidates take all of their foundations coursework as well as their methods courses. In the second eight weeks candidates are in the field five days a week. Single Subject with ML certificate candidates take all of their coursework in a middle school site-based classroom. Faculty and candidates spoke this as one of many program structures that facilitated alignment of coursework and field. Candidates learn theory and pedagogy, go into classrooms at the resident middle school site for observation of that

theory in practice, and then return to class to debrief. Single Subject with ML certificate candidates teach two to three periods and then co-teach for the remainder of the day. They begin the year on their clinical practice site to experience pre-service, classroom set-up and opening of school days with their cooperating teacher.

All candidates in MS, SS with ML certificate, and SS enroll in a one-unit CalTPA course in both fall and spring. This is an online course designed to support candidates to understand and successful complete CalTPA requirements.

To ensure coordination between methods courses and field experience in MS programs, cooperating teachers are made aware of what candidates are learning. Each clinical practice site has an on-site liaison responsible for coordination between the university and the site. Cooperating teachers and on-site liaisons engage in ten or more hours of professional learning about the program curriculum, effective supervision approaches, and current content-specific pedagogy and instructional practices. Interviews with on-site liaisons affirmed that the liaisons ensure that both candidates and cooperating teachers are kept informed of upcoming deadlines and requirements. Review of syllabi and interviews with faculty, university field supervisors, cooperating teachers, and candidates all affirm that the design of the program supports maximum coordination of coursework and field. They report that for course assignments, candidates are not only given a list of TPEs for focus for the week, but also a “script” to drive conversations with their cooperating teacher around those specific TPEs. The cooperating teacher often designs their model lessons with opportunities for the candidate to observe those TPEs in action. Cooperating teachers then work with the candidate to design their lessons around those TPEs. University Field Supervisors complete the loop in their formal observations of those TPEs. Completer surveys show that 64% "agree" or "strongly agree" that there is a strong connection between the integration of coursework and fieldwork application.

Program coursework is designed to prepare candidates to be inclusive general educators. As a result, the program’s coursework aims to prepare candidates to teach students who receive special education services as well as English language support services. Each fall semester, the Multilingual Methods course (Elementary, Middle, or Secondary) prepares candidates to develop understandings of culturally responsive teaching theories, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms as they pertain to English Language Learners. Other courses in the program are designed to complement and reinforce the learning in the Multilingual Methods courses.

Each fall semester Teaching and Learning course (MS, SS with ML certificate, and SS) prepares candidates to learn content and strategies as they pertain to special education services and supports (e.g., special education law, MTSS, the Universal Design for Learning framework, as well as the implementation of accommodations and modifications based on students’ IEPs and 504 plans.) Other courses in the program are designed to complement and reinforce the learning in the Teaching and Learning course. Current candidates, completers, and university supervisors confirm that the course of study is designed to expose them to different teaching situations by placing them in two different clinical settings. The syllabi and interviews with

faculty, program coordinators, current candidates, and recent graduates confirm that coursework and field assignments are clearly connected and sequenced.

All candidates in the MS, SS with ML certificate, and SS programs have two Clinical Practice Experiences: a beginning clinical practice I experience in the Fall, and an advanced clinical practice II experience in the spring. Each semester, candidates complete supervised clinical fieldwork alongside rigorous coursework. During clinical practice experiences, candidates apply what they have learned in coursework under the supervision of their university supervisors (US). Site based supervisors are informed of what candidates are learning in methods courses and field experiences to ensure coordination. An asset of both the Multiple Subject and Single Subject Credential programs at the institution is the concurrent nature of school site course work and field experiences. The program design weaves clinical practice and field experience throughout the course of study. Syllabi and document review, current candidate and recent completer interviews all confirm that during the fall and spring semesters, candidates are concurrently enrolled in coursework and fieldwork. Approximately 70% of respondents reported that program faculty or staff communicated with them once a week or more often through field experience. Over 73% reported that the program provided them feedback between six to fifteen times during their field experience. Interviews with current candidates and site-based supervisors confirmed that informal feedback regarding their clinical practice is provided to candidates daily. It was noted in both interviews with program personnel and candidates that the feedback process and availability of program personnel to provide feedback was a strength of the program.

A co-teaching model is integral to the MS, SS with ML certificate, and SS program's clinical practice experience. Teacher candidates participate in a beginning experience in the first semester (CP1) followed by an advanced experience second semester (CP2). Teacher candidates are placed at different school sites/districts and work with a different University Supervisor (US) for each of the two clinical practice experiences. To equip the MS candidates with skills appropriate for a variety of K-6 grade levels and settings, candidates remain at the same school site and change grade levels for each of the two experiences while continuing to work with the same university supervisor through both placements.

In the MS, SS with ML certificate, and SS programs, coursework assignments are designed to be fully integrated into the clinical practice experience. Candidates begin their field experience when the university coursework begins at the end of August. During clinical practice, cooperating teachers provide ongoing informal feedback. University Supervisors conduct a minimum of six formal observations based on Teaching Performance Expectations (TPEs) and participate in planning sessions. The university supervisor confers with the cooperating teacher regularly and meets with the candidate for post-observation conferences to discuss observation feedback and TPE progress. For each observation, the university supervisor provides the candidate with a written summary and recommendations, including a review of the evidence that supports the TPEs. Pre-observation discussions, observations of instruction and post-observations conferences are used to determine the candidate's progress in meeting the TPEs. Interviews with university supervisors, site-based supervisors, and candidates confirmed that

addition of the pre-observation conference has been an addition that added value and support to the observation process. The University Supervisor maintains records for each formal observation. All documents are posted on Qualtrics (MS) or Taskstream (ML/SS.) The authorization to teach English Learners is met through the infusion of content and experiences within the program, as well as through additional coursework.

Interviews with faculty, university supervisors, cooperating teachers, completers, and candidates affirm that CSUSM is noted for its unique support for candidates throughout the program. Progress is monitored by all. If a candidate is identified as struggling by faculty, university supervisors and/or site-based supervisors know exactly who to notify immediately. Candidates can self-report concerns about progress as well. Interviews report that, within 24 hours, a support group of those closest to the candidate will convene, construct a support plan, and determine the best person to meet with the candidate. Candidates and completers report they felt very supported by the program.

Assessment of Candidates

Candidates are evaluated based on the TPEs outlined by the state of California as well as the Foundational TPEs developed by SOE faculty. Specific TPEs are assessed within signature assignments in each of the courses and within clinical practice. A review of course syllabi and observation documents verify that the specific TPEs are being evaluated in each signature assignment and observation by supervisors. Rubrics are assigned to each signature assignment and provide clear expectations. Through the course of the program, candidates are assessed on all TPEs. Candidates expressed that signature assignments, as part of the coursework, had engaging practice activities that helped assess their mastery level in the program. Candidates report that they are detailed feedback on assignments and are kept informed about their performance on each signature assignment. Supervisors align their observations and debrief conversations with the TPEs. For SS with ML certificate, and SS, all assignments are uploaded to a digital portfolio and a final TPE rating is assigned.

Candidates must complete, submit, and pass the California Teaching Performance Assessment (CalTPA) to be recommended for a credential. A final TPE rating is uploaded to the digital platform, as well as a summary of the experience. All candidates enroll in ED 590A in the fall and ED 590B in the spring. This is an on-line course designed to support students in the CalTPA. Faculty and candidates report that the course provides a wealth of resources, videos, and timelines to keep candidates on pace to successfully complete the CalTPA requirements by the end of the program. The course also offers office hours to provide individualized support and guidance. Program TPA Coordinators report that they track the log-in of candidates to the course and follow up with individuals who have not accessed the materials. They also track candidate progress on the CalTPA and share that information with university field supervisors and faculty. They follow up with candidates who are not making forward progress. They also monitor results and meet individually with students who have not passed to provide guidance and support for resubmission. The Accreditation Data Dashboard affirms the high passage CalTPA passage rate of CSUSM MS, SS with ML certificate, and SS candidates.

An overview program's competencies and assessments are provided to applicants during the admissions process. Requirements and competencies are revisited in each of the courses and reviewed regularly by the university-based supervisor.

Findings on Standards

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

Bilingual Authorization

Program Design

The Bilingual Authorization (BILA) program centers on supporting learners to leverage language as a means for access and equity. The BILA program's philosophy is based on the principle of education as a practice of freedom, dialogical, and cultural action. CSUSM BILA candidates develop a depth and breadth of knowledge in the history, politics, and theory of bilingual education, language and culture in education, equitable educational research and practices, and bilingual instructional practices. The CSUSM BILA program values preparing bilingual and cross-cultural teachers who are reflective and transformational in addressing the needs of culturally and linguistically diverse learners through collaboration with families, schools, and communities. Interviews with program completers affirm that the program prepares them to be both bilingual educators and strong advocates for bilingual education. The program philosophy and purpose are presented during orientation sessions, recruitment meetings, and can be found on the School of Education's website.

