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

Professional Services Division

January 2023

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple and Single Subject Credential with Intern	6	6	0	0
Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs Credential	6	6	0	0
Preliminary Administrative Services Credential with Intern	5	5	0	0
Adapted Physical Education Added Authorization	13	13	0	0
Pupil Personnel Services: School Psychology with Intern	5	5	0	0
Pupil Personnel Services: School Social Work	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 Polytechnic University, Humboldt**

Dates of Visit: **November 13 - 16, 2022**

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2015	**June 2015**

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

Preconditions
All preconditions were found to be aligned.

Program Standards
All Preliminary Multiple and Single Subject and Intern Credential program standards were **met.**

All Special Education: Mild/Moderate Support Needs and Extensive Support Needs Credential program standards were **met.**

All Preliminary Administrative Services and Intern Credential program standards were **met.**

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

All Pupil Personnel Services: School Psychology and Intern Credential program standards were **met**.

All Pupil Personnel Services: School Social Work Credential program standards were **met.**

Common Standards

All Common Standards were met except Common Standards 3 and 4 which were both **met with concerns.**

Overall Recommendation

Based on the fact the team found all program standards for each program were met and all Common Standards were met except Common Standards 3 and 4, which were both met with concerns, the team recommends **Accreditation with Stipulations**.

The team recommends the following stipulations:

Within one year of this action, the institution must submit written documentation to the Commission consultant documenting the following:

1. evidence the unit is ensuring all programs
    a. have selection processes and criteria that result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.
    b. evaluate and recognize site-based supervisors in a systematic manner.
    c. are engaged in effective evaluation of fieldwork and clinical practice.
2. comprehensive continuous improvement processes at both the program and unit level that include assessment of evidence from multiple sources as well as systematic data collection and analysis which result in actionable steps to improve program and unit effectiveness. Areas for assessment of effectiveness should include, but not be limited to, fieldwork and clinical practice, as well as support services for candidates.

The team also recommends the institution provide a

- 6-month update report.
- seventh-year report to the Committee on Accreditation.

In addition, staff recommends:

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

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

Preliminary Multiple and Single Subject Credential with Intern
Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs Credential

Preliminary Administrative Services Credential with Intern
Adapted Physical Education Added Authorization
Pupil Personnel Services: School Psychology with Intern Credential
Pupil Personnel Services: School Social Work Credential

Accreditation Team

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Documents Reviewed
Precondition Responses
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
Institutional Surveys and Results
Candidate Files
Assessment Materials
Supervisor Evaluation
Candidate Handbooks
Faculty Handbook
Advisory Board Agendas, Minutes, and Membership
Performance Assessment Materials
TPA/APA Results and Analysis
Examination Results
Accreditation Data Dashboard
Professional Development Materials
Programs' social media

Interviews Conducted

Constituents	**TOTAL**
Candidates (total of all programs)	143
Completers (total of all programs)	104
Employers (total of all programs)	29
Institutional Administration	9
Program Directors	8
Faculty	53
TPA/APA Coordinator	2
Support Providers	5
Field Supervisors – Program	40
Field Supervisors – District	58
Credential Analysts and Staff	6
Advisory Board Members	18
TOTAL	**475**

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 Polytechnic University, Humboldt (Cal Poly, Humboldt) was founded as a teacher's college in 1913 and over the last century, has grown from an institution focused solely on teacher education to an accredited university with extensive research facilities. The institution's name has been through a number of iterations, beginning with Humboldt State Normal School, then Humboldt State Teachers College, then Humboldt State College, then CSU Humboldt and in 1974, Humboldt State University. This year (2022), the institution was awarded the distinction of becoming a California State Polytechnic University. The university includes three colleges (Arts, Humanities, and Social Sciences; Natural Resources and Sciences; and Professional Studies) with an enrollment of 5,739. It prides itself on small classes (Student/Faculty ratio: 17:1) taught by professors who know their students by name as well as being on the forefront of studies on climate change, just global societies, diversity, and inclusivity in the arts, as well as providing "... the highest quality and affordable college education built on the contributions of diverse students, staff, and faculty who are committed to a just and sustainable world."

Cal Poly, Humboldt's academics have received accolades this year when US News and World Reports ranked it 32 out of 120 western region universities and the Princeton Review identified it as one of the 126 best colleges in the west for 2023. The university's campus culture has also received distinction by receiving top rankings in national college and university listings for PETA and Campus Pride Index for being vegan-friendly and LGBTQ-friendly, respectively.

Cal Poly, Humboldt is located on the northwest coastline in Arcata, about 275 miles north of San Francisco and is surrounded by redwoods, pristine coastline, and wild rivers. The main campus, which is known for its natural beauty, is situated on a hillside at the edge of an ancient coastal redwood forest and has stunning views of both Humboldt Bay and the Pacific Ocean. It is the most westerly four-year university in the contiguous United States. The average age of the student population is 24 with 41% being male and 59% being female. The university's demographics include:

- Pacific Islander 0%
- American Indian 1%
- Asian American 3%
- African American 3%
- Multi-racial 6%
- Other 7%
- Hispanic/Latino 33%
- White 45%

Education Unit
Of the three colleges which make up Cal Poly, Humboldt, all educator preparation programs are situated in the College of Professional Studies. Within that college, the Preliminary Multiple/Single Credential programs, Preliminary Administrative Services Credential program and Preliminary Education Specialist: Mild/Moderate Support Needs and Extensive Support

Needs Credential programs are in the School of Education. The Adapted Physical Education Added Authorization program is in the School of Applied Health. The Pupil Personnel: School Psychology program is in the Psychology Department, and the Pupil Personnel Services: School Social Work program is in the Social Work Department.

The table below lists, by program, the number of full-time and part-time faculty.

Table 1: Faculty Count

Program Name	Number of Faculty: Full-time	Number of Faculty: Part-time
Preliminary Multiple Subject Credential	5	10
Preliminary Single Subject Credential	5	21
Preliminary Education Specialist: Mild to Moderate Support Needs Credential	4	11
Preliminary Education Specialist: Extensive Support Needs Credential	2	3
Preliminary Administrative Services Credential	1	3
PPS: School Psychology Credential	1	4
PPS: School Social Work Credential	5	5
Adapted Physical Education	2	1

The table below lists, by program, the number of enrolled candidates and completers for the academic year 2021-2022 and the number of enrolled candidates for 2022-2023.

Table 2: Candidates and Completers Count

Program Name	Number of Candidates Enrolled (2021-22)	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Preliminary Multiple Subject Credential	37	29	32
Preliminary Single Subject Credential	49	31	76
Preliminary Education Specialist: Mild to Moderate Support Needs Credential	23	23	22

Program Name	Number of Candidates Enrolled (2021-22)	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Preliminary Education Specialist: Extensive Support Needs Credential	16	15	13
Preliminary Administrative Services Credential	22	19	24
PPS: School Psychology Credential	32	8	29
PPS: School Social Work Credential	28	27	24
Adapted Physical Education	14	8	14

The Visit
Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional constituencies were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject Credential

This is the integrated program for candidates to earn both a baccalaureate degree and a teaching credential. The program is significantly different than the traditional Preliminary Multiple and Single Subject Credential Program, therefore, a separate report section has been written.

Program Design

The Preliminary Multiple Subject Credential is offered through multiple pathways at Cal Poly, Humboldt. One of those is through an integrated program pathway. The Integrated Multiple Subject Credential Program is identified on site as Liberal Studies Elementary Education (LSEE) and is housed in the School of Education (SOE) and is one of eight credentialing programs in the College of Professional Studies (CPS). As confirmed through interviews with the faculty and by review of the college organizational chart, the dean of CPS is responsible for the ongoing oversight of all credential programs at Cal Poly, Humboldt, and reports to the provost of the university. Day-to-day management of the LSEE program is delegated by the dean to the chair of the SOE, who works closely with the LSEE program coordinator/advisor. Interviews also confirmed that the LSEE program coordinator/advisor is supported by a program leader.

Based on the job descriptions provided during program review and confirmed through interviews, the LSEE program leader is responsible for (1) overseeing student development and course concentration pathways, recruitment, class schedules, course and curriculum development and/or refinement, and program advising; (2) monitoring program evaluation procedures, requirements and preparing reports for internal and external offices and agencies; and (3) communicating within the program, unit and community through participation and facilitation of faculty and advisory board meetings. The program coordinator/advisor, under supervision of the program leader, is responsible for arranging all fieldwork placements, managing university supervisors; monitoring candidate paperwork and progress toward degree completion, ensuring that all candidates adhere to program policies and Commission and university requirements, and serving as the primary program advisor. The credential analyst completes a final check for completion of courses and state requirements before any candidate is recommended for a credential.

The LSEE program at Cal Poly, Humboldt is part of a larger Liberal Studies in Elementary Education (LSEE) four-year Bachelor of Arts degree program. The LSEE courses were aligned to the Teaching Performance Expectations (TPEs) and subject matter requirements and as confirmed through program documents, is a Commission-approved Elementary Subject Matter (ESM) program. As confirmed through interviews with faculty, current candidates, and program

completers, the intentional planning and integration of theory to practice occurs each semester through the requirement of two hours of field experience for each LSEE course. With this model, candidates concurrently learn and apply course concepts and merge theory and practice while gaining hands-on experience in elementary school classrooms. During interviews, mentor teachers and university supervisors expressed strong agreement that there is a noticeable increase in LSEE candidate confidence and readiness in the elementary classroom. Both groups attributed this to additional fieldwork embedded throughout the LSEE program.

Constituent input is an integral aspect of the SOE assessment system. As confirmed through interviews and department meeting documents, full-time faculty, part-time faculty, and university supervisor input is regularly gathered during program meetings. Through interviews, candidates reported their concerns are informally addressed both as concerns arise during the program and more systematically through course evaluations and program surveys. This was also confirmed in the Accreditations Data Dashboard (ADD) survey data which showed while the amount of contact between mentor and candidate varied greatly, candidates still felt heard and supported.

Confirmed through program documents, the LSEE program is a four-year undergraduate program consisting of LSEE core coursework (63 credits), LSEE major coursework (35 credits) and LSEE credential concentration coursework (27 credits). Each major course includes two hours of fieldwork per week at a local elementary school. Candidates participate in formal clinical practice/student teaching during their fourth year in the program.

Course of Study (Curriculum and Field Experience)

According to the program handbook, during the first two years, students take subject matter and foundational coursework that covers education foundations, literacy and language development, and conceptual mathematics development at the elementary level to prepare them for the junior and senior level credential coursework.

In their junior year, candidates begin foundation level credential coursework. Fieldwork for these courses is scheduled twice a week in four-hour blocks (fall) and three-hour blocks (spring). In the spring of their third year, credential candidates complete a dispositional assessment and application process to proceed to clinical practice/student teaching in their fourth year. Successful completion of the LSEE concentration results in a bachelor's degree and a Preliminary Multiple Subject Teaching Credential in the State of California.

