

**Commission on Teacher Credentialing
Program Assessment Feedback**

General Education (Clear) Program Standards 2009

Institution California State University, Fullerton
Date of initial review December 2013
Subsequent dates of review March 2014, May 2014

General Comments:

- It was difficult for readers to link the information in the narrative to the documentation provided. It would have been helpful to have hyperlinks within Part I, PS 2 to help readers navigate (like Appendix list at end of PS 3).
- In PS 5, readers needed to search to find documentation for how and where pedagogy outcomes are obtained. Hyperlinks would have assisted the readers in locating documentation.
- Journey Graphic is difficult to read.

*Status	Standard
Preliminarily Aligned	1: Program, Rationale and Design <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	2: Communication and Collaboration <i>Questions, Comments, Additional Information Needed</i>
	Evidence to be reviewed at the site visit:
More Information Needed Preliminarily Aligned	3: Support Provided to Participating Teacher <i>Questions, Comments, Additional Information Needed:</i> The readers need more information and documentation regarding the following components in PS 3: <i>ongoing professional development to individuals supporting participating teachers to ensure they are knowledgeable and skilled in their roles.</i> ... <i>The program leadership ensures that those providing support are knowledgeable and skillful in mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Clear Credential Program Standards), as well as the appropriate use of the instruments and processes of formative assessment.</i> Readers were unable to find documentation of how support is provided in a timely manner. The document states that support is provided in a timely manner, but readers need to know how. <i>The program has defined criteria for assigning individual(s) providing support to</i>

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	<p><i>participating teachers in a timely manner.</i></p> <p>Readers were unable to find documentation of: <i>Clear procedures are established for adjusting support.....</i></p> <p>Readers were unable to find criteria and/or processes for retaining only those persons who provide appropriate support.</p> <p>In regards to this part of PS3: <i>The program selects...individual(s) to provide support to participating teachers using well-defined criteria consistent with the assigned responsibility in the program,</i> readers found evidence of criteria for selection of individuals to provide support. However the criteria does not match with the assigned responsibility in the program as described in Core Values, Mission Statement, and Student Outcomes. Two outcomes that highlight the lack of consistency are:</p> <ul style="list-style-type: none"> - demonstrate strong foundation in subject matter or field of study - demonstrate strong understanding and implementation of pedagogical skills or skills in their field <p>Neither of these outcomes are specifically described in the selection of Course Instructors or Support Providers.</p>
<p>More Information Needed</p>	<p>Evidence to be reviewed at the site visit:</p> <p>4: Systematic Formative Assessment <i>Questions, Comments, Additional Information Needed:</i> Readers were unable to locate how norms of inquiry are met.</p>
<p>Preliminarily Aligned</p>	<p>Evidence to be reviewed at the site visit:</p>
<p>Preliminarily Aligned</p>	<p>5: Pedagogy <i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be reviewed at the site visit: Please review documentation of sample pathways (page)candidates have selected to align with the standard.</p> <p>Narrative directs readers to the syllabi for documentation. Syllabi suggests various options to satisfy each component of the standard (i.e. portfolio entries, student choice assignments) but documentation is not available through PA procedure. Site team needs to verify that documentation for each element is met. The sample learning activities needs to be verified with student samples.</p>
<p>More Information Needed More Information Needed</p>	<p>6: Universal Access: Equity for all Students <i>Questions, Comments, Additional Information Needed:</i> Readers are unclear how PT collaborate with all students and families about access to state adopted content standards The assignments described in the revised section do not show how the PT works with students and families. Perhaps link items listed in revise section such as Class Profile Assignment,</p>

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Preliminarily Aligned	<p>Conversation Guides, etc (on page 20) to specific documents to show the how the collaboration is completed. Highlight the specific areas within each assignment to show how and when collaboration takes place.</p> <p>Readers cannot find specific documentation in syllabi of how program does this: <i>When planning and delivering instruction, participating teachers examine and minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices</i> Readers found evidence of this on page 59 (#17).</p> <p>Evidence to be reviewed at the site visit: Please review documentation of sample pathways (page 61) candidates have selected to align with the standard</p>
More Information Needed Preliminarily Aligned	<p>6a: Teaching English Learners Questions, Comments, Additional Information Needed: Readers use the Sample Activity Chart (starting on page 61) to find documentation of meeting the standard.</p> <p>Readers noticed that the documents listed under Lesson Activities and Assignments for the standard “implement district policies regarding primary language support” was not evident. The samples listed are not implementation documents, but rather are information-gathering documents.</p> <p>Readers are unclear where PTs “plan instruction for English learners based on student level of proficiency and literacy in English and primary language as assessed by multiple measures such as CELDT....”</p> <p>Readers were unable to locate when PTs “develop language objectives.”</p> <p>Readers were unable to locate documentation of:</p> <ul style="list-style-type: none"> • <i>Participating teachers demonstrate skills for managing