There are two pathways in the CSUSM Bilingual Authorization Program. The BILA is offered concurrently with the Multiple-Subject, Single-Subject, and Education Specialist/Concurrent preliminary credentials. It is also offered as an "add-on" for teachers who have completed their preliminary or clear credentials. Candidates in both pathways complete two courses taught on-line in the evenings by program faculty, one course in the fall and one in the spring. Concurrent and Multiple Subject BILA candidates complete two supervised clinical placements in Spanish. Single subject candidates complete one of their clinical practice in ELD classes, World Language (Spanish) classes or dual language content classes, dependent on the offerings available for clinical placement. Add-on candidates complete one supervised practicum in a qualified setting in their own school site or in another practicum in another site with eligible programs. Coursework addresses primary and second language theory, curricula, instructional strategies, and methodology and is specially designed to instruct K-12 grade students in both their native language and in English language development across the content core curricula. Coursework is taught in the target language (Spanish.) Courses qualify candidates with the requisite skills, knowledge, and disposition to design, implement, and teach in biliteracy settings and primary language programs for English Learners (ELs). The number of BILA candidates in the program continues to increase from fifteen candidates in a cohort in 2015 to forty-two candidates in 2021.

In 2016, the CSUSM BILA program received a grant from the U.S. Department of Education (2016-2021) to improve the education of English learners with preservice teachers. Through the grant, program faculty have conducted research with preservice bilingual teacher candidates and followed three BILA cohorts into their first three years of teaching. In addition, CSUSM BILA candidates receive stipends for the completion of the BILA program and are supported in attending professional development conferences. As a part of the grant, concurrent candidates work evenings tutoring parents of English learners to support them in learning to use iPad technology. CSUSM added a Bilingual Global Competence Initiative component to the program in which concurrent BILA students collaborate virtually with international teaching partners to create bilingual teaching materials.

The Multiple Subject BILA cohort's work is conducted on-site at Maie Ellis Elementary, a bilingual school, where teacher candidates receive all university coursework and tutor k-5 students. This site has an on-site BILA Program liaison (OSL) who supports district and university communication and provides extra support for BILA candidates in the field.

The BILA Program Coordinator hosts regular meetings with the faculty to keep informed on BILA program decisions regarding scheduling, recruitment, participants, assessments, and continuous program improvement to ensure seamless integration of the BILA with the multiple subject, concurrent, and single subject programs. The Program Coordinator also manages all communication within the credential program within the institution. In addition, the coordinator attends meetings with other credential program coordinators related to accreditation, scheduling, and programmatic changes to other credential programs in Multiple Subject, Education Specialist, and Single Subject that may affect the BILA participants. The Program Coordinator meets with partner school districts and works closely with the On-Site Liaison (OSL) at each site to identify bilingual programs in the local area and potential bilingual cooperating teachers (CT). The Program Coordinator also ensures that CTs and OSLs receive training from the Bilingual University Field Supervisors on BILA program requirements and expectations. The BILA Coordinator attends annual/biannual retreats and monthly program meetings with faculty. The coordinator also attends quarterly meetings at the Bilingual Coordinator's Network at the California Department of Education, California Council on Teacher Education convenings where BILA Program meetings are hosted annually, the CSU Bilingual Authorization meetings, and any meetings hosted by California Credentialing Teacher Commission on BILA program updates. Transition to the new BILA Standards will take place over the next year. Program leadership models seeking of grant funds and partnerships to enhance recruitment and support of diverse candidates from the surrounding communities to meet the increasing need for qualified bilingual teachers.

Course of Study (Curriculum and Field Experience)

Candidates in both pathways must complete three courses, the third of which is a practicum. A review of course syllabi affirms that the Biliteracy I course addresses the contexts for bilingual education and bilingualism in bilingual education are examined. Biliteracy I explores bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, as well

as authentic parental participation in schools and the family as a cultural resource to student learning. The Biliteracy II course addresses bilingual methodology and the cultural contexts for bilingual education and bilingualism in California public schools. The theories, pedagogy, and principles of second language acquisition are examined including inter- and intra-communication, transferability, and the relatedness of the domains of language. The course explores the socio-political, historical, and economic role Latino culture plays in teaching and learning in California schools.

Course syllabi and assignments show explicit alignment to Bilingual Authorization Standards 3,4, 5 and 6. Courses are conducted in Spanish. Coursework includes frequent and varied assessments on standards from reflections on readings to oral presentations, lesson plans and thematic units all in the completed in the target language. Signature assignments are uploaded to Taskstream to allow for continuous formative assessment through the program. Assignments are assessed using rubrics Bilingual Authorization Standards, TPE rubrics and language competency and fluency using ILR and ACTFL scales of language proficiency.

The program is unique in its offering within the Biliteracy II with the requirement to work with parents on a school site. Candidates work with Latino parents of English learners in parent literacy workshops using mobile technology in Project ACCEPT. This unique requirement demonstrates the application of the SOE vision and mission to serve the educational needs of local, regional, and global communities.

Assessment of Candidates

Teacher candidates are assessed by the same intervals, tools, and competencies for their base credentials with requirements completed in the target language (Spanish) when applicable. All BILA signature assignments are uploaded to TaskStream electronic portfolios to assess candidate competence on both Teaching Performance Expectations (TPEs) and BILA program standards. Artifacts from clinical practice are also uploaded to a digital portfolio and assigned a final rating score.

Multiple Subject BILA candidates complete both clinical practice assignments in a bilingual setting. All Single Subject BILA candidates are required to complete at least one clinical practice assignment in a bilingual setting. Single Subject candidates pursuing the Advanced Study Middle Level certificate, and SS candidates complete 280 hours in Fall or 320 hours in the spring of bilingual clinical practice. Single Subject candidates complete eight weeks (432 hours) of clinical practice in one of these three options: a bilingual content area, a World Language Spanish class, or an ELD support class. Program candidates receive six formal observations during this assignment conducted by a bilingual University Field Supervisor.

Faculty, candidates, and program completers confirm that during the clinical practice course assignments are designed to support candidates in their field experience. Candidates design lesson plans and units corresponding to primary and second language theory, curricula, instructional strategies. The courses are designed to assist students develop their instructional plans using the CSUSM program lesson template that has been enhanced to align to CA State

Content Standards, TPEs, BILA Standards, language objectives by English Language Development and Spanish Language Development (SLD) proficiency levels. The lesson plan highlights differentiation of strategies to meet the academic and linguistic needs of bilingual students. In their clinical practice, candidates demonstrate methodology that is specially designed to instruct K-12 grade students in both their native language and in English language development across the content core curricula. Candidates are guided and coached on their performance in bilingual instruction using formative assessment processes. Verification of candidate's performance is provided by both institutional and field-based individuals with bilingual expertise and/or possessing bilingual authorization.

CSUSM BILA candidates must pass the CSET-LOTE III to complete the BILA program. Candidates receive tutoring, advisement and supports through the program coordinators and grants that support them (e.g., CSET-LOTE III tutoring.) CSUSM Program Faculty will be launching a Certificate of Competence in Spanish program that will provide support for those interested in becoming bilingual educators who need to enhance their language fluency.

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 Bilingual Authorization Program.

Preliminary Administrative Services

Program Design

The program, supported by extended learning, offers a fully online preliminary administrative services credential pathway integrated with a Master of Arts in Educational Administration. The program combines an asynchronous delivery model of coursework with university and site-based supervised, applied fieldwork projects. As provided in the program handbook, reported on the Accreditation Dashboard, and published in the university course catalog and respective syllabi, the 24-unit program is designed as an integrated, comprehensive, leadership development program where students complete five one-unit fieldwork experience courses to demonstrate satisfactory performance on the California Administrator Performance Expectations (CAPEs) and California Administrator Performance Assessment (CalAPA). The program is offered in eight-week sessions for a period of 12-months from fall through summer. Over the past two years, the program has also integrated the CalAPA Leadership Cycles one, two, and three, into its fieldwork and aligned core courses.

As reported in the program handbook, course syllabi, and all interviews, the program meets the School of Education's mission components including the capacity and desire to create community through partnerships; promote and foster social justice and educational equity; advance innovative, student-centered practices; inspire reflective teaching and learning; conduct purposeful research; and serve the school, college, university, and community. For field experience assignments, program candidates partner with their school of employment or a

school that is jointly arranged by the program and candidate based on unique candidate needs. Each course also includes assignments that foster and advance social justice and professional reflection and growth. In interviews, program candidates and completers described conducting research on critical topics in the field of educational leadership and participating in ongoing formal and informal reflections on learning. Candidates spoke to the foundation of their learning, which was based on the CAPEs and program goals with a strong emphasis on equity consciousness and culturally responsive practices. In a survey of program completers from the 2020-21 and 2021-22 academic years, 90.7% agreed or strongly agreed that their field experiences prepared them well for school leadership in the communities they serve. In addition, 88.8% of these surveyed program completers agreed or strongly agreed that the program provided an opportunity to apply coursework learning to the field.