In their senior year, students are referred to as “credential candidates” and take integrated coursework while completing a year-long placement for their clinical practice experience. This coursework serves as both a student teaching seminar and a Teacher Performance Assessment (TPA) support course.

Current candidates confirmed through interviews that one of the required credential courses includes a focus on culturally relevant and socially just pedagogies with an emphasis on asset-

based understanding of diverse students, caregivers, communities, and colleagues. While this focus is woven throughout coursework, there are specific courses to develop credential candidate dispositions and pedagogical practices that promote educational opportunity for all students, especially those with exceptional learning needs, are emergent bilingual students, and/or are from culturally and linguistically diverse communities. According to ADD survey data, over 80% of completers felt courses were well connected to their experiences in the real world and felt prepared to teach classrooms of diverse students.

Fieldwork and clinical practice unfold in three phases. According to evidence submitted and confirmed through interviews with completers and current candidates, new activities and responsibilities are added at each phase of the fieldwork so that candidates build toward greater knowledge and responsibility. Phase I fieldwork is completed in the junior year in conjunction with junior level courses and is scheduled in blocks at designated partner school sites. Candidates have a different placement each semester in Phase I. This fieldwork is supervised by course instructors and is completed in conjunction with coursework. Phases II and III occur during senior year. Credential candidates have one year-long placement where they complete Clinical Practice I in the fall (Phase II) and Clinical Practice II in the spring (Phase III). In the spring during Phase III, candidates complete their two-week solo teaching. These phases of clinical practice are supervised by a university supervisor in partnership with a mentor teacher.

As described in the unit's program summary and confirmed through interviews with university supervisors, in Phase I of fieldwork, credential candidates are evaluated at the end of each semester using an Evaluation of Fieldwork form which is completed by the cooperating teacher in each fieldwork placement. In Phases II and III of fieldwork, there are eight points of contact with six observations each semester completed by the university supervisor and in conversation with the mentor teacher and credential candidate. According to ADD survey data, observations and communication occurred even more frequently for a number of candidates, based on the preference of the candidate and university supervisor. Prior to assuming daily responsibility for whole-class instruction in a K-8 school in the form of solo student teaching, candidates are formally assessed by their mentor teachers and university supervisors.

Noted in program exit interview data and confirmed through both ADD survey data and interviews with current candidates and completers, candidates feel supported and heard. Many candidates specifically mentioned the LSEE faculty put candidate needs first and course content second. Candidates feel valued and heard and appreciate the program model that allows them to engage with faculty and coordinators in multiple ways throughout the program.

<u>Assessment of Candidates</u>

As verified through a review of available data as well as interviews with current candidates, completers, faculty, and mentor teachers, candidate performance is assessed during coursework, fieldwork, and results of Teacher Performance Assessments (edTPA). Candidates must complete their coursework with an overall GPA of 3.0, with no course grade lower than a C-. Junior level program assessments are completed at the end of each semester by the

fieldwork placement cooperating teacher and each associated course instructor, with fieldwork being assessed at 25% of the course grade. Senior level program assessments are completed by the triad (mentor teacher, university supervisor, and credential candidate) through an observation and coaching model using rubrics and forms aligned with the Teaching Performance Expectations.

Preliminary Multiple/Single Subject Credential with Intern

This is the traditional Preliminary Multiple and Single Subject Credential Program for candidates to earn a teaching credential through an internship pathway.

Program Design

As with the LSEE program, both the Elementary Education (EED) and Secondary Education (SED) programs are housed in the School of Education (SOE), one of nine accredited programs in the College of Professional Studies (CPS). The unit's program summary and organization chart indicate that the dean of CPS is responsible for the ongoing oversight of all credential programs at Cal Poly, Humboldt and reports to the provost of the university. The dean delegates day-to-day management of the credential programs to the chair of the SOE, who works closely with the EED and SED credential program leaders, who are supported by a program coordinator.

Program documents stated, and interviews confirmed, the EED and SED program leaders are responsible for (1) overseeing admissions, class schedules, course development and/or refinement, and program advising; (2) monitoring program evaluation procedures and requirements, and preparing reports for internal and external offices and agencies as a member of the Unit Assessment Committee; and (3) communicating within the program, unit, and community through participation and facilitation of faculty and advisory board meetings. As with the LSEE program, the program coordinator, under supervision of the program leader, is responsible for arranging all fieldwork placements including assigning university supervisors; organizing and managing the admissions process; monitoring candidate files, making sure all candidates are adhering to Commission and university requirements, and serving as the primary program advisor. The credential analyst completes a final check for completion of courses and state requirements before any candidate is recommended for a credential.

Documents and interviews concurred both the EED and SED programs use a cohort model where candidates begin the program in fall and finish in spring. Candidates take concurrent fieldwork and coursework throughout the year, with various times when coursework is lessened to make room for increased fieldwork hours and vice versa. SED candidates in the intern pathway teach full-time as teacher of record and take synchronous, online coursework.

Program documents indicated that modifications over the past two years included revisions to the intern program, providing additional support for teachers who work as district employees while completing the program. Interviews with university supervisors and faculty demonstrate

that the program leader and coordinator prepared all university supervisors and faculty to use new online learning platforms, Canvas and GoReact. Program leaders also developed other digital formats for improved communication between candidates, the university, and public-school sites. Additionally, candidate interviews confirmed that a partnership between the EED/SED programs and the university writing center provides writing support designed to address the academic writing and language requirements of edTPA. Finally, the SED program also added two weeks of full-time fieldwork to the fall semester, during which candidates spend additional time at their school sites, getting to know students, and teaching mini lessons under the supervision of their university supervisor and mentor teacher. Modifications appear to be effective as evidenced by program completers responses to ADD survey questions in the Field Experiences and Interns categories. Responses to these questions showed consistently higher ratings by completers in 2020-21 than in the previous two years.

Interviews with faculty and university supervisors, as well as meeting notes confirm their input is regularly elicited during program meetings. Candidates provide feedback through course evaluations and exit surveys at the end of each year. Candidate input was also confirmed in survey results available in the ADD which showed that while the amount of contact between mentor and candidate varied because some university supervisors chose to spend more than the minimum time with candidate, all candidates felt heard and supported. Given the nature of the small, rural educational community, there are continual lines of open communication at work, in part due to the multiple roles many members of the educational community serve. For example, faculty often serve concurrently (or recently) as employees of local school districts and/or members of local school organizations. According to multiple interviews, since 2020, Humboldt County Office of Education, the College of Professional Studies Dean, School of Education Department Chair, and SED Program Leader have met regularly with community partners via the K-12 Educator Partnership Council to discuss how to meet the needs of the local community and elicit input from each of the constituencies.

Course of Study (Curriculum and Field Experience)

According to documents and affirmed in interviews, both the EED and SED programs align coursework and fieldwork to address the developmental trajectories of teacher candidates, beginning with a week-long intensive course (*Multicultural Issues in Education)* designed to build community among the candidates as well as prepare them for meeting the needs of diverse learners.

According to the candidate handbook and other documentation, the EED program is a two-semester program spanning fall and spring. The majority of coursework occurs in the first half of both fall and spring semesters, and full-time fieldwork including solo teaching occurs the second half of each semester. Fall and spring semesters proceed in four, half-semester phases: Phases I and II in fall, and Phases III and IV in spring. Both fall and spring semesters begin (Phases I and III) with 7-8 weeks that include four mornings of fieldwork and university course work in the afternoon and evening. Each semester culminates (Phases II and IV) with full-time fieldwork that extends to the beginning of the public-school K-12 break in December (Phase II) and to the end of the K-12 school year in June (Phase IV). This structure appears effective as

according to completer survey results in the ADD, over 80% of completers felt prepared to teach classrooms of diverse students.

During Phase I, candidates complete methods courses covering content areas, supporting emergent multilingual learners, students with disabilities and professional development. Each of these also has a B section, which convenes during the first half of the spring semester in Phase III. Candidates also complete courses in integrated health and physical education methods and edTPA support during Phase III. Interviews with faculty and review of program syllabi indicate that coursework and fieldwork are interconnected. This was confirmed by ADD surveys data where the majority of completers stated courses were well connected to their experiences in the real world.

Documents and interviews confirmed fieldwork also follows the four phases and articulates with coursework. Candidates complete a minimum of a three-day solo teaching experience in Phase II, and a two-week solo teaching experience in Phase IV. New and progressively complex activities and responsibilities are added in each phase all of which are cumulatively represented at the end of the year.

Interviews with candidates and program completers about the supervision they received during fieldwork revealed varied results. About half of candidates reported that they received close mentoring from their district-employed supervisor and university supervisor and were provided with consistent and systematic feedback on their progress toward the TPEs. The other half of those interviewed reported that they did not receive much supervision from either their mentor teacher or university supervisor. It was common to hear candidates say, “Most of us got lucky with one but not the other.” This discrepancy was also borne out in ADD survey data where half of the respondents identified 6-10 times for the frequency of receiving feedback with the majority of the other half of respondents receiving less. Approximately one-fourth of candidates reported that their university supervisor was also a practicing classroom teacher, which caused limitations in their ability to provide regular, systematic supervision and feedback. Additionally, nearly half of candidates and completers interviewed stated that all of their observations were conducted through video, which they felt did not provide the supervisor with a clear understanding of their teaching or classroom context, thereby limiting the quality of feedback the supervisor could provide. This was reflected in the ADD survey data with “Modeled effective practices” receiving the lowest rating for type of feedback, just under “Frequently observed my teaching and met with me to offer feedback.” About half of the EED candidates interviewed stated that they are on track to receive the required 6 observations this semester.

The SED program is also a two-semester program. In fall, candidates begin the majority of their program coursework including supporting emergent multilingual learners, content area literacy, edTPA support, and content methods. In the online delivery format, candidates complete course work in synchronous virtual classrooms via Zoom. During the spring semester, candidates take a 1.5-unit edTPA support course and an additional 1-unit Special Methods course in their content area. Interviews with faculty and review of syllabi confirm that the

content of the courses supports candidates' development in fieldwork placements. This is corroborated in ADD survey data where about 70% of completers felt content area instruction was well or very well accomplished. The highest ratings were in math content instruction.

According to the elementary and secondary program summaries, during fall semester, candidates are at their school sites nine hours per week and are expected to work one-on-one with students, move to small group instruction and eventually address the whole class for short lessons later in the semester. During week three, candidates are at their fieldwork site for the entire week observing beginning of the year school site activities and completing associated coursework. By week 11, candidates are at their fieldwork site full time for the entire week and complete a solo teaching experience where they teach and assess mini lessons under the guidance of their mentor, with additional support from their university supervisor and course instructors.