The program is grounded in theoretical and key conceptual frameworks adopted by the California Department of Education. First, as evidenced within the program handbook and course syllabi and interviews, the program is grounded in adult learning theory with an emphasis in fostering self-concept, honoring experience, and motivation to learn. Program completer interviews illuminated that the concepts and skills learned and practiced through the program have enhanced their ability to successfully facilitate professional development and learning communities. As explained in the program documentation and confirmed across all interviews, the program centers on cultural proficiency to guide each course, field work experience, and assignment as well as a framework for analyzing values, behaviors, policies, and practices both individually and organizationally. Additionally, interviews and course syllabi highlight multi-tiered systems of support as another grounding program belief—that all students should be educated in the most inclusive learning environments. Candidates engage in roles and responsibilities of site administration to develop culturally proficient and inclusive school environments and staff using assessment data, consideration of curriculum and instructional decisions, and interaction with students, families, and community members. Candidates, completers, field supervisors, and employers cited these field opportunities as a strength of the program. Completer surveys support the program narrative and course syllabi outcomes related to the respective CAPEs. For example, completers over the past two academic years, on a scale of 1 to 5 not-well-prepared (1) to very-well-prepared (5) rated themselves on average, between well and very well prepared regarding their abilities to: engage the community in helping achieve the school’s vision and goals (mean score: 4.54), identify and facilitate professional development opportunities for faculty, staff, families and other community constituents (mean score: 4.56), use student data to develop school growth plans (mean score: 4.68); and to collaboratively monitor student outcomes (mean score: 4.63).

To coordinate and collaborate with partners in PK-12, the program makes intentional adjunct instructor hires who concurrently work full-time in or recently retired from PK-12. In this way, the program has developed an internal, systematic approach to maintaining partnerships to provide input in curriculum development, candidate support, fieldwork development, and other program considerations for improvement. As reported in faculty and employer interviews, these PK-12 adjunct faculty have a low rate of turn over and are integral to the success of the program, particularly for networking with PK-12 university service area districts.

Candidate, completer, faculty, and employer interviews highlighted several ways this model impacts program goals and candidate success such as access to guest speakers, candidate recruitment and selection, networks to site-based mentor selection in unique candidate circumstances, and access to jobs in the field. As indicated in faculty interviews, these networks also extend to the alliance of regional district leaders and the university to understand broader educational needs including the area of school administration. Lastly, evidence showed that these partner-embedded adjunct faculty regularly engage in faculty team meetings focused on candidate support and assessment, curriculum development, fieldwork experiences, and CalAPA integration.

As noted in each of the fieldwork-related course syllabi and the program handbook, and as validated through interviews, the program has designed a system by which the candidate's performance is guided, assisted, and evaluated. Candidate evaluation during field experience is overseen by a site mentor who holds a valid California Preliminary or Clear Administrative Services Credential with at least two years of administrative experience. As delineated in the associated fieldwork course syllabi and completer interviews, the fieldwork experience activities facilitate the application of learned theoretical concepts in authentic settings. Per the program handbook, and affirmed by all interviews, the candidate is guided, assisted, and evaluated by the program faculty and the PK-12 site-based fieldwork supervisor as they engage in specific experiences to meet standards and respond to the partner school's needs.

Course of Study

The program follows a 12-month, three-semester cohort format in which candidates take one to two content-focused courses and one fieldwork course every eight weeks from fall through summer semesters. The course syllabi delineate major assignments, and interviews confirmed that these assignments align to both the content of the core courses and the fieldwork experience. Based on the course syllabi and the program course matrix and evidenced across candidate, completer, faculty, and supervisor interviews, these major assignments incorporate field experiences and the CalAPA to ensure that all CAPEs are being addressed and assessed in context and grounded in cultural proficiency. Specifically, candidates begin the first eight weeks of fall with content related to leading in diverse school settings (EDAD 610) and developing leadership perspectives (EDAD 612) while also working to establish a site-based fieldwork mentor and attend formal committee meetings. Candidates begin completing cycle three of the CalAPA starting the second eight-weeks of the fall semester as they are enrolled in core courses related to leading adults in instruction (EDAD 614) and supporting schools in a democratic society (EDAD 616A). In the first eight-week segment of the spring semester, candidates are required to complete CalAPA Cycles one and two, aligned to the core courses on leading equity-centered assessment and accountability (EDAD 618A) and school improvement (EDAD 618B). In the second eight weeks of spring, candidates complete coursework on school finance (EDAD 616B) and developing as a visionary school leader (EDAD 620). Upon successful completion of the program course and fieldwork, along with passing scores on each CalAPA cycle, the candidate is recommended to receive their Preliminary Administrative Services Credential.

The fieldwork overlays the course sequence content noted above. As part of an initial fieldwork assignment, the candidate provides their selected site supervisor (most often the site administrator) with program information via a training orientation indicating the roles, nature, timelines, and outcomes of fieldwork. The site-based fieldwork supervisor then, after completing the program-candidate-supervisor MOU, supports the candidate through a series of required fieldwork hours as follows: EDAD 624A Beginning Field Work (15 hours) committee and board meeting attendance; EDAD 624B Beginning Field Work CalAPA Leadership Cycle 3; EDAD 626A CalAPA Leadership Cycles 1 (15 hours) and 2 (15 hours); and EDAD 626B Advanced Fieldwork (15 hours) of shadowing educational leaders and serving as an administrative designee. Reported hours from completer survey participants over the past 2-years indicate that most candidates spent 599 hours or less (n=37, 86.1%) on fieldwork, which is in line with the syllabi and program handbook information. The program accreditation dashboard also reports a total of 75 fieldwork hours. Site-based supervisor interviews confirmed the development of CAPE aligned field experiences with candidates throughout the program with ample opportunity for candidates to gain access to the roles and responsibilities of school administrators.

Candidate Competence

Currently, all evidence indicates that, along with regular faculty meetings to discuss student support and curriculum needs, the program uses ongoing formal and informal candidate feedback and outcomes as a critical source of formal constituent input for continuous program and course improvement to ensure candidate competence. Candidates, completers, and program faculty explained that the program provides an internal survey every four weeks throughout the program, in addition to regular course evaluations. Informally, instructors also provide opportunities to gather student input on learning experiences and content via the learning management system and optional synchronous Zoom sessions. Interviews with completers and faculty provided evidence of candidate feedback informing program changes. The program also received high completer survey response rates (82% to 95%) over the past six years, and as noted in faculty interviews, the program uses these results, along with CalAPA scores, to inform improvement around the CAPEs and other areas of program quality. This collaboration is evidenced in faculty meetings every eight weeks in alignment with the program design and course of study. Additionally, a newly established annual data retreat commenced in which the program coordinator, program faculty, and the data assessment specialist work to better understand and utilize the CTC Accreditation Dashboard for systematic communication with, and feedback from, program partners on candidate feedback and competence.

The site-based fieldwork supervisor, who also serves as a current school administrator, is a key constituent in the program PK-12 partnership for guiding, developing, and assessing candidate competence. As outlined by each semester's fieldwork course syllabi and in the faculty interviews, the site-based fieldwork supervisor, as a program partner, oversees the candidates' fieldwork and respective course assignments forms. The program faculty and the fieldwork site supervisor may contact each other to communicate regarding the candidate's progress. This is done formally through a signed memorandum of understanding (MOU) and formal document of candidate competency towards meeting fieldwork outcomes. All interviews illuminated that

candidates may also initiate contact for support from the program fieldwork instructor through email, phone, zoom or learning management system comments with responsive and timely outcomes. Through this process, program supervisors provide ongoing complete, accurate, and timely feedback to the candidates, including constructive suggestions for growth. Completer survey responses over the past two academic years (2020-21 and 2021-22) indicate 85.8% (n=36) of completers held regular ongoing meetings with supervisors ranging from once per month (5, 13.9%), twice per month (4, 11.1%), two to three times weekly (7, 19.4%) to daily (2, 5.6%), and the majority reported receiving weekly meeting support (18, 50.0%). When program completers from the past 2-years were asked how often they communicated with the supervisors for issues related to leadership practice in the field, 79.0% (n=34) reported between twice per month (5, 11.6%), once per week (21, 48.8%), and two to three times per week (8, 18.6%). Most respondents (n=36, 81.8%) agreed (n=15, 34.1%) or strongly agreed (n=21, 47.7%) that they received regular feedback from fieldwork supervisors. Most respondents (n=37, 84.1%) also agreed (n=12, 27.3%) and strongly agreed (n=25, 56.8%) that they received regular feedback from their program supervisor.