Full-time student teaching occurs in the spring when candidates are at school sites "bell-to bell." Candidates are expected to teach on a daily basis, either by assuming responsibility for two classes from their mentor for the entire semester or team teaching within several classes. Interviews with university supervisors, site-based mentors, current candidates, and completers indicate that candidates have a full range of experiences in the fall that prepare them for full-time student teaching in the spring. As stated earlier, this structure appears effective as the majority of completers identified in surveys that they felt prepared to teach in real-world, diverse classrooms.

Similar to the EED program, survey results available in the ADD system and interviews with candidates and program completers about their experience with supervision were varied. SED candidates reported that there were inconsistencies with what each university and district-employed supervisor required from the teacher candidate. For example, some candidates reported that their supervisor and mentor teacher required them to solo teach lessons or portions of lessons, while other supervisors did not. Additionally, some candidates reported that they received support to meet program requirements from their supervisor, such as progressions in their fieldwork and edTPA, while others reported that their supervisor did not seem to know what was required of the candidate. Similar to the EED program, about a fourth of candidates and completers reported that their supervisor was a practicing teacher and was not available for in-person observations. Interviews with current SED candidates revealed that most SED candidates were on track to be observed six times this semester. Supervision logs also revealed inconsistent monitoring of fieldwork.

According to the elementary and single subjects program summaries submitted by the unit, interns complete their pre-service hours via coursework during the fall semester and are recommended by the credential analyst for their intern credential in late December, at the end of the semester. Interns can choose from one- and two-year track options, depending on the scheduling flexibility they require. Most intern candidates and program completers reported difficulty finding a district-employed mentor, and, consistent with previously reported findings, once found, they did not receive much supervision from the mentor. Even

with the inconsistencies, several interns commented that they appreciated the support of the university supervisor, and that the university supervisor was instrumental in guiding their continuous improvement and helping them meet program requirements.

The course matrices and interviews with faculty demonstrate that candidates in all programs participate in coursework preparing them to support emergent multilingual learners and students with disabilities. Review of syllabi and interviews with faculty show that the courses follow current standards for English Learners. In addition, candidates in all programs take coursework in supporting literacy development for all learners. The content of these courses reflects the new literacy teaching performance expectations adopted by the Commission, and interviews with the literacy course instructor and current candidates indicate both the EED and SED programs' emphasis on supporting students' literacy development. Some work is still needed in this area as only 60% of recent completers felt prepared to find and use resources "...to make subject matter accessible to all students." However, over 75% felt prepared to "plan instruction based on students' prior knowledge, language proficiency, cultural background and individual development."

Assessment of Candidates

According to program handbooks, candidates are assessed through fieldwork, coursework, and the edTPA. In fieldwork, candidates' coursework is assessed mid-semester in the fall. They are given immediate feedback on their status which provides ample opportunity to remediate any areas in which they are not performing up to program standards. Candidates are assessed again at the end of the fall semester. SED candidates who meet the program competencies are advanced to full-time student teaching. EED candidates change placements at the semester. University supervisors use a variety of in-person and video observations to assess candidate progress toward the TPEs, and document progress in logs and through a video capture app (GoReact). Between assessments, university supervisors are expected to be in bi-weekly contact with candidates to provide feedback on their performance and progress; however, as stated earlier, actual candidate experiences varied.

Program handbooks also showed instructors assess candidate performance through a variety of assignments and methods and candidates are required to maintain a B average in program courses, with no course grade lower than C-.

Candidates who might be struggling are identified through faculty and university supervisor meetings. For candidates who are not making adequate progress, the program lead initiates a progress improvement plan to help the candidate set and meet goals for improvement in the program.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with current candidates, graduates, intern teachers, faculty, mentor teachers, and university supervisors, the team

determined that all program standards are **met** for the Elementary Education Program and Secondary Education Program with Intern pathway.

Preliminary Education Specialist:
Mild to Moderate Support Needs and Extensive Support Needs Credential

Program Design

Cal Poly, Humboldt offers a Preliminary Education Specialist Credential with either Mild to Moderate Support Needs (MMSN) or Extensive Support Needs (ESN) authorizations. The School of Education (SOE) oversees both credential programs as they are two of eight credentialing programs in the College of Professional Studies (CPS). As identified by review of the college organizational chart and confirmed through interviews, the dean of CPS is responsible for the ongoing oversight of all credential programs at Cal Poly, Humboldt and reports to the provost of the university. These programs are completed in one academic year (two semesters) and are offered in both a traditional format and a residency setting.

Based on university documents and confirmed through interviews, the program leader oversees admissions, class schedules, course development and/or refinement, and program advising. The position is also responsible for monitoring program evaluation procedures and requirements, preparing reports for offices and agencies as a member of the Unit Assessment Committee, as well as communication within the program, unit, and community through participation and facilitation of faculty and Special Education Partnership Council meetings.

Those same sources show the program coordinator, under supervision of the program leader, is responsible for coordinating recruitment efforts, arranging all fieldwork placements including the university supervisors, organizing, and managing the admissions process, monitoring candidate files, ensuring candidates adhere to Commission and university requirements, and serving as the primary program advisor. The credential analyst completes a final check for completion of courses and state requirements before any candidate is recommended for a credential.

With recent changes in Education Specialist program standards and credentialing requirements, university supervisors acknowledged recent program adjustments and their alignment with both TPEs and TPAs. The program's course syllabi reflect the adjustments to meet the new TPEs.

For fieldwork, candidates experience two different semester-long placements for a total of 600 guided student teaching hours with three hundred hours completed each semester. Each semester also includes six supervisor visits and two solo teaching weeks. In both placements, candidates are provided an expert mentor with the university supervisor serving as the liaison between school sites and Cal Poly, Humboldt. Candidates' student teaching occurs Monday - Thursday, for the entire school day.

Cal Poly, Humboldt participates in continuous program improvement driven and implemented by university faculty. Interviews and program documents confirmed the continuous improvement plans include data gathering from:

- Candidate Feedback: Candidates provide program feedback through Google Survey between fall and spring semesters. This information is reviewed each semester by university faculty.
- Employer Survey: University faculty review submitted responses annually and make changes based on results.
- Advisory Committee: Constituents across the community gather annually to share needs, review trends, and recommend possible direction for the program. This information is reviewed annually by university faculty.
- Mentor Feedback: Mentors provide feedback annually on the candidates' preparation process. This information is reviewed annually by university faculty.
- Course Surveys: Course effectiveness as measured by candidate reflections. Input is gathered on a variety of topics including meeting course objectives, instructor availability, and communication with professors. This information is reviewed each semester by university faculty.
- Completer Survey: Candidates complete the Accreditation Data Systems survey. This information is reviewed annually by university faculty.

According to university documents, the university faculty presentation, and various interviews, enrollment typically consists of 22 MMSN candidates per year and 15 ESN candidates per year. Both programs have a 90% completion rate, with 99% of ESN program completers also earning the MMSN credential. Seventy percent of total candidates are from rural Humboldt and Del Norte Counties and 40% are non-traditional or career changers. This familiarity with the community assists with addressing the needs of local schools.

Course of Study

The Division of Special Education believes learning is a developmental process. As a result, the program is designed as a continuum of learning opportunities where, as confirmed through interviews, a Multiple Tiered System of Support (MTSS) and Universal Design for Learning (UDL) are foundational practices.

Results from recent site completer surveys showed a weakness in the areas of serving English Learners and practicing culturally sustaining teaching. As the programs shifted to the new TPEs, they focused on providing more support in these areas with the goals of improved skills and abilities to teach all students in ways that are culturally sustaining and support literacy and language development. The effectiveness of these changes is reflected in the survey results available in the ADD system. For the results for the combined years of 2018-19 and 2019-20, in questions related to TPE preparation, more than half of respondents identified they felt well prepared. In the 2020-21 survey, more than half of the respondents identified they felt very well prepared.

The programs have a sound theoretical base, as evidenced by university documents, and interviews with university faculty and supervisors, mentor teachers, and candidates, which grounds both programs (MMSN and ESN), in supporting all candidates through mentoring, effective placements, and relevant coursework. According to data available in the ADD system,

coursework is the weakest component with responses to questions regarding content of coursework receiving a variety of ratings on the five-point scale. The exception to this pattern was question 40J which addresses using student reading assessments results to address student needs and improve teaching. Over 85% of completers say this topic was well covered.
Both semesters of the programs include a field component that closely connects coursework to fieldwork ensuring a strong tie from theory to practice. According to survey data available in the ADD, 85% of completers felt that strong connection. According to program documentation and interviews, coursework is tied to fieldwork through assignments and placements. Candidates are required to develop lesson plans, behavior intervention plans, transition support documents, and other classroom relevant materials. Candidates collaborate with each other and support faculty and staff to meet assignments and credential specific TPEs. As evidenced by interviews with mentors and university supervisors, the school site learning experience which takes place for the school day (bell to bell) includes mentors as well as university supervisors; the latter serving as liaisons between school sites and Cal Poly, Humboldt. survey data available in the ADD show very high ratings for the type and quality of experiences in candidate placements. While data also showed candidates agreed that field experiences helped them integrate and apply coursework, responses varied over the past three years for questions regarding how they were observed and given feedback. However, there was significant improvement in ratings for mentor effectiveness in the most recent survey results.

Program courses are offered in the afternoon following the school day and take place at the placement school sites. University faculty interviews and course syllabi provided evidence that each course is linked directly to TPEs, and assignments are integrated with fieldwork where they apply knowledge in areas such as behavior plans and life skills in addition to academics. ADD survey data show candidates are fairly evenly split between feeling well prepared and very well prepared on questions regarding effective TPE preparation; surveys also include some ratings of feeling only adequately prepared. The exception to this pattern is question 15 which addresses planning and adapting instruction that incorporates appropriate strategies, resources, and technologies. The majority of completers felt very well prepared in this area.

As confirmed in interviews the program has an integrated focus which includes MTSS, UDL, social emotional learning, strategies for English Learners, culturally responsive teaching, and TPA support. Mentors also integrate support for Special Education Information System (SEIS), Individualized Education Programs (IEPs), researching, writing, and presenting. Several constituent groups shared how both programs begin with a three-day orientation, or “boot camp”. Candidates learn about the integrated approach as well as program requirements and expectations, coursework, fieldwork, TPAs, TPEs, as well as how to communicate with university faculty, instructors, and mentors. The orientation culminates with a meet and greet with faculty, supervisors, and mentors.

Assessment of Candidates

Candidates in the MMSN and ESN programs are continuously assessed through course projects and placements. According to candidates, they have access to all course expectations, assignments, and rubrics from the beginning of the course. Course rubrics were identified in

syllabi, and interviews with candidates confirmed those rubrics were scored 1-4. To master learning and complete the program, candidates must earn a passing rubric score. Candidates are assessed on their progress on the TPEs during their placements through observations and feedback completed by their university mentor. When a candidate is not passing, the university supervisor is notified by the mentor, and completes a classroom observation. Following the observation, the university supervisor meets with the candidate and mentor to debrief strengths and areas of growth.