Candidates from the program over the past two academic years have passed CalAPA Leadership Cycles at higher rates than the state average indicating alignment of course content and fieldwork experiences: Cycle 1 (100% pass rate), Cycle 2 (92.2% pass rate), and Cycle 3 (98.2 % pass rate). Those that did not pass were not scorable due to condition codes for technical issues and not in relationship to the demonstration of CAPEs learning. These candidates have been successful in their resubmissions prior to program completion as candidates resubmit after receiving appropriate program level support during their final 10 weeks of the summer prior to graduation. On the program completer survey, program completers indicated an overall mean response between well and very well (mean score 4.57) regarding feelings of program support and communication for the CalAPA assessment. Program faculty provide regular opportunities to meet synchronously online, over email, or over the phone to review course content, check in on program progress, and answer one-on-one questions as part of the program format. Candidates and completers noted the support and availability of the program coordinator and faculty to support candidates to be a strength of the program, especially with regard to the asynchronous model.

Findings on Standards

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

Speech-Language Pathology

Program Design

The Department of Speech-Language Pathology (SLP) situated within the College of Education, Health, and Human Services (CEHHS) offers four programs of study: the Master of Science in Speech-Language Pathology (MS in SLP), the Bachelor of Science in Speech-Language Pathology,

the Preparation Certification in Speech-Language Pathology (i.e., Post-Baccalaureate program), and the Speech-Language Pathology Assistant program (slated to start in Spring 2022, but is now on hold). The MS in SLP is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA) and is also approved by the California Commission on Teaching Credentialing (CCTC).

The MS in SLP prepares graduates for the academic, clinical, and dispositional qualifications to apply for the national certification, California SLP temporary state license, and the CTC preliminary SLP credential. One cohort is admitted per year into the program, and they all go through the same sequence of coursework together. A part-time program or courses out of order is not offered, except in very rare circumstances when candidates may have to step out for extraordinary reasons (e.g., death in family).

The mission of the Department of Speech-Language Pathology is to build community through communication in a responsive and supportive way. They are grounded in providing an innovative curriculum which promotes reflections of one's own diversity, actions, and empathy to create a climate of shared values and respect with the culturally and linguistically diverse populations that they serve. They actively engage candidates in highly interactive and safe learning environments to build academic knowledge and develop critical thinking skills to apply to real-world decision making.

The goals of the program include: 1) training candidates in prevention, assessment, and intervention practices; 2) preparing ethically responsible clinicians to make evidence-based clinical decisions; and 3) promoting wellness in culturally and linguistically diverse populations within our community.

The Department of SLP currently has a Chair that also serves as the director of the MS in SLP. The program has a director of clinical education, a director of simulation, and a manager of the CSUSM Speech-Language Clinic. The Department faculty consists of four tenure track faculty members, three full-time lecturer faculty, ten part-time clinical supervisor, and five adjunct part-time lecture faculty who participate in the academic and clinical training components of the credential program.

The Department of SLP holds weekly faculty meetings where all faculty are welcome to attend to receive updates and discuss business items related to running the credential program. The full-time staff members also attend those weekly meetings. One or two additional evening faculty meetings are held each semester to ensure information is shared and communication is open between all members of the program. There is additionally an open-door policy in the program. Faculty regularly reach out to the department chair for any needs related to the work for the program. Completers and candidates report that the faculty provides their personal cell number to candidates so they can be contacted. Candidates in fieldwork assignments are contacted by the University supervisor about two weeks after starting their practicum, in addition to mid-term and before the end of the semester to 'check-in'. The on-site supervisors are invited to monthly meetings. Same check-in is done with the on-site supervisor, in addition

to a 'meet and greet' dinner for supervisors, faculty and candidates. The program also uses a Facebook page to keep in touch with alumni.

The program is a full-time course of study spanning five semesters. The coursework is scaffolded such that the highest incidence disorders are covered at the beginning of the program as to provide the foundational knowledge to support early clinical skills. Each of the content courses has either labs or simulations where the faculty support the candidates in the acquisition of clinical skills associated with the content area knowledge that they are learning in that course. The curriculum is thus built to ensure foundational knowledge and skills are present before candidates are required to engage in field experiences. The first semester was built with an observation period where candidates attend a clinic twice a week and observe during the Fall semester, and then begin direct clinical hours in the Spring at the same site. This gives the candidates one full semester to ensure that they understand the clinical site, the disorders, and the clients prior to becoming responsible for direct services. candidates work with faculty on campus for any knowledge and skills that they may be lacking prior to taking on direct contact hours. Site supervisors and employers report that candidates are very well prepared for the assignment they receive and that their interpersonal skills, maturity and professional decorum is outstanding. Candidates report that they were/are prepared for their practicums and that if they need resources and some additional help or guidance the faculty are always available. One candidate shared that in one of her assignments there was a shortage of assistive and alternative (AAC) devices. She contacted her university professor and was provided an AAC device on loan from the university for use in her clinical assignment.

The program has been in operation since Fall 2010 and there have been many modifications from the inception until now. In the past two years, they have implemented two changes. One of several different clinical methods courses was replaced by racial literacy course that was offered Summer 2021 for the first time. The program implemented a youth justice clinic in Spring 2021 in collaboration with the Fresno County Public Defender. The program is providing free services to school-aged children who are being served by the Fresno County Public Defender. Both faculty and candidates reported that a 'simulation' aspect was added to the coursework, and this provides 'real-world' exposure to different disorders or situations that could be experienced in the field. Through this medium, the candidates get to problem-solve a situation and apply critical thinking skills, which make learning the subject matter at hand much more potent and meaningful.

There are many opportunities for constituent input. Candidates provide feedback in a wide variety of ways and with regular frequency. Candidates complete course and clinical placement evaluations, which allow for input on content, experience, and faculty effectiveness. The MS in SLP program director as well as the director of clinical education hold program updates 1-2 times per semester and feedback is sought from candidates as to how the program is going and if they have any input for consideration. Candidates are also assigned a faculty advisor who they meet with one to two times per semester to advise and discuss any input. Finally, candidates in the MS in SLP complete an end-of-first year survey and an end-of-program survey to assist the program faculty with program assessment and reflection. The program also regularly meets with members of the community, typically in groups related to school-based

practice, hospital-based practice, and private practice to get valuable feedback from our community partners and supervisors. The program sends surveys to clinical supervisors to provide input into how the candidates are being prepared for clinical practice at their sites. Candidates in both 1st and 2nd year cohorts as well as completers report that they experience many opportunities to provide feedback throughout the program. In addition, they gave an example of knowing they were heard in that a request for more exposure to assessments was made and the program increased their exposure to more assessment tools and opportunities to work with them by the next semester. In fact, a 'simulation' project was set up in each course to assist with this request.

Course of Study

As noted above, the program runs over five full-time semesters. Candidates begin with coursework in high frequency communication disorders including adult and child language disorders, articulation and phonological disorders, evidence-based practice, neuroscience, and clinical methods. candidates are also observing at a site that they will continue with in the second semester. The coursework then leads into practice procedures with bilingual clients, use of AAC, research methods, cognitive and motor speech disorders, and continuing clinical methods. candidates enroll in their first clinical placement in the spring, and they are either placed in a school placement or our on-campus clinic where they are exposed to their first clinical practice with disorders that have been covered in the first semesters. If candidates do encounter disorders that are not presented until the second year (e.g., fluency and voice), they work with the primary faculty member on campus who teaches that content to do support and guided study. This was verified through completer/candidate/faculty interviews. In their third semester, candidates have coursework in voice and swallowing disorders, a seminar in practice with children with autism, and a new offering on racial literacy. candidates complete a second clinical placement that is a community-based clinic supervised by our faculty. The fourth semester includes coursework on hearing and audiology, fluency, counseling, treatment-based research, grand rounds, and law, including special education law. Candidates go into their third clinical placements. Some remain in the campus clinics, others go to hospital settings once they have all of the necessary adult content, and the rest go to school placements and private practices. In the final semester of the program, all candidates are off campus at hospital placements, schools, or private practices in a full-time setting. They are also completing their culminating experience to earn their MS in SLP. The program requires four clinical placements and every student in the program is required to complete at least one rotation in a California public school. candidates are exposed to a diverse population of children and a full range of service delivery options to ensure that they can meet the needs of candidates and clients.

The program covers English language learners (ELL) in a stand-alone course SLP 602: Bilingual and Bicultural Practice Issues in SLP which has a lecture and a lab. Candidates learn about the nature, assessment, and treatment of ELL individuals, while also covering cultural humility. The candidates have placements in and around San Diego, Riverside, Orange, and Los Angeles counties which are highly diverse regions with a high proportion of bilingual and bicultural clients. Faculty reported on a new program that includes Palomar Medical Center's Development Clinic for children new to this country. The candidates assess and treat the

children and write goals and objectives to be implemented. There is also an affiliation with Scripps Research Center in which candidates work with ELL researchers to help reduce their accents.

Candidates in the MS in SLP complete one semester of observation and four independent clinical placements which expose them to a wide variety of disorders across the lifespan and across different settings. Nearly every student in the program is placed in the CSUM Speech-Language Clinic which serves adults with acquired neurogenic communication disorders. All candidates are required to complete at least a public-school placement. In addition to these two placements, the program attempts to accommodate candidates' interests by placing them in hospitals, private practices, youth justice clinics, and additional school placements with a different age range (i.e., elementary, middle, or high). The program, reportedly, has clinical contracts with nearly every school district in San Diego County, as well as several in Riverside, Orange, and Los Angeles counties.

Assessment of Candidates

Candidates receive academic advising at midterm and the end of the semester for their first year. They also receive clinical advising at the end of every semester across the program. Candidates may also seek additional advising at any time. Candidates who may have difficulty in meeting any of the standards will receive more regular assistance from their faculty advisor, the director of the MS, or the director of clinical education. Candidates are observed at least 50 percent of the time when performing diagnostic assessments and at least 25 percent of the time when conducting therapy, in accordance with the requirements set forth by the CAA of ASHA. Most candidates receive a higher percentage of supervision and receive feedback daily when they are in clinical placements. That feedback may be in the form of oral or written input. Candidates receive a formal evaluation at midterm and final in their clinical placements, and that is true whether they are being supervised in a CSUSM clinic by a CSUSM supervisor or in an external clinic by a community partner SLP. CSUSM also provides support to community partner SLPs in that they perform site visits for first year candidates who are in clinics outside of CSUSM. This is to ensure appropriate supervision, progress, and support of the candidate.

Candidates attend an orientation prior to the start of the program that details the full scope of the program and how candidates will be assessed towards program learning outcomes. The candidates have a student handbook and a cohort community webpage that also provides guidance to candidates for a wide variety of aspects related to the program requirements.

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 Speech-Language Pathology Program.

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

Program Design

The Pupil Personnel Services Credential (PPS) in School Social Work and added authorization in Child Welfare and Attendance (CWA) is part of the California State University, San Marcos (CSUSM) Master of Social Work (MSW) field education model. The MSW program is fully accredited by the Council on Social Work Education (CSWE). In November 2020, the Department of Social Work received initial accreditation from the Commission, and the first cohort of candidates enrolled in the 2022-23 academic year. The PPS credential program is part of the advanced generalist practice specialization with an emphasis on children, youth, family, and behavioral health. The program is structured such that the field director and other field faculty carry both teaching and candidate/field agency monitoring responsibilities. The pupil personnel services (PPS) coordinator leads the credential program and is supervised by the chair of the department of social work. Program leadership shared during an interview that the pupil personnel services coordinator is allotted approximately four hours a week to attend to coordinating duties with additional time allotted as needed. The PPS coordinator also works closely with the social work director of field education regarding candidate field placements in school settings and other related internship processes. The PPS coordinator is a credentialed school social worker and works in a local school district. Program leadership highlighted that the newly approved PPS program will lead to more employment opportunities for graduates and help remove potential barriers to workforce development.

Interviews with university administration indicated that the PPS coordinator meets frequently with the social work department chair and the director of field education to communicate about aspects of the credential program, candidates, curriculum, and field experiences. Interviews with university administration also highlighted that the social work department chair meets regularly with the dean of the college of education and the dean of health and human services to discuss and seek support from the deans regarding issues related to the PPS program as appropriate. CSUSM's credential analyst meets with every field seminar course in which candidates are in a school-based field placement to mentor them through the process of applying for the mandatory Certificate of Clearance fingerprinting process.

The field education program is a comprehensive, integrated experience that requires candidates to participate in both a field internship and a field seminar component. The field seminar runs concurrently each of the four semesters of the candidate's field experience. Interviews with candidates indicated that in their foundation year the field seminar meets weekly and in the advanced year meets every other week. University program faculty and field instructors indicated that to meet program requirements, candidates complete 600 hours in a school social work internship and experience two different developmental levels. Candidates shared they learn about school social work internships directly from the PPS coordinator or during the MSW agency fair, where candidates have the opportunity to learn about various internships and meet with field instructors from potential internships.

University administrators indicated that they are working toward creating a formal field advisory board that will include school-based field instructors. One current means the program obtains constituent input is by completing an internship site visit. The internship site visit is held during the fall semester and includes the candidate, field faculty, and the site supervisor (field instructor). During the interview with the current candidates, candidates indicated that they have easy access to the PPS coordinator by email and by phone. Interviews with faculty also highlighted the accessibility of the PPS coordinator and field director should any communication need to take place. Communication and input for the program is shared and gathered during faculty meetings and field committee meetings.

Course of Study

The PPS credentials in SSW and CWA are offered conjointly in the Department of Social Work as a program option within the Master of Social Work Program. The specialization standards for the PPS in SSW and CWA are fully addressed through the 60-unit CSWE accredited curriculum, which includes two school social work courses focused explicitly on advanced micro and macro social work practice in schools, and specific internship training and hours in school social work and child welfare and attendance settings. The PPS credential program can also accommodate social workers with MSW degrees that wish to complete the requirements for the PPS credential. Interviews with candidates and university administrators indicated that the school social work internship can occur in either the foundation or advanced year internship experience and the internship experience is part of the field seminar courses.

In addition to completing coursework for the Master of Social Work, requirements for the school social work credential are: (1) successful completion of field internship in a qualifying public school setting; and (2) successfully passing two school social work elective courses: MSW 652 Advanced Social Work Practice in Schools I, and MSW 653 Advanced Social Work Practice in Schools II.

Interviews with program faculty revealed coursework content that supports PPS candidate professional development. This was also evidenced in the course matrix. Coursework includes internship experiences working with diverse populations (different from the candidate in terms of race, sexual orientation, socioeconomic status, religion), content on law and ethics, assessment of children and families, evidence-informed interventions, policies that impact children and families, evaluation of interventions, data collection, crisis intervention, the *Diagnostics and Statistics Manual* disorders, and development. It was noted that the courses become more advanced as the candidates gain experience. Content increases in complexity as the semesters progress. An example that demonstrates this is how high-risk situations are introduced early in the experience. Candidates begin with content in the areas of child welfare services reporting then progress to more advanced assessments, including suicide risk evaluations.

The PPS credential program focuses on diverse public education settings as the principal context for all its educational activities. The PPS program has over 20 different school

internship placement sites, many of which have multiple internship spots at each setting. These placements include school settings where a majority of public PK-12 students come from systemically underserved populations. Two of their partnering school placements are at schools that serve indigenous tribes. Many of the program's school site placements have large populations of PK-12 students who are designated English learners and/or enroll in free/reduced lunch programs. PPS candidates gain learning experiences at a secondary site in order to obtain the one hundred hours of experience needed with a different developmental aged student population. The interview with university administration revealed that only schools where the field instructor is on site with the intern are approved for internship sites. The administration felt this model offered the most support for candidates. Further, field instructors are required to complete a five-module training before they become a field instructor. It was also shared that the field director is currently creating an extensive field instructor training program.

The council of social work education competencies and definition of generalist practice are key components of the practicum field seminars facilitated by faculty seminar instructors. Field faculty guide the candidate's actions and tasks in the field internship. Interviews with field instructors indicated that the integration of generalist content is tracked utilizing the learning plan/field contract with each candidate through the online intern placement tracking system. The agency field instructor, who is the supervisor on site with the candidate's school placement, establishes a learning plan with each generalist candidate based on the 9 CSWE competencies and 31 generalist practice indicators. Interviews with the field instructors indicated that the learning plan is evaluated each semester with feedback sent back and reviewed by the field seminar instructors and the field director. Teaching faculty shared that in their required MSW generalist courses, they utilize application whenever possible and draw on candidate's internship experiences and situations to apply and teach course content.

Field seminar is the bridge between what is learned in the candidate's academic classes and the internship. In all field seminars, candidates participate in various experiential and role-play exercises that promote self-reflection and critical thinking, facilitate understanding of how to select and apply evidence-informed practice interventions for use with clients, teach candidates how to present client case formulations in a professional setting, and offer opportunities to address professional, ethical, policy, and practice issues that candidate's encounter in the field practicum. Candidate interviews shared their appreciation of the various modalities practiced in field seminars allowing them to gain confidence in applying the knowledge learned in the classroom to the field practicum setting.