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, coordinator, supervisors, and mentors, the team determined that all program standards are **met** for the Education Specialist: Mild Moderate Support Needs and Extensive Needs Credential Programs.

Preliminary Administrative Services Credential

Program Design

The Educational Leadership Program (EDL) offers a two-semester Preliminary Administrative Services Credential (PASC) with both a general and intern pathway each consisting of 24-semester units. The programs are online, and candidates are expected to complete both synchronous and asynchronous assignments. Program completers shared that the program structure is transparent and well-communicated through the program handbook (which was confirmed with a review of the handbook) and numerous meetings with the program lead. One completer explained, “There are no surprises with the structure or program expectations, there is a lot of communication and support.”

The EDL handbook explains that candidates take one or two classes at a time while simultaneously engaging in school-site fieldwork. In interviews, program completers further explained courses are held primarily on Saturdays to support candidates' working schedules. Program completers confirmed the program is designed in a way that supports their current positions in K-12 workplaces by providing them valuable content in courses as well as opportunities to apply the content during fieldwork. Site supervisors confirmed this when sharing that candidates are expected to engage in consequential work that helps prepare them for school leadership.

The course matrix identifies that each course is tied directly to the California Administrator Performance Expectations (CAPE). It also shows how the program has strategically tied courses to the California Administrator Content Expectations (CACE) standards. Program faculty explained this was done to ensure graduates are able to move directly into leadership positions when they complete the program. Program completers explained this was a valuable aspect of the program and set them up well for the Clear Administrative Credential Program. program

completer surveys available in the ADD system echo this as they show completers over the past three years are well or very well satisfied with course content.

The PASC program has one program leader who is a part-time faculty and receives one unit for administrative tasks such as program admissions, overseeing programmatic needs, advising candidates, etc. Interviews confirmed the program leader collaborates regularly with the other faculty, the School of Education chair, and site supervisors, and meets with the advisory board annually. Documented in agendas and amplified in interviews with program leadership and faculty, these meetings involved conversations about topics such as coursework, candidate needs, community needs, assessments, and data regarding programmatic changes. Interviews also confirmed the advisory board is involved with candidate assessment data and programmatic changes. One advisory board member explained, “We review CalAPA data, candidate portfolio data, and discuss community needs. Then we chat about changes that need to be made.” Program faculty also explained that revisions are made to syllabi and coursework as needed based on these data and collaborative discussions. Faculty members also highlighted the changes made to their field experience components due to the requirements of CalAPA. Faculty indicated that with these changes, CalAPA preparation activities are now completed as part of field experience hours. Specifically, CalAPA can account for half of the required 270 fieldwork hours. Completers echoed each other in the comments that they were given the opportunity to complete a closing survey which asks for written feedback as well as verbal feedback upon completion of the program.

In addition, the program leader is in regular contact with various educational community members. Interviews with individuals in community leadership roles at the district offices, school sites, and Special Education Local Plan Areas (SELPA) indicated they regularly converse with the Educational Leadership (EDL) program leadership regarding the needs of the community. Program leadership explained these relationships help strengthen the program by ensuring the programmatic structures and content is inclusive of the current educational needs.

The EDL has a unique partnership with Blue Lake Rancheria, implementing a U.S. Department of Education grant called Grow Your Own Administrator. This grant is sponsored by Blue Lake Rancheria, and the short-term goal is specifically to support Native American/Indigenous candidates through their administrative credential program. The grant is funded for five years (2021-2026) with a goal of funding 24 Native American/Indigenous candidates through the Cal Poly, Humboldt PASC program with support from Native American/Indigenous local school leaders and tribes. The long-term goal is to continue this grant and increase the diversity of teachers and leaders in the Humboldt area. In interviews, one candidate who is a recipient of this grant mentioned, “This grant is the only reason I am able to do this program.” Other recipients explained the support given by this grant is a driving factor in their decision to become an administrator. One candidate said, “This grant opportunity shows how much Humboldt cares about supporting my people, Indigenous people.”

Course of Study (Curriculum and Field Experience)

According to the Educational Leadership (EDL) Program handbook, over the course of two semesters, candidates take courses that are directly aligned with the CAPEs. Interviews with faculty and candidates concurred with the course syllabi that during the two fieldwork courses (one each semester) candidates have opportunities for hands-on leadership experience to help prepare them for the CalAPA. As written in the EDL handbook and further explained by candidates, they have both a site supervisor and university supervisor who each provide ongoing mentorship in fieldwork. Site supervisors confirmed they volunteer to mentor and support program candidates particularly when they are on the same school site. Candidates and program completers explained that this mentorship from the site supervisor and university supervisor is beneficial and helps ensure they are on the right track with coursework, fieldwork, and the CalAPA.

Per the EDL handbook and course matrix, candidates take three content courses and one field experience course each semester. Candidates and completers shared that courses help them identify technological equity gaps within their school and design ways to help close equity and achievement gaps. This satisfaction with courses was echoed in the ADD completer surveys. Specifically, candidates explained that EDL 646 *The Principal: Leaders & Administrator* prepared candidates for the CalAPA Cycle 1, however, a couple of candidates expressed a need for more preparation opportunities. Additionally, program completers explained that EDL 645 *Personnel Administration and Supervision* embeds coursework that supports their preparation for CalAPA Cycle 2. This was also apparent in the course syllabi.

As evidenced in the syllabi and program completer interviews, both EDL 649 *Ethics and School Administration* and EDL 647 *Diversity Issues and School Administration* integrate an equity focus into the work of a school leader. One completer mentioned, "EDL 647 helped me explore issues of equity throughout our community. I refer back to the content often in my current role as a school leader." Another program completer extended this comment with, "EDL 647 is one of the most important courses as we take a hard look at systemic inequities." In another course, EDL 642 *Curriculum: Development and Governance*, program completers indicated they gathered key information for CalAPA Cycle 3 while also learning to "… look at curriculum through a leadership lens rather than a teacher lens." The course syllabi and interviews with faculty of EDL 648 *Legal and Fiscal Aspects of School Administration,* verified the course provides candidates with insights and real work experience with law and budgeting. One faculty member explained, "This course was recently revised to ensure candidates gain both information and practice with the legal and budgetary responsibilities of leadership." Regarding programmatic coursework, one completer shared, "Our professors are knowledgeable and often practitioners. They bring great insight that only real practitioners can." Another current candidate said, "Our teachers and the program leader are so supportive. I feel very fortunate to learn from them."

As written in the EDL handbook and corroborated by the site supervisors, candidates participate in a total of 270 hours of fieldwork over the course of the year in either an elementary or secondary school setting. Included in the EDL handbook is an explanation of the fieldwork courses. Candidates explained they take one fieldwork course each semester and gain

significant amounts of hands-on experience through this work. Candidates and site supervisors explained that candidates conduct their fieldwork at their own site. If this is not an option, they conduct fieldwork at another local school site. As explained in the EDL handbook and further elaborated by program and site leadership, the focus of fieldwork activities is to develop the knowledge and skills outlined in the CAPEs. Current candidates and completers shared they received a significant amount of support in their placements from both their site supervisor and university supervisor. Completers mentioned they met with their site supervisors at least three times a month and with their university supervisor a minimum of three times a semester. Meetings are all held in-person, except during COVID, when they were held virtually due to school closures. In turn, site supervisors and candidates confirmed program leadership is supportive of them throughout the entire year. In fact, as indicated in the EDL handbook and corroborated by program leadership, site supervisors, and program completers, the triad (university supervisor, site supervisor, and candidate) meets at least twice a semester. The first meeting is to inform the site supervisor of their roles and responsibilities as well as to go over the candidate's goals and needs. The program completers indicated the triad meetings helped them identify ways they could engage in leadership experience that was beneficial to their growth while also supporting the school.

Site administrators echoed the leadership experiences the candidates complete in fieldwork is purposeful and rigorous, much like that of a practicing principal. They further elaborated that they encourage candidates to choose field work that will help them grow individually while simultaneously supporting the school in which they are working. One example given was a candidate's interest in working with parents of students learning English as a second language, the candidate's fieldwork tied directly to the school's needs by surveying parents about how the school could better support them and helping conduct English Learner advisory committee meetings.

In all coursework, faculty explained they strategically discuss with candidates the need to be equity-centered, technologically savvy, and aware of the various communities they serve. Program completer survey results verify that most candidates (80% or higher) felt the program prepared them to be leaders in the community. Faculty and community constituents indicated the university is in a rural setting and has diverse needs. In support of those diverse needs, program leadership explained that faculty are strategically chosen based on their practitioner experience, equity lens, and understanding of the communities they serve. Faculty also explained they work together to bring real-life work into the classroom in order to help prepare candidates for leadership roles. Program candidates echoed that they learn from faculty who are well-respected leaders and truly care about the communities they serve. One candidate shared, "Our faculty are local celebrities in education. They want us to succeed and become quality leaders." The candidates and program completers explained that all faculty are present, approachable, and knowledgeable.

<u>Assessment of Candidates</u>

As written in the EDL handbook and explained by faculty, candidates are assessed using both formative and summative assessments. Formative assessments include online discussions and

reflections, fieldwork assignments, and end-of-course papers. At the mid-point in the program, candidates explained they complete a mid-program evaluation which includes a review of progress toward meeting performance and program expectations. The faculty and program leader shared that this evaluation is used to ensure candidates are moving successfully through the program as well as to identify ways the program can better support candidates' individual growth. Program completers elaborated by sharing their fieldwork in the first half of the program helped identify fieldwork for the second half of the program. They further explained, the triad (university supervisor, site supervisor, and candidate) worked together to identify experiences that would help broaden the candidate's knowledge and experience with the CAPEs.

Assessment during fieldwork is ongoing. As explained in the EDL handbook and elaborated on by the site supervisors and program completers, candidates develop a fieldwork plan which includes specific competencies they seek to accomplish. Candidates and site supervisors explained this plan is developed collaboratively by the triad over the course of the academic year. The fieldwork plan contains a description of the candidate's field experience goals, activities toward meeting those goals, and estimated hours of participation in domain-related activities. This work is then compiled into an electronic portfolio containing the candidate's original fieldwork plan along with fieldwork approval documents, the fieldwork log of completed activities including sample artifacts, documents and exhibits, and reflection papers from fieldwork and university courses. Program completers explained that the expectations of this portfolio are made very clear in the handbook, the syllabus for EDL 696 *Field Experience Seminar and Final Evaluation*, and in the many discussions with program leadership and faculty.

Program leadership, faculty, and program completers explained the main summative assessment is the end of the program portfolio which is designed to assess candidate competencies in the CAPEs and overall completion of the program standards. As written in the EDL handbook, candidates are also evaluated formally by their site supervisor; the evaluation is also tied directly to the CAPEs. A site supervisor explained that they are asked to evaluate the candidate's experience with each performance expectation. They then discuss the evaluation and the portfolio during the final triad meeting, to identify if candidates have successfully completed the fieldwork requirements. In cases where candidates have not, the program leader and site supervisors explained they work together to identify fieldwork that still needs to be completed. However, site supervisors explained this is not something that has happened for many years, as the site supervisor and candidate meet many times through the semester to help ensure candidates are supported and able to complete the program successfully. Program completers also explained they are regularly supported by site administrators, who give them plenty of leadership opportunities at the site and district level, to ensure they successfully gain experience in each CAPE.