In the generalist and specialization curriculum field seminar courses, candidates are expected to engage in advanced discussion and critical analysis of fieldwork that focuses on understanding the philosophy, ethics, and value base of the profession, sensitization to multi-cultural perspectives, addressing possible countertransference dynamics, successful integration of theoretical material learned in the classroom to the field setting, and critical thinking, problem-solving, and professional growth. Upon completion of the fieldwork practicum, candidates will have assimilated the competencies necessary to work independently in an agency setting.

Field education is the signature pedagogy of social work education and the social work department shared they are committed to ensuring that its field instructors embody the values and ethics of the social work profession through a demonstrated record of service to the community. Program administration shared that the screening process that is currently used for all MSW field instructors is applied to PPS program field instructors. Individuals interested in becoming a field instructor must submit a resume and application including any relevant teaching and/or supervisory experience, awards received, and any specialized training. Prospective field instructors for the PPS program must possess an MSW and PPS credentials in School Social Work and Child Welfare and Attendance with at least two years of continuous practice experience in their current school/agency. Interviews with the university administrators indicated that a site visit takes place at the school that is interested in hosting a social work intern. At the visit, the university representative from the field department can hear from the school site about what learning experiences they will provide for the candidate and to observe the physical space available for the candidate.

Field instructors are required to hold a valid PPS credential and provide a minimum of one hour of supervision each week during the academic year, utilizing the student learning agreement as a structure to help guide the supervision, to make sure candidates are receiving opportunities to practice specific behaviors, and to help candidates connect theory to practice. Because field instructors play a vital role in facilitating candidates' conceptualization and application of theory to practice, they are carefully screened for their practice experience and willingness to assume the role of mentor and teacher.

Candidate Competence

Candidates for the PPS credential in SSW and CWA are assessed in all courses on the standards associated with each course through assignments, readings, and activities that are aligned to the performance expectations and competency standards. During an interview with university faculty, it was shared that assignments are related to the PPS program. Candidates are being evaluated through assignments such as creating a macro project, a biopsychosocial-spiritual assessment, and research papers. Fieldwork is assessed in the field comprehensive skills evaluations, the SSW and CWA PPSC activity checklist and completion of the evaluation of candidate in school placement by the field instructor form. Field instructors also shared during a site visit that candidates are completing process recordings where they record a snapshot of a session with a student so that the field instructor and the candidate can reflect on the candidate's learning experience. Experiences and evaluations are aligned to the PPS program standards and SSW and CWA specialization standards. Continuous and ongoing program evaluation and renewal is built into the CSUSM MSW assessment plan and is reviewed and reported on annually by CSUSM department of social work. Additional data sources include a candidate internship evaluation, evaluation of field instructor experience, course evaluations, and program implicit curriculum surveys. Comprehensive evaluations are completed by the field instructor at the end of each semester and require signatures of both the field instructor and candidate. At the end of the internship experience, the PPS evaluation is completed by the field instructor and also requires the signature of the field instructor and candidate. The program provided the PPS checklist and evaluation forms as evidence.

Program leadership shared a PPS candidate timeline document that was created to support candidates with the credential requirements. Upon application to the PPS credential program, candidates are informed about the required evaluations and documents that are part of the PPS program. The California Basic Educational Skills Test must be passed before applying for the PPS credential and candidates are encouraged to take the test early to allow for retesting if needed. Copies of the results for the exam are given to the PPS Coordinator. Additionally, all candidates are required to apply for a certificate of clearance before they can begin their school-based field placement. Candidates are not allowed to begin their field experience without having secured the certificate of clearance.

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 Pupil Personnel Services Credential Program in School Social Work and Child Welfare and Attendance.

Reading and Literacy Added Authorization Reading and Literacy Leadership Specialist

Program Design

The Reading and Literacy Added Authorization (RLAA) and the Reading and Literacy Leadership Specialist (RLLS) programs are offered in the School of Education (SOE), within the College of Education, Health, and Human Sciences. The director of the School of Education has administrative authority over the programs, although RLAA and RLLS program coordinators report directly to the director, the coordinators oversee the operationalization of the program. The both programs are led by two coordinators who work collaboratively with program faculty and support staff in extended learning and student services in the College of Education, Health, and Human Services (CEHHS). As confirmed in interviews with faculty and coordinators, all groups meet regularly to coordinate curriculum, review research and best practices, analyze updates to state requirements, and discuss candidate progress.

The Reading and Literacy Added Authorization (RLAA) and the Reading and Literacy Leadership Specialist (RLLS) programs are offered online, asynchronously, over the course of 18-months. New cohorts begin each June, shortly after the regular CSUSM academic calendar concludes. A candidate takes two courses during each 8-week session but has the option to go at a slower pace.

Cohorts are formed within the program, and courses and clinical experiences are structured and sequenced accordingly. As verified in interviews with faculty, the School of Education's vision, mission, and conceptual framework inform the program and its structure. As confirmed in interviews with faculty and current candidates, the program's work focuses on transforming education collaboratively by engaging in partnership, equity, innovation, student-centered practices, and research-based practices. These practices have resulted in the program's school

site-based instruction with related clinical practice completed in the candidates' current classroom.

The Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist programs' team meetings occur multiple times per semester and regular communication is conducted by email. Additionally, the program meets with the School of Education's Assessment Specialist to discuss program review requirements and strategize how to collect and analyze data effectively. Co-coordinators attend monthly meetings with other coordinators in the SOE, as well as Governance meetings with the entire SOE. In addition to providing updates and information about University plans and policies, state requirements, and budget issues, the Director of the School of Education provides information about the University and the College of Education, Health, and Human Services. Each month, members of the SOE report to university-wide committees.

The Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist credential coursework is aligned to state standards and grounded by twelve guiding principles. This program includes nine traditional academic courses, two fieldwork/clinical courses, and one that supports the creation of a Culminating Experience, either a thesis or curricular project.

The SOE offers a Reading and Literacy Added Authorization Program as a focus within the Masters of Reading, Language, and Literacy program. Candidates may complete only the Reading and Literacy Added Authorization Program without completing the MA. The purpose of the Reading and Literacy Added Authorization is to prepare candidates to assist other teachers and administrators in teaching literacy across the content areas and creating curriculum in the areas of reading, writing, listening, speaking (language arts). Candidates in the program must hold a CTC-approved valid basic teaching credential (or equivalent) and have at least three years of full-time prior teaching experience.

The Reading and Literacy Leadership Specialist Credential prepares candidates to assume classroom, school, and district leadership positions in the areas of language arts and curriculum. Candidates may complete the Reading and Literacy Added Authorization Program and Reading and Literacy Leadership Specialist Credential without completing the MA. To complete the Reading and Literacy Leadership Specialist Credential, students must first complete the Reading and Literacy Added Authorization Program. Candidates must hold a CTC-approved valid basic teaching credential (or equivalent) and have three years of experience (or equivalent).

Due to the transition to remote teaching in March 2020, timelines and expectations were significantly modified. The faculty ensured that candidates met all learning outcomes for the spring courses but gave them more time because they did not have the same level of access to their own students. The program team revised the launch schedule for new cohorts before the Covid-19 disruptions in order to make it more predictable for applicants. As a result, one new cohort is launched each June.

After piloting several different iterations and analyzing the results, schedules were determined that would lead to robust cohort sizes and successful learning outcomes for candidates. Currently, both programs offer asynchronous instruction, and candidates teach in person or through hybrid methods in their schools. No changes are anticipated to the current cohort which began in June 2022.

Through email, coordinators communicate with educators in the surrounding community and ask for feedback from candidates on their experiences. There is a synchronous orientation in early June before the program begins, and there are optional office hours scheduled throughout the summer. In this way, candidates can get to know each other and program faculty better. In order to maintain connections with alumni, spotlight alumni, and share information about professional learning opportunities, a monthly newsletter is sent to program graduates. The Director and Associate Directors of the School of Education and several SOE members attend monthly Southern California Professional Development Federation meetings consisting of representatives from all districts in the area to exchange information and collaborate on a variety of topics. It was repeatedly highlighted in interviews with faculty, candidates, and coordinators that constituents have consistent opportunities for input and that the program and SOE's flat governance system is an asset to the program. The program's open communication at all levels of the program was noted by the candidates as a strong and effective method of support for the asynchronous program.

Course of Study (Curriculum and Field Experience)

This course sequence is designed to complement and support candidates' knowledge, skills, and understanding of advanced literacy theory and pedagogy aligned with the literacy standards for the RLAA and RLLS credentials. Through coordinated coursework, candidates apply learning through field-embedded assignments and three fieldwork experiences across all courses. Literacy assessment is the focus of EDRL 614A. The focus of EDRL 614B directly correlates with the key assignments in EDRL 614A. During candidate interviews, 100% of the candidates stated that the field assignments have been instrumental in improving their ability to lead in the area of literacy both in their classrooms and within their school sites.