Overall, program candidates and completers indicated they were fully aware of the program assessments and felt equally supported while completing them. One completer shared, "The courses, assessments, and program as a whole prepared and even launched me into a successful career in leadership."

Findings on Standards
After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituents, the team determined that all program standards are met for the Preliminary Administrative Service Credential.

Adapted Physical Education Added Authorization

Program Design
The Adapted Physical Education Added Authorization (APEAA) at Cal Poly, Humboldt is offered through the Department of Kinesiology and Recreation Administration within the College of Professional Studies (CPS). The Adapted Physical Education program leader manages all activities associated with the APEAA Program. According to the organizational chart, the program leader for APEAA reports to the chair of the department, who is a tenure track faculty member and teaches in the APEAA program. There are three additional tenure track faculty who teach in the program, mentor candidates, and serve on thesis committees.

According to the APEAA program summary and confirmed in interviews, the Community Advisory Committee consists of university program coordinators, mentor teachers, and community partners. This committee is in continuous contact regarding issues and meets annually to formally review those issues and provide input relating to the APEAA program. Meeting minutes reviewed confirmed that the Community Advisory Committee discussed plans for continuous improvements in professional expectations, candidate portfolios, and the program exit survey. While the committee does address issues and concerns informally raised by faculty, there is no formal process which allows for formal faculty input. Faculty interviews confirmed survey documentation and committee meeting minutes, both of which indicated the exit survey has been updated in the past few years and moved to an online format to more effectively collect candidate input data regarding the APEAA program. This candidate data is discussed and, if needed, acted upon at year-end faculty meetings. All constituent groups have input into the program; however, the individual input processes did not appear to be smoothly integrated.

According to the APEAA program summary and confirmed in interviews, the APEAA program is designed for undergraduate students who plan to complete the APEAA concurrently with a basic teaching credential program and currently credentialed teachers who wish to earn the APEAA. Most candidates enter through the undergraduate pathway and have a Bachelor of Science in Kinesiology with an option in teaching Physical Education. Candidates from kinesiology without a teaching option as well as other majors must show content area competence by completing the Physical Education California Subject Examinations for Teachers (CSET) exam. Most candidates complete either an Education Specialist or a Single Subject Physical Education Credential program concurrently with the APEAA. Candidates in all pathways complete the same 24 units of coursework.

Exit surveys and interviews with current candidates and program completers identified the on-campus practicums and school-based field experiences as highlights of the program. Candidates

gained hands-on experiences with a broad range of school-aged children and adults with varying disabilities. Local field-based experiences reflect the demographics of the community and through these experiences, candidates gained confidence, along with knowledge in behavior management, differentiated instruction, collaboration, and data collection as well as how to navigate the processes involved with IEPs. Program completers noted in interviews the program structure included logical course sequence and pacing, strong connections with the cohort model, small class sizes, summer courses, and evening courses with school placements during the day.

In compliance with program standards and best practices, monitoring documents showed candidates complete 180 hours of supervised fieldwork over two semesters. Interviews with candidates and mentors confirmed that fieldwork provides opportunities for candidates to plan, assess, teach, evaluate instructional strategies, and collaborate with other professionals. Evidence from the program course matrix and syllabi were available to support course sequencing, connection of courses to fieldwork placements, and integration of fieldwork though the program. This was also highlighted in interviews with program leadership, candidates, completers, and mentors. Interviews with community partners from the advisory committee indicated that on-campus programs (e.g., Humboldt FIT, summer aquatics, student research) were the most impactful for their families and children with disabilities. The unique focus on adapted physical activities provided opportunities their children with disabilities otherwise would not have in the community and/or schools. As noted in documentation and interviews, when candidates conclude the APEAA program, they complete an exit survey regarding their experiences. Program faculty compile exit surveys and use the data to evaluate and assess their program. These surveys provide candidate feedback on fieldwork and clinical practice; however, appropriateness of candidate placements was not included on these surveys and so are not evaluated by faculty or another constituent group.

Course of Study (Curriculum and Field Experience)

Fieldwork both on campus and in conjunction with community partners is provided as part of coursework. In spring semester candidates are leaders in Humboldt FIT, a Friday evening program for children with disabilities that includes land and pool based physical activity and recreation activities. During summer sessions, candidates facilitate the FitFam program, a swim and gym program for children with disabilities and their siblings. In addition, candidates teach swimming skills and use assessment instruments to assess motor performance profiles of children and youth with disabilities, both incorporated as part of the FitFam program over summer. Course syllabi identify performance expectations and the means of evaluating assignments within each course.

According to the APEAA program documentation and confirmed in interviews, candidates are required to complete 180 hours of fieldwork during their program in supervised student teaching. Field placements come from over 70 different school districts in the surrounding areas. A qualified mentor teacher guides their candidate's experience, and the university supervisor acts as a liaison between Cal Poly, Humboldt, the mentor teacher, candidate, and school site. Interviews confirmed that at the beginning of each semester, the candidate and site

supervisor meet to develop a completion plan for the required hours. In the field experience, candidates gain experience in both elementary and secondary school placements working with a certified APE teacher. Some fieldwork activities also include community-based programs (e.g., Special Olympics). Candidates are evaluated by site supervisors four times per semester, and evaluations are discussed with both candidates and mentor teachers.

Candidates and university supervisors reported candidates can add Adapted Physical Education Added Authorizations in either the traditional or residency pathways. Evidence from program documentation and interviews presented how the interdisciplinary nature of the APEAA program prepares candidates to teach across the range of instructional programs including general education, special day classes, resource specialist programs, and adapted physical education. Syllabi showed coursework covers a wide range of disabilities and diversity comparable to the local schools. Coursework is directly related to fieldwork and practical experiences. From discussions in interviews, it is worth noting that most program completers and current candidates teach in special education classroom settings and do not provide direct APE services. This is consistent with local educational practices, with only one APE teacher in the county providing direct services. Program faculty mentioned a hopeful shift towards greater advocacy of APE services and will encourage candidates to incorporate their APEAA competencies and certifications into their classroom settings.

Assessment of Candidates

APEAA candidates are assessed throughout the program through signature assignments included in each APEAA focused course and evaluated by the program faculty. In all courses, candidates must receive a minimum of a B grade. The APEAA program uses both the university supervisor (APE Field Work Supervisor) and the mentor teacher (Adapted Physical Education Specialist) to assess the competence of each candidate during their fieldwork and student teaching experience. The measures of evaluation of professional competence are based on APEAA program standards and are clearly explained to candidates prior to their student teaching experience. The mentor teachers complete a mid-year and final evaluation of the candidate. Interviews with candidates and program documentation indicate program faculty provide prompt and thorough informal feedback, are readily available to candidates when they have questions or need help and are supportive of all candidates. Faculty also provide formative feedback four times per semester during fieldwork using the teacher candidate fieldwork teaching assessment document. After completion, the rubric is given to the candidates and discussed with faculty and mentor teachers.

Throughout the program, candidates are building an electronic portfolio of work samples to demonstrate competency in the content standards related to APE. Documentation shows a rubric for faculty to assess the electronic portfolio. Program assessment requirements are addressed in the course syllabi. Additionally, exit criteria for the program also include the Adapted Physical Education National Standards (APENS) exam, the CSET (if needed), and a thesis project. Feedback is provided to candidates on an ongoing basis throughout the APEAA Program.

Findings on Standards
After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the Adapted Physical Education Added Authorization.

Pupil Personnel Services: School Psychology with Intern Credential

Program Design
The Pupil Personnel Services: School Psychology Credential program (SPP) at Cal Poly, Humboldt has been an approved graduate program within the Department of Psychology for 55 years. Based on the organizational chart and confirmed in interviews, the program is designed and administered by Psychology Department faculty utilizing guidelines set forth by the Commission and the National Association of School Psychologists (NASP). The program combines a Master of Arts degree in Psychology with a Pupil Personnel Services credential authorizing service in California as a school psychologist. The program was approved in January 2022.

Leadership within the SPP is provided by the program director as well as approximately eight part-time faculty and practitioners who teach core coursework and provide supervision. In interviews with university faculty, district site-supervisors, and local district and county education leaders strongly agree that the leadership within the program provides rigorous training, with candidates being well prepared for field placement opportunities. Current candidates and local school officials agreed in interviews that the SPP leadership offers a high level of support and advocacy for placement opportunities in field settings that can range from urban school districts to rural schools on tribal lands.

Based on the SPP overview document and program outline documentation, the SPP is an 85-unit sequence consisting of coursework, field experience, and research training, and requires a minimum of three years to complete. The program combines coursework and supervised fieldwork, leading to a Pupil Personnel Services: School Psychology intern credential. The second year requires 540 hours of practicum hours which are integrated with course work. This structure was confirmed in an interview with the program director as well as reflected in the SPP Practicum and Internship handbook, 2022. During the third year, candidates work in approved, supervised internships, for a minimum of 1200 hours, conducting a breadth of activities related to credentialing standards. Based upon program documentation as well as confirmed in interviews with faculty and candidates, the department chair approves all internship sites with candidates seeking program approval for the position. The program requires an oral defense at the end of year two and year three portfolio submission. Multiple candidate program handbooks offer a comprehensive and detailed overview of the coursework sequencing and the practicum and internship process, including roles, responsibilities, and timelines, as well as templates and rubrics associated with the portfolio assessments. This structural information was confirmed in interviews with the program leadership and key part-time faculty practitioner.

Communications within SPP, as confirmed by program leadership and key faculty, consist of a monthly SPP committee meeting which addresses all aspects of the SPP and is attended by the program director as well as all part time faculty teaching more than two courses during the current semester. While program documentation indicates open access to the meeting, which can include candidates, in interviews current candidates did not indicate awareness of access to monthly committee meetings. Nevertheless, current candidates and completers overwhelmingly agree that program faculty are very accessible with direct informal access to faculty serving as a primary means for communication with program faculty. This was echoed on each of the last three ADD completer surveys where the majority of respondents strongly agreed with the statement, "Overall, I felt supported as a student in my program".

Faculty instructors reported that during its tenure, the current leadership of the SPP has made modifications including updated course curriculum in response to needs identified in candidate feedback via exit surveys and course evaluations. Additional recent program developments include the revival of the test library with resources that multiple candidates agree offer extensive testing equipment as well as resources that promote best practices and support special populations. The program director and several candidates also referred to the development of a graduate school psychology club that supports professional development activities including fundraising to cover registration fees of the National Association of School Psychology (NASP).