As confirmed by candidates, faculty and coordinators, the course work and fieldwork are coordinated in the following ways: during EDRL 614A, candidates identify two students with reading difficulties, administer diagnostic assessments and gather a variety of assessment data for use in formative and summative assessments of two students. As a result of analyzing this data, the candidates develop an instructional plan that integrates prior knowledge.

Candidates learn academic material throughout the program and in 614A through a field-based case study, and then they implement the instructional plan they created in 614A in 614B. Candidates taking EDRL 614A concurrently with 614B engage in their first formal fieldwork experience with a student they identify as having a reading difficulty through practice assessments in 614A. The second fieldwork course (EDRL 623) is taken later in the program (Spring 2). Over an 8-week period, students are required to apply their learning from previous courses by assessing, diagnosing, and implementing an instructional plan for two students from

their professional context. During interviews with candidates, it was noted that the clinical practice experiences were aligned with their professional practice. Candidates noted that the clinical assignments were meaningful and relevant and expressed that the program fieldwork was responsible for positively impacting their professional practice.

Through the Reading, Language, and Literacy Program, students receive advanced preparation in reading and language arts assessment and instruction, clinical and field experiences, and a solid foundation in theory and research for advanced reading and writing instruction in pre-K-12 schools. Candidates are encouraged to work in diverse settings and maximize student learning in diverse classrooms based on twelve guiding principles. Through coursework and embedded fieldwork, the program aims to prepare candidates for many different assignments, including preventing reading difficulties as early as possible, working with struggling readers, and helping English learners develop successful literacy strategies. Course syllabi and interviews with faculty confirm that the curriculum reflects a commitment to the program's guiding principles, which are also reflected in the school's mission statement. The mission statement emphasizes promoting and fostering educational equity, advancing innovative student-centered practices, and inspiring reflective teaching and learning. This series of courses prepares candidates for the diversity of languages often encountered in PK-12 schools and classrooms. Coursework and fieldwork also prepare educators for leadership roles in various capacities by deepening their understanding of literacy theory, making informed instructional decisions, and advocating for students. Candidates in the online RLLA program complete two supervised and integrated field experiences focused on intervention with three diverse students including ELL students with reading difficulties in their classroom or school context.

Candidates work with one student in EDRL 614b to assess, gather summative and formative data, develop a plan for instruction, provide tiered instruction, and monitor progress. Case study assignments are used to demonstrate candidates' knowledge. Candidates are given an opportunity to work with two struggling readers in EDRL 623. A variety of assessments are used during this experience to gain a better understanding of students (including diverse students and ELLs) with specific reading difficulties. This experience involves candidates developing instructional plans and teaching them to two students. Fieldwork connects to coursework and includes self-assessment and supervision by a university advisor and a field supervisor. Interviews with candidates confirmed the connection between field experiences and coursework and that the connection promotes reflection and decision-making that is aligned with being a specialist in the area of literacy and language arts.

Candidate progress is monitored by gathering evidence. Faculty and site-based administrator or supervisors provide ongoing guidance, assistance, and feedback during the program. A course instructor/professor oversees the clinical experiences during the 8-week course as candidates assess and construct individual intervention plans. The weekly modules in EDRL 614b and EDRL 623 coursework provide detailed instructions and guidance/oversight for each clinical experience. Furthermore, candidates consult with their school/district administrator and provide the syllabi and instructions for the field experience courses. Supervisors employed by the district oversee the candidate's field-based literacy experiences under the guidance of the

school site administrator. Interviews with employers confirmed that the support system is effective with one employer sharing that CSUSM program candidates are “well prepared and stand out among other candidates.”

Assessment of Candidates

Candidates are assessed regularly through assignments, projects, and demonstrations in advanced literacy coursework designed to meet candidate competencies as confirmed in multiple interviews with candidates and faculty as well as course syllabi. Faculty have identified, reviewed, and discussed candidate competencies and have incorporated essential learning in specific courses, including field experience courses. The program identifies where each competency is introduced, practiced, or assessed as evidenced by the program course matrix. Course content includes all candidate competencies, but demonstrations of advanced literacy knowledge and applications are aligned with the Program Student Learning Outcomes (PSLOs) and the twelve guiding principles as confirmed in interviews with coordinators and faculty.

An overview of the program is given during the admission process, which discusses the requirements and assessments that will be used throughout the year-long program. Candidates receive advice about how they will be assessed in the program and are informed of the results of those assessments. The requirements are presented and reviewed at both orientations, as well as on a regular basis throughout each course. The instructors provide continuous feedback, use rubrics, and assign grades. Each instructor has a Cougar Course container with assignment instructions and directions, connection to candidate competencies, overall grading information, and rubrics for each activity or assignment.

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 Reading and Literacy Added Authorization (RLAA) and Reading and Literacy Leadership Specialist (RLLS).

INSTITUTION SUMMARY

The College of Education, Health and Human Services within California State University, San Marcos offers five preliminary credentials and six related services credentials and/or added authorizations. All of the programs are housed within the School of Education or School of Health and Human Services, and in extended learning. The college is committed to responding to the needs of the community that surrounds the campus. With this responsiveness, two very distinct programs have emerged: Pupil Personnel Services, School Social Worker, and the Middle Level program which lives within the Single Subject Credential program.

Answering the needs of the region led to the addition of the Pupil Personnel Services Child Welfare and Attendance and School Social Work (PPS CWA and SSW). Constituents reported to unit leadership about the need in the region to increased social and emotional services to schools across the region. Plans ensued and the new PPS CWA and SSW program was approved by the Commission in October 2021, and the program began at CSUSM fall 2022.

Additionally, the Middle Level program was added when partners in the field expressed the need for teachers who focused on the nuances of the middle school child. Upon conception, the Middle Level program was connected to the Multiple Subject Credential, but it has since moved to be paired with Single Subject. The Middle Level program has become very well respected by the region, so much so that Woodland Park Middle School in San Marcos USD hosts one of the Middle Level programs at their school site, and Middle Level faculty raised funds to buy a portable classroom that is housed at a partner middle school.

In addition to the myriad of grants and partnerships to increase diversity and recruit and support bilingual teachers and candidates that have been earned and awarded to CSUSM and CEHHS, institution leadership are involved in the Southern California Professional Development Federation (SCPDF). This federation began in 1992 as a partnership between the School of Education, the San Diego County Office of Education and area school districts, designed to increase cross-district collaboration and meaningful university involvement in professional development. Twenty years after the inception the group continues to meet, thrive, and support professional development of educators in the region.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
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.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The education unit at CSU San Marcos is committed to preparing candidates to serve as agents of change in their workplaces and communities. Candidates engage in and work with diverse communities through a clearly enacted vision of leading and learning for social justice. Interviewees described a culture of collaboration and shared governance in which faculty and lecturers are actively involved in the organization, coordination, and decision making for educator preparation programs. During interviews, all constituencies spoke about the unit’s clear commitment to supporting education at all levels in the local community. Faculty are involved across southern California in providing professional development for educators, working directly with P-12 students, and conducting research. Goals of these projects include increasing the diversity of the teaching force, building capacity for dual language education and others that align to the unit’s vision.

Programs in the education unit are funded by state-side support, with the exception of four (Educational Administration; Pupil Personnel Services, Social Work; Reading, Language and Literacy; and Speech and Language Pathology) which are extended learning, self-support programs. Interviews with college and program administrators, faculty, and staff confirmed that programs under each funding model are provided with sufficient resources for effective operation. Further, university leadership confirmed that the unit’s programs have both institutional support and widespread appreciation for their impact on education in the region and beyond.

Interviews verified the unit’s clear emphasis on faculty diversity and excellence in recruitment and retention. Each hiring committee has a diversity advocate, and all job announcements explicitly ask for candidates with a commitment to improving higher education for under-represented groups. Faculty development in the unit is provided for both new and continuing faculty through the university’s Faculty Center, whose mission is to support faculty in their multiple roles. Both faculty and staff described engaging in professional development opportunities that have led to continued learning.

Clear policies and guidelines for recruitment, retention, and promotion ensure that the institution employs only qualified persons to teach, supervise and support candidates. Evidence from faculty vitae show a strong record of grant work, research and service to the campus and educational community. Interviews with the credential analyst confirmed that the Office of Student Services maintains a robust system to guarantee that candidates recommended for a credential have met all requirements.

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

Common Standard 2: Candidate Recruitment and Support	Team Finding
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The College of Education, Health, and Human Services (CEHHS) provides guidance on candidate recruitment and support. Each program has a brochure and/or website that details the admission requirements, courses and information regarding the program and process for admissions. Students from both stateside programs and extended learning self-support programs meet with program advisors, credential analysts, and faculty throughout the admission process and are guided through the process for successful admission. Faculty also support candidates through mentorship, formal and informal advising. Interviews with staff responsible for the admission process, candidates, and completers confirmed the admission process was clear and support was available throughout the process.

Significant effort has been put into recruitment of diverse candidates. Recruitment efforts include information sessions, advertisements, guidebooks, brochures, and flowcharts. The unit employs multiple methods to diversify candidates for each program. Federal and State grants are utilized to recruit diverse students as well as provide targeted activities to recruit and retain diverse candidates. Project Accept, Project Support, Project Global Competence/US Prep, Project Celebrate are grants and partnerships that increase diversity, recruit and support bilingual teachers and students. They especially reach out to young Latino men to encourage them to join the education field. Interviews and review of documents confirmed that the candidates are more diverse and more closely mirror the population at the university and the schools they serve. Employers agreed that students should have teachers that look like them and that the unit is doing a good job preparing more diverse candidates. The unit has embraced these efforts and is working to maintain these programs even when the grant ends.

Systematic processes for monitoring candidate progress through each professional preparation program are in place. Interviews with staff, candidates, completers, and a review of the documents indicate that support is provided to candidates throughout the program through orientations, handbooks, progress reports, portfolios, and advising. The credential analysts maintain databases for monitoring candidate progress. Candidate files are updated at the end of every term and candidates are informed about their progress and next steps. They also complete exit seminars and ensure candidates meet all requirements and help them apply for their credentials. Cougar Course provides a platform where students can see and monitor their own progress. Course instructors and coordinators monitor and provide support as needed. General support for subject matter competence assessments, Teaching Performance assessments, and other state and national assessments relevant to the individual credential programs is provided in the form of a Canvas course, sharing available resources, workshops (including Saturdays), embedded in courses, and faculty guidance. Resources and support are provided at the program, unit, and college level for any candidate that needs it. Interviews with candidates and completers confirmed that support was readily available, and someone was always responsive to their requests and either helped or directed them to the correct person.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

A thorough review of the evidence presented in the Common Standards submission documents and Addendum, Program Review evidence, and a close examination of the CTC CSU San Marcos (CSUSM) Dashboard all corroborate the assertion that the unit and each of the educator preparation programs have designed and consistently implement a high-quality and well-planned sequence of coursework and clinical practice. Across the unit, these programs are both cohesive and comprehensive, effectively preparing candidates to develop and demonstrate the knowledge and skills to educate and support PK-12 students in meeting state-adopted content standards. Interviews with program coordinators, clinical practice coordinators, completers, candidates and employers along with the responses from multiple years of CTC completer and employer surveys attest to this as well.

The CSUSM Table of Site-Based Supervisor Criteria, Process, and Training clearly outlines the collaborative process which occurs between the unit and partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites. While the processes vary across the programs it is clear that the unit and program directors, along with various clinical practice and or field coordinators work closely with their partners to ensure that the sites are appropriate and that the site-based supervisors not only meet the commission-prescribed requirements but also provide exceptional supervision. Across the unit, the processes for the selection of site-based supervisors are clearly articulated. The processes for orienting, training, and evaluating the site-based supervisors are well documented. Conversations with clinical practice coordinators and site-based supervisors across the programs confirmed that the processes are robust, systematic, and consistently practiced resulting in site-based supervisors who provide effective and knowledgeable support for candidates. Similarly, the criteria for assessing the suitability of a site are clear, ensuring candidate placement in settings where the curriculum aligns with California’s adopted content standards, and in schools that reflect the diversity of California’s student population.

Conversations and documentation from all of the sources listed above provide ample evidence supporting the fact that all programs across the unit effectively implement and regularly evaluate fieldwork and clinical practice. Candidates and completers commented on the positive effect the integration of coursework with field experiences had on their understanding of the program content standards and their ability to teach them. Completer Survey respondents attest to this as well. Ninety-four percent of SS, MS, EDSP, RLAA/RLLS, SLP, and PASC completers for all years surveyed combined agreed that the fieldwork components of their programs were helpful for integrating and practicing what they learned in their coursework. Employers had consistently high praise both for their fieldwork candidates and their CSUSM-trained employees across the programs stressing how highly effective, well-prepared, knowledgeable, and familiar with teaching practices they were.

Finally, by both intentional design and virtue of geography, candidates are provided with opportunities to experience issues of diversity in their fieldwork and clinical practice. Clinical practice coordinators across all programs candidly shared how they vet sites to ensure that placements include culturally, linguistically, and socioeconomically diverse settings. Beyond the box-checking, however, it is extremely clear that the institution, which has Hispanic Serving Institution status, and the unit place a high value on diversity. One employer commented, “The institution has a reverence for diversity. “

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

Finding on Common Standard 4: Met
Summary of information applicable to the standard

Review of documents and interviews of staff and faculty indicated that the unit has a comprehensive assessment plan in place to address continuous improvement. The CEHHS has a graphic depiction of the assessment system and includes who is responsible for which area. The

assessment system includes a variety of data sources that are collected and submitted annually. The annotated list of data identifies personnel responsible at stages of the cycle, the sequence of activities, and shows how data collected at the program level relates to unit operations.

Documents and interviews revealed that programs collect a variety of data in relation to courses, fieldwork and clinical practices and support services for candidates. This data is shared at program meetings with faculty and constituents and goals are set in order to improve their effectiveness. Prior to the pandemic the School of Education (SOE) regularly met with key constituents to share and analyze these multiple sources of data to ensure their candidates were prepared to enter professional practice and included feedback from employers and community partners about the quality of the preparation. With the addition of two programs to the unit, the group expanded to the CCTC Educator and School Preparation Accreditation Advisory Group (CCTCAG). The advisory group oversees and facilitates unit assessment activities and programs' Assessment, Analysis, and Accreditation (AAA) cycles. This group has developed an assessment system that will inform continuous improvement and become institutionalized. The advisory group will review programs' AAA cycle and annual assessment reports and identify the common findings across program-level reports, which will be shared with all unit community members. In this way, everyone is informed of the unit's strengths and action plans to improve the preparation of educators and school personnel. They will soon complete their first full Assessment, Analysis, and Action (AAA) cycle and have found trends across the unit. They have identified trends in demographic data, employer perception, and student perceptions at the program and unit level that will be addressed and addressed in an action plan. A good flow has been established between the unit and the programs and they are working on including more community partners and candidates in the process. This spring they will engage constituents (e.g., district administration, cooperating teachers, on-site liaisons, site-based clinical partners, and county office of education) in evaluating the effectiveness of the unit's assessment system and continuous improvement efforts. Results and annual reports are shared during retreats and available on the website.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

An excerpt from the unit's Common Standard 5 submission document reads, "*As a unit, we have credentialed 1701 individuals across nine program areas over the past 5 years. In so doing, we contribute robustly to the school professional workforce in the region.*" Even the most cursory review of the evidence presented in the Common Standards submission substantiates this statement. A deeper look, however, reveals that not only does the unit *contribute robustly* to the workforce, it also has an immensely *positive impact* on the teaching and learning that takes place in California schools.

Through a well-documented continuous improvement process, the unit and program leadership evaluate each program's effectiveness to ensure that every program provides a comprehensive and cohesive course of study which is fully integrated with fieldwork allowing candidates ample opportunities to learn, practice, and demonstrate competencies. Multiple checkpoints and assessments (signature and other assignments, projects, and various performance activities along with frequent clinical practice assessments) are embedded in each program to ensure that candidates are meeting the competencies for the specific credential they are earning. The RICA, CalAPA, and CalTPA scores are consistently high and, in many areas, higher than the state average attesting to the unit's ability to prepare educators who know and demonstrate knowledge and skills necessary to educate and support effectively all students.

Anecdotal evidence for positive impact comes from conversations with both completers and employers as well as from years of CTC Completer and Employer Survey data. Through interviews, employers reported that the impact the CSUSM-trained employees make in their schools is both positive and substantial, adding that they seek out these extremely well-prepared professionals. Completers reported feeling confident and well-prepared when they stepped into their professional roles and that they daily see evidence of the positive impact they are having in the schools. This is corroborated by the survey data. Across all programs and all years, over 91% of completers agreed that their program was effective in helping them develop the skills and tools needed to become teachers and school leaders. Data from the CTC Employer Surveys validate this perception, revealing that employees who earned their credentials through CSUSM were rated higher than their counterparts across the state in every category and by significant margins.

Finally, the list that CSUSM prepared showing personnel receiving awards, honors, and fellowships is substantial and the most compelling evidence of the impact that CSUSM graduates have every day in the local schools. Employers spoke of new teachers who come in with insight into the needs of the district and children in the school. Completers report various successes in the classroom. There is much evidence of partnerships and collaboration with the local community and beyond. When asked why she agreed to speak on behalf of CSUSM, one employer summed it up beautifully saying, "We always make CSUSM a priority because they make us a priority. That's what partners do."