Interviews with program leadership, site-based supervisors, and local district and county leadership overwhelmingly agreed a collaborative and shared professional culture has developed because many of constituent group representatives are graduates of the SPP. School leadership for both the county and local districts indicate that constituent input is easily and informally communicated to the SPP through multiple shared professional development opportunities and channels of professional communication. While strong collegial relationships allow for informal constituent input, this does not meet the level of systematic performance-based evaluations and accountability procedures for ongoing program improvement.

Course of Study

Based on documentation in multiple program handbooks and confirmed by interviews with current candidates and completers, the sequence of course work is thoroughly presented at the beginning of the year with an initial program orientation for first year candidates and reviewed with returning candidates at the beginning of subsequent academic years. Multiple candidate interviews identified the sequence of course work is also referred to and presented in practicum and internship courses. Candidates from all years of the program as well as program completers strongly agreed that there is a continuous logical progression of coursework from didactic teaching in foundational courses to more independent and field-based competencies which are integrated into final capstone projects of the comprehensive defense of the internship portfolio. Graduate handbooks offer delineated and descriptive overviews of the SPP, including the practicum and internship process, timelines, expectation of site supervisors

and intern responsibilities. Resources and assessment rubrics for field placements during the second and third year of the program are also included.

Current candidates and completers describe the course work as progressively sequenced and well-coordinated with the practicum and internship opportunities as well as a development of competencies from the practicum experience to the internship experience which utilize or cement previous academic coursework. Candidates refer to a rigorous culminating portfolio project developed during the final year of the program as allowing candidates to demonstrate both breadth and depth in the ten domains of practice. Candidates strongly agree that the portfolio project is a significant learning experience that allows integration of learning as well as opportunities for demonstrating deep competency in areas of professional interest.

Based on results from the 2020-21 PPS completer survey, inclusive of both School Psychology and School Social Work credential programs, graduates have high opinions of the program. Over 85% of completers agreed or strongly agreed that instructors effectively communicated course expectations, grading and information about assignments as well as being approachable if candidates sought help. Over 80% of respondents found that their instructors sought to engage and motivate candidates in their courses and over 85% agreed or strongly agreed that the coursework was rigorous and challenging with over 90% reporting that they agreed or strongly agreed that the coursework matched the learning goals.

Interviews with multiple candidates indicate types of field placements can vary greatly from small rural schools to urban districts, with the SPP requiring candidates access both elementary and secondary placement settings. At a minimum, per program leadership, this can mean a candidate is placed in a K-8 setting in the instance that no high school field setting is available. Multiple candidates also agree that while there is a range of field placements, the quality of field placements vary dramatically. Some candidates articulate this as a concern, while others indicate challenges in field placements serve as opportunities for advocacy and problem solving consistent with developing professional skills. A district supervisor of an intern working on tribal lands commented that their candidate's high level of skill combined with her indigenous background, equips her with the cultural competence to address a range of diverse and significant needs within an isolated lower socio-economic setting, which has resulted in positive impacts on children, families, and schools.

University faculty, site supervisors, and candidates as well as local school leaders agree that there is significant and ongoing advocacy for candidates in the field. The program director and faculty agree that candidates are supported in fulfilling all expectations of the portfolio; if a given setting shows itself to be limited in meeting field expectations, site supervisors or faculty identify further opportunities that can support the candidate's needs. As for support provided by site supervisors, the program director and key university instructors indicate that site supervisors who in the past have not adequately supported candidates in the field are not used in future field placements. Employers and district site supervisors commend the SPP program leadership as being a "great partner" in advocating for placing candidates in field-based positions.

Employers and program completers commented in interviews that SPP provides candidates who complete the program with an excellent education in beginning their careers as school psychologists. Current candidates, completers, and district level supervisors and employers refer to the 540 hours of practicum which exceeds the required minimum of 450 hours allowing candidates to begin field practice with a high level of experience. Employers also noted that many internships are competitive with candidates from SPP receiving internships and remaining as employees. Keeping in mind that ADD surveys combine both PPS programs, survey data on this topic shows all respondents chose to agree or strongly agree with the statement, "I would recommend my program to others."

Candidate Assessment

Candidate competencies are assessed systematically over the course of three years in the program. Program documentation including candidate program handbooks, course syllabi and practicum and internship evaluation rubrics set forth the expectations for candidate performance and means of assessments. The expectation is that candidates will receive course grades of B- or higher. On the occasion a candidate earns a C+ or lower in any required course, that candidate is placed on academic probation and must repeat the course satisfactorily. Faculty and program documents indicate a corrective action plan can be used to identify positive demonstration of improvements to fulfill academic expectations. Multiple candidate handbooks offer an overview of the means of candidate assessment through coursework as well as the portfolio process with timelines, templates, and associated rubrics. Candidates, completers, and faculty referred uniformly to orientations and program documentation that offer information on grade performance expectations, fieldwork experience evaluation, and portfolio projects assessment.

Candidates completing internships are required to be in regular contact with their university supervisors, based on the SPP program summary as well as the SPP Practicum and Internship handbook. Interviews with candidates completing internships indicated that they attended supervision sessions with their university supervisor via Zoom as well as evaluations with district site-based intern supervisors. Though some disagreed, candidates mostly agreed that the evaluation process for field placements is a collaborative review of practice involving both the university supervisor, the district-site supervisor, and the candidate regarding demonstrated levels of practice. On campus, face-to-face training occurs three times during the school year: first in October, then February to attend professional development seminars with key SPP faculty, and a third time in May to defend their portfolio work with faculty who are on their defense committee.

The portfolio is a central assessment tool used for formative evaluation with the development of portfolio products documenting the change in knowledge and professional expertise. The portfolio is also a summative evaluation of the internship with candidates submitting a final portfolio project and standing for an oral comprehensive defense. Faculty members underscored an expectation that beginning candidates will produce work that is not as developed as more advanced candidates in their third year of the program. Candidates and

faculty agree that the evaluative rubric is explained and referred to throughout the program. Nevertheless, candidates discuss an inexact understanding of the specific criteria within the rubric to achieve a particular level of competency as candidates move through the program. Faculty members indicate that despite continued references to the portfolio as both a formative and summative measure, candidates who are “achievement-oriented” can still struggle with evaluations that identify candidate levels of competency as in the formative stages.

Findings on Standards

After review of all available information including program documentation, interviews with candidates, program completers, program personnel, mentors, coaches, and other constituents, the team determines that all program standards are **met** for the School Psychology Program at Cal Poly, Humboldt.

Pupil Personnel Services: School Social Work Credential

Program Design

Cal Poly, Humboldt Department of Social Work offers a post-Master of Social Work (MSW) Pupil Personnel Services Credential with a specialization in School Social Work (PPSC-SSW). The program is jointly housed within the College of Professional Studies (CPS) with connections to the College of Extended Studies and Global Education due to its distributive learning program and grants, as referenced by the organization chart provided by the institution. The program is for persons holding an MSW degree from a program accredited by the Council on Social Work Education. According to multiple sources, the program has a strong emphasis on rural and Indigenous communities.

The organization chart shows the dean as the unit leader, with the leadership at the department level provided by the Social Work department chair. In addition, the PPSC-SSW program coordinator provides day-to-day management of the PPSC-SSW credential program. As reported in program review documents and the PPSC-SSW program overview presentation, the program coordinator's responsibilities range from communicating with all departments, coordinating fieldwork experiences, collaborating with fieldwork instructors and site supervisors, outreach, and recruitment, advising, and tracking and reviewing all PPSC-SSW applications. Interviews with the program coordinator, field instructors, site supervisors, community partners, and candidates substantiated the coordinator’s roles and responsibilities detailed in the program summary and program overview presentation.

During site interviews, the program coordinator described the role of coordinator as a "bridge builder," where the responsibility is to care for and nurture both the program and community—this description aligned with the descriptions provided by candidates and community partners. In discussing leadership and advising, one candidate described the program coordinator as the "connective tissue" between the program, field, and community. A community partner interviewed used the term "connector" and shared that the program coordinator has been

instrumental in developing partnerships with local educational agencies and providing needed support to the community. There was ample evidence in interviews demonstrating the program coordinator communicates with all interested parties and effectively coordinates various aspects of the program.

Program documents provided evidence of program alignment with the common principles, values, and goals for the PPSC-SSW credential program. A review of syllabi, handbooks, and fieldwork evaluations, demonstrated the program is intentional about ensuring curricula, program structure, and advising align with the mission of producing competent practitioners committed to serving students and families, specifically those living in rural communities and serving Indigenous populations.

As the PPSC-SSW credential program is in its fourth year, modifications to the curriculum, assessment measures, and program processes occur continuously. Analysis of evidence, including candidate feedback, course evaluations, program annual assessment reports, and feedback from community partners drive changes and refinements. As reported in interviews with program faculty, the department chair, and the program coordinator, and corroborated by the program summary, over the last two years, the program has focused on integrating more assessments to appraise candidate progress across the performance expectations, program effectiveness, and candidate experience. For example, two curriculum modifications highlighted during interviews with program faculty and the program coordinator, resulting from the annual program report review, were the need for additional training in the areas of policy and research. Based on these findings, additional content was integrated into courses to increase candidate knowledge of policy and bolster candidate's skills in interpreting, applying, and conducting research.

Evidence of ongoing and varied methods of communication and collaboration amongst all interested parties was apparent in interviews and through program documentation. Through regularly scheduled program meetings, fieldwork meetings, grant meetings, and leadership meetings, faculty, and program staff are provided opportunities to discuss program needs, evaluate candidate progress, review program data, and engage with community members. Site supervisors reported they felt supported by program faculty and interacted with the field instructor, fieldwork director, or program coordinator several times a month via formal (e.g., site visits, program meetings) and informal means (i.e., emails, phone calls). An opportunity for collaboration with the community comes with PPSC-SSW's representation on the P-12 Workforce Partnership Advisory Board. This board provides advice and guidance to all education credential programs regarding the personnel needs of schools in the region. The board includes a broad range of education professionals from the community and is supported by the Superintendent's Office at the Humboldt County Office of Education.

<u>Course of Study (Curriculum and Field Experience)</u>

Cal Poly, Humboldt's SSW program offers two options for candidates to complete coursework, both of which can be completed via a two-year campus-based or 3.5-year Distributed Learning (online) program. According to several documents, prospective candidates with an MSW degree

from another accredited program will have their transcripts analyzed and, at a minimum, may enroll to complete two courses (SW 670: Social Work in School A, and SW 671 School Social Work in School B) required for the PPS credential and complete the required fieldwork hours. The PPSC-SSW program comprises two three-unit courses offered within the distributive learning model over the summer. Full admission into the program requires the completion of all SSW courses and fieldwork hours.

Per program standards and performance expectations, upon admission, candidates must demonstrate their MSW degree program included organized course work and a 1,000-clock hour field experience, with a minimum of 450 hours in a school-based setting, which provided multiple opportunities for candidates to learn, apply, and reflect on each of the PPSC-SSW program expectations. Candidates enrolled in the MSW program at Cal Poly, Humboldt who are interested in pursuing the PPSC and contact the program, are informed of additional field requirements for the PPSC by the program coordinator. While candidates are not admitted into the PPSC-SSW program until they have completed the MSW degree, candidates interested in pursuing the credential are placed on the pre-PPSC-SSW track and receive ongoing support and advising from the program coordinator to ensure they meet all of the requirements for the PPSC-SSW program as evidenced by the program summary and further substantiated by interviews with candidates, completers, the field director, and the program coordinator. The school social work performance expectations are interwoven into all PPSC-SSW courses, as evidenced by the syllabi in the course matrix. In speaking with PPSC-SSW program faculty and reviewing course syllabi, it was evident that there is a concerted effort to ensure all performance expectations are introduced, practiced, or assessed within the PPSC-SSW coursework. Program faculty reported that they regularly reflect on their instruction and seek to uncover opportunities to connect performance expectations to assignments and discussions. Candidates also reported that the coursework was appropriately sequenced and provided them with the training necessary for fieldwork, with completers reporting they felt prepared upon graduation.

As the PPSC-SSW program is a post-MSW program, it accepts candidates from other Council on Social Work Education (CSWE)-accredited MSW programs. Candidates applying to the program from outside Cal Poly, Humboldt must demonstrate they have completed all the requirements prior to admission. There are two distinct pathways for candidates to complete the program based on whether they attended Cal Poly, Humboldt's MSW program or another CSWE-accredited MSW program. Fieldwork requirements for both pathways are verified via the Learning Agreement and Field Evaluation and Verification of Standards, and further substantiated by interviews with candidates, completers, and the program coordinator. In reviewing program admission documents, it was apparent that the program does its due diligence to guarantee all prospective candidates meet the fieldwork requirements and demonstrate competency in the performance expectations upon admission.

Upon admission into the PPSC-SSW program, all candidates complete two online courses: SW 670: Social Work in School A (macro), and SW 671 School Social Work in School B (micro). Examination of the course matrix and syllabi for SW 670 and SW 671 show learning activities,

readings, assignments, and course discussions requiring candidates to synthesize, apply, and reflect on all performance expectations. Alumni reported that upon completing the program, they felt well-trained and able to take on the role and responsibilities of school social workers. In addition, community partners noted during interviews that Cal Poly, Humboldt graduates were knowledgeable, professional, and well-prepared to meet the needs of the surrounding communities. Dashboard data, while not disaggregated by individual PPS programs, showed that at least 90% of candidates agreed or strongly agreed that the program matched their learning goals, was rigorous, provided the knowledge and skills necessary for the profession, and was relevant. Additionally, ADD survey results showed that 89% of candidates agreed or strongly agreed that they received timely feedback on assignments that were both useful and constructive.

The PPSC-SSW program demonstrates a high level of coordination between all constituents in advisement, evaluation, supervision, and instruction. Program documentation, site visit materials, and interviews displayed a commitment to utilizing feedback and evaluations for program improvement. As this is a new program, the program continues to develop systematic methods for data collection and analysis. Program leadership, including the program coordinator and field director, are intentional about establishing solid partnerships with local districts and agencies to ensure goodness of fit between the learner, site, and site supervisor while also ensuring candidates receive comprehensive training as described in interviews with the department chair, district partners, and completers. A common theme through interviews with all constituents was the support provided by the program not only for candidates but also for the institutions they serve. Interviews with site supervisors and community partners lauded the multitude of opportunities to consult and collaborate with the program and specifically commented on the accessibility of the program coordinator.

Assessment of Candidates

The PPSC-SSW program uses various intentional and well-designed assessment methods to evaluate candidate progress and determine competency across all performance expectations, as reported in the program summary and confirmed by interviews with program faculty, the department chair, and the program coordinator. As many of the candidates in the credential program received their MSW degree from Cal Poly, Humboldt, many of the assessment methods reviewed and discussed in interviews occur within the preparation of pre-PPSC-SSW candidates. Information regarding program assessment requirements is made available to candidates upon enrollment via the program website, program handbook, various information sessions, and consulting with the program coordinator. The School-Based Internship Learning Agreement and Evaluation and the Final Field Evaluation and Verification of Standards Form and coursework are the central measures used to assess competency across the SW performance expectations during internship. The learning agreement tracks and evaluates the intern's skills across the nine core competencies required in the SSW program and the school social work performance expectations. The university supervisor, field instructor, and the candidate formally review the learning agreement twice a year; however, candidates and completers reported they regularly referred to the document to ensure they obtained experiences aligned with the performance expectations. In addition, interviews with site

supervisors, field instructors, candidates, and completers, verified the fidelity of assessment practices. The program coordinator reported that the Learning Agreement is a measure used across CSWE-accredited social school social work programs to monitor competencies and performance expectations during fieldwork.

Recommendations for the PPSC-SSW credential occur upon successfully completing courses SW 670 and SW 671 in addition to other unmet MSW program requirements. The HSU PPSC-SSW Candidate Recommendation Checklist outlines the requirements for candidates to be recommended for the PPSC in School Social Work. The document is completed by the PPSC-SSW program coordinator and submitted and reviewed by a credential analyst before review.

Program effectiveness, and completer experience are captured via the Cal Poly, PPSC-SSW completer survey. Per the survey description, the survey is used "… as a part of the accreditation process and in a continuing effort to improve our program." Candidates are sent the form a few months after completing the program.

Findings on Standards

After review of the institutional report, support documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty/field instructors, department leadership, the fieldwork director, community partners, and the program coordinator, the team determined that all program standards are **met** for the Cal Poly, Humboldt, PPSC-SSW program.

INSTITUTION SUMMARY

Over the last century, Cal Poly, Humboldt (formerly Humboldt State University) has grown from an institution focused solely on teacher education to a fully accredited university that is known for academic excellence, personal attention, hands-on learning, and commitment to sustainability. The College of Professional Studies (CPS) is one of three academic colleges at Cal Poly, Humboldt. It comprises eight academic departments four of which house the Cal Poly, Humboldt credential programs. CPS programs are committed to the education of professionals through academic excellence focused on hands-on learning, internships, and the development of candidates' potential for personal, social, and economic well-being.

The Education Accreditation Unit (EAU) at Cal Poly, Humboldt is housed in the CPS. The EAU is home to eight ongoing programs that prepare elementary, secondary, educational specialists, and adapted physical education teachers, school and system-level administrators, school psychologists and school social workers. The Educational Leadership, Education Specialist Mild to Moderate Support Needs, Elementary Education, Liberal Studies Elementary Education, and Secondary Education credential programs reside in the School of Education (SOE). The School of Education works closely with Cal Poly, Humboldt's College of Extended Education and Global Engagement (CEEGE) to provide the Educational Specialist Extensive Support Needs program. The School Psychology program is housed in the Department of Psychology, and the School Social Work Program is housed in the Department of Social Work. The School Social Work program also works closely with CEEGE to provide the credential requirements statewide. The Adapted Physical Education Added Authorization program resides in the School of Applied Health.

Strengths of the institution include field-based learning experiences, unit organizational structures that support and empower each program regarding budget allocation decision-making, recruitment, and retention of a diverse range of candidates, faculty, and staff, and institutional support for grant development and implementation. The CPS Council of Chairs and the P-12 Workforce Partnership Advisory Committee are examples of organizational structures that promote continuous improvement through the identification of needs in the institution and in the region as well as opportunities to identify resources to address those needs. The range of grants awarded to programs in the unit that address issues of diversity and equity and innovative field-based learning experiences illustrates the impact of the organization in creating the conditions for the collaborative efforts of the leadership, faculty, staff, and partners in the region to thrive. The unit has established a track record of moving successful grant funded activities into the operations of the unit.

One opportunity for Cal Poly, Humboldt and the EAU, as identified by employers and P-12 partners, is planning for growth and evolution of the educator preparation programs through the lens of social justice. Employers, local education agency partners, and unit leadership emphasized in interviews that this growth should be strategically designed to attract candidates that reflect the diversity of the communities served and to address the specific educational

needs of learners as well as the needs of communities in rural local education agencies both large and small.

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:	***No response needed***
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 stakeholders 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**

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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 core values of the institution are reflected in the mission and vision of the College of Professional Studies (CPS) and the Education Accreditation Unit (EAU) at Cal Poly, Humboldt. The evidence-informed vision that bolsters grant efforts as well as program design and pedagogy for each of the educator preparation programs in the unit is grounded in a commitment to diversity and equity in education and hands-on field-based learning experiences with mentors and supervisors who are experienced professionals in their field. The provost, dean, associate dean, program leaders, and the director of the Center for Teaching and Learning all referenced the vision in describing their roles in supporting faculty, staff, candidates both in the classroom (virtual and/or physical) and in the field, and community partners. Conversation with employers, advisory committee members, university supervisors, and district-employed mentors consistently reflected the value of preparing candidates in diverse and inclusive settings where educational supports and services are being practiced. Faculty, staff, community partners, and program leaders consistently identified their role in informing decision-making and planning for educator preparation programs. Based on interviews with these constituents and a review of meeting rosters, agendas, and minutes, these interactions form the basis for ongoing collaboration and involvement among faculty, unit leadership, and P-12 colleagues.

Conversations with the Cal Poly, Humboldt provost and vice president for Academic Affairs as well as the dean and associate dean of the CPS consistently confirmed the institution's commitment to ensuring that the EAU and all of the programs have access to adequate human, financial, and technological resources for effective operation. The organizational structure of the EAU in the context of CPS supports access to collaboration across academic units within the college as well as supports in Academic Affairs including the Center for Teaching and Learning, the library, Academic Personnel Services, Office of Diversity, Equity, and Inclusion, and the Office of Research and Sponsored Programs. These resources support the development of faculty and programs including the recruitment, hiring, and retention of diverse and qualified faculty.

According to the dean and associate dean of the CPS, efforts are being implemented to centralize the recommendation of candidates for credentials through one credential analyst housed in the Registrar's office. This credential analyst has years of experience and consistently participates in professional development through the Credential Counselors and Analysts of

California (CCAC). Up to this year, the program leaders for the Pupil Personnel Services School Social Work (PPS-SSW) and the Pupil Personnel Services School Psychology were taking on this role. All of the personnel at Cal Poly, Humboldt have appropriate forms and processes for counseling candidates and verifying credential requirements that inform the recommendation process.

Common Standard 2: Candidate Recruitment and Support	**Team Finding**
Candidates are recruited and supported in all educator preparation programs to ensure their success.	***No response needed***
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
According to a review of documents in the Common Standards Addendum, in 2021-22, the percentage of underrepresented minority (URM) candidates in credential programs was 24.67% which is 16.33% lower than the percentage of URM students, university wide. The teacher preparation programs within the School of Education (SOE) have engaged in a number of initiatives to recruit a broad range of candidates holding diverse identities, including the Secondary Education Pathway Faculty Professional Learning Community (PLC) which has been reinvigorated under the Developing Hispanic-Serving Institutions Title V grant. The PLC brings together faculty from content areas in other colleges within Cal Poly, Humboldt to develop clear and cohesive pathways from undergraduate majors into the teaching credential programs. A second initiative is a grant with the CSU Center for Transformational Educator Preparation Programs (CTEPP) and WestEd's Improvement Science Team to review recruitment and admission processes of teacher credential programs, address broader systemic inequities, and ensure the admissions processes and programs are welcoming to diverse applicants.

Documents reviewed reflect efforts to diversify the educator profession through purposeful recruitment and admissions activities such as direct recruiting in Indigenous communities and with tribal partners; providing stipends to support Indigenous candidates; showcasing candidates from systemically marginalized communities in university and community outreach efforts; and holding information meetings twice a semester for students across the Cal Poly, Humboldt community. These efforts take place across all teacher credential programs and the Preliminary Administrative Services Credential, Adapted Physical Education Added Authorization, as well as the Pupil Personnel Services School Psychology and Pupil Personnel Services School Social Work programs. Interviews with program leads confirmed these recruitment and admissions related activities.

In interviews candidates, completers, university supervisors, and program faculty spoke of the small nature of the educator preparation programs and how this allows candidates to be individually known within their program. At monthly program meetings, there is dedicated time to discuss candidate progress and any issues candidates may be experiencing. Though it did not rise to the level of concern, there was not strong evidence of consistent processes and systems in place to document and track candidate progress, beyond these monthly meetings. Candidates and completers shared in interviews about the ready availability of faculty, program coordinators, and university supervisors to answer questions and provide needed information and support. Evidence available on site and confirmed in interviews indicated university supervisors regularly review candidate performance in the field, based on relevant program performance expectations and use this information to direct individual support of candidates. Additionally, examples of performance improvement plans, and corrective action plans were provided that demonstrate clear processes for candidates who need additional assistance to meet required competencies.

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**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Inconsistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Inconsistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Inconsistently**
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.	**Consistently**

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard
Programs across Cal Poly, Humboldt provided evidence of a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills relevant to their credential area. The California Commission on Teacher Credentialing Completer Surveys, available for the Multiple Subject, Single Subject, Education Specialist, Preliminary Administrative Services, and Pupil Personnel Services credential programs, include a question asking if the field-based experiences completers experienced allowed them to practice and apply knowledge acquired through program coursework. For Cal Poly, Humboldt, the range of responses to this question at the level of strongly agree is consistent or slightly exceeds the range for statewide completers in each of the programs except for the Education Specialist credential programs and the Pupil Personnel Services credential programs. The responses for the Education Specialist credential programs at Cal Poly, Humboldt reflect that 50% of completers strongly agree, which is lower than the 57.3% for statewide completers. The responses for the Pupil Personnel Services credential programs ranged from a high of 48.0% to a low of 30.0% of completers who strongly agreed, which is lower than the range of 61.3% to 54.1% for statewide completers. This data show field-based experiences of the three identified programs provide inconsistent practice and application of skills and knowledge.

Review of documentation provided in the Common Standards Addendum and interviews conducted with program leads, district employed supervisors, and university supervisors confirmed all programs have processes in place for ensuring district employed supervisors are certified and experienced in their relevant credential area. However, variability in the knowledge and effectiveness of district employed supervisors as well as inconsistency in the effectiveness of support provided by university supervisors was reported in interviews with candidates and completers of some programs. All programs provided evidence of using Canvas shells (learning management system), meeting agendas, and/or program handbooks to train and orient district employed supervisors to their role. In some programs the program lead serves as the university supervisor. However, in programs with multiple university supervisors, regular meetings to provide orientation and support were confirmed via interviews. Additionally, interviews with university supervisors, district employed supervisors, and program leads indicated that district employed supervisors had regular access to university supervisors and/or program leads through triad meetings, on-site observations, or other frequent communications.

The evaluation and recognition of district employed supervisors was not evidenced across all programs. The Multiple Subject, Single Subject, and Education Specialist credential programs did provide evidence of feedback processes from candidates and university supervisors related to placement sites and district employed supervisors; however, they did not provide evidence of celebrations and other means of recognition for district employed supervisors. In interviews with other program leads, examples of collecting feedback on district employed supervisors from candidates and university supervisors was presented, but it was not clear that regular evaluation and recognition of district employed supervisors occurs systematically across all programs. Program leads of some programs indicated that many of the district employed supervisors are alumni of the programs and receive swag or other program items as informal recognition. Similarly, program leads also indicated that there is not a process in place to recognize the site-based supervisors for their work in the program.

The programs in the School of Education use an assessment of fieldwork/clinical practice placement form to collect feedback from candidates about their fieldwork setting. Documentation indicates the Unit Education Assessment Committee meets monthly to review data and discuss program modifications including fieldwork and clinical practice experiences. A review of the minutes from the Unit Education Assessment Committee meetings does not clearly show that discussion of data or program modifications related to fieldwork and clinical practice have been included in these meetings over the past two academic years. Additionally, in interviews program leads could not share examples of discussions around the effectiveness or evaluation of fieldwork and clinical practice which occurred at these meetings. There was evidence that programs review feedback from the fieldwork/clinical practice placement form or candidate performance on observations or Portfolios from fieldwork and clinical practice; however, there was not clear evidence all programs effectively evaluate fieldwork and clinical practice.

Rationale for the Finding

Candidates and completers report variability in the effective and knowledgeable support they receive from site-based supervisors. Some program leads indicated they do not regularly evaluate and recognize site-based supervisors. There is not clear evidence that all programs effectively evaluate fieldwork and clinical practice.

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.	**Inconsistently**
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	**Inconsistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	**Inconsistently**
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	**Consistently**

Finding on Common Standard 4: Met with Concerns

Summary of information applicable to the standard
Based on a review of all documentation, as well as a review of assessment plans for individual programs from the continuous improvement system, and interviews with various constituents, it was evident the education unit has been working since 2021 to develop and implement a comprehensive process for demonstrating continuous program and unit effectiveness. A graphic representation of the emerging system indicated points in the academic year where different components of the assessment process are completed. The graphic also provided brief descriptions of roles carried out by unit and institutional personnel. As described in the graphic, program leads oversee and direct the assessment and continuous improvement processes within their own programs; the associate dean, SOE chair, and accreditation coordinator manage these processes across the unit.

The review of evidence provided illustrates an assessment system where data are collected and analyzed at the program level including levels of individual candidate's preparedness to enter professional practice, and feedback from key constituencies such as employers and community partners. Interviews confirmed individual program assessment activities are more likely to grow organically out of each programs' concerns. Interviews across multiple constituent groups emphasized how change was primarily driven by those concerns and perceptions. It was clear this organic approach was part of the institutional culture. Cal Poly, Humboldt leadership,

faculty, candidates, completers, and district partners clearly demonstrated their commitment to ongoing improvement in their effectiveness with candidates and impact on K-12 schools.

Evidence from interviews with program and unit leadership confirmed the processes leading to continuous improvement within individual programs were more fully documented than processes for assessing the effectiveness of unit operations as a whole. Program directors spoke enthusiastically about the growth they had seen recently in the direction of sharing more data between programs; however, there was inconsistent evidence indicating the unit's comprehensive, regular, and systematic analysis of overall unit effectiveness. Two areas were identified as needing more systemic, unit-level assessment: effectiveness of fieldwork and clinical practice and effectiveness of support services.

Reviews across individual programs' continuous improvement plans found inconsistency with the level of analysis and comprehensiveness of data provided, the documentation of data on which discussion was based, the degree to which identified goals for program improvement were followed up on in subsequent years, and the degree to which the continuous improvement system tracked the effectiveness of identified program modifications. Individual program plans did not demonstrate consistently or persuasively a continuous cycle of improvement; however, multiple faculty and program directors stated there is current momentum in developing an assessment culture within the unit including a more comprehensive and systematic process of data gathering, documenting, assessing, and sharing findings and program modifications.

Rationale for the Finding

While Cal Poly, Humboldt has made significant progress in documenting components of a continuous improvement system at the program level, the team found inconsistent evidence of processes being implemented for robust and comprehensive continuous improvement at the unit level. Annual plans for continuous progress among individual programs are inconsistent with respect to documenting the analysis of relevant data.

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
Institutional responses to Common and program standards showed, and interviews with a wide range of constituents confirmed, programs within the unit have processes in place to ensure candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to educate and effectively support all students in meeting state-adopted standards. A review of assessment measures, including evaluations of candidates by mentors, evaluations by university-employed supervisors, and the results from ADD data (where applicable), indicated program completers across programs demonstrated competencies specified in the relevant program standards.

Employers consistently reported high levels of satisfaction with program completers, unit wide. During an interview, all administrators agreed with one participant's statement that Cal Poly, Humboldt program completers, relative to completers from other institutions, "understand the region, understand the demographics of our area, understand the school culture, and are prepared to hit the ground running." Principals and superintendents interviewed spoke gratefully of being able to hire program completers who would likely remain in the area long-term. Multiple interviews, including those with employers and K-12 teachers, highlighted program completers' sensitivity to K-12 students' social-emotional needs. One hundred percent of employers surveyed through the California State University (CSU) EdQ Data Center indicated they would hire another graduate from Cal Poly, Humboldt.

Community partners agree programs have been highly responsive to staffing needs of local schools. As part of the K-12 workforce, Cal Poly, Humboldt has created new or more accessible professional pathways for (a) students transferring from community colleges; (b) paraprofessionals seeking teaching credentials; and (c) historically underrepresented groups within the K-12 workforce. Portions of nine recent collaborative grants awarded to the institution and its community partners (2018-2023) have helped initiate and sustain these pathways.

Interviews with the leadership in the CPS, district-employed supervisors, and the Humboldt County Office of Education (HCOE) demonstrated the institutional partnership with HCOE and local districts to provide a wide range of professional development for in-service educators.

Numerous interviews confirmed institutional responses to Common and program standards and attest to the profound overall impact of Cal Poly, Humboldt on K-12 student learning and school culture within its service-area. Interviewees continually referred to the regional network of personal and professional connections Cal Poly, Humboldt has helped to foster; networks which provide expertise and access to other resources which is especially invaluable in smaller and more isolated schools. On multiple occasions, principals and superintendents referred to the collective impact of recent program completers with respect to (a) heightening awareness and increasing responsiveness to Equity, Inclusion, and Diversity, (EID) concerns in schools, and (b) sustaining an ethos of sensitivity to the natural environment among K-12 students, fellow educators, and communities-at-large.

Summing up the impact in the words of one superintendent interview: “Cal Poly, Humboldt [and specifically the School of Education and its affiliated professional programs] is absolutely the lifeblood of our educational work here in the Humboldt region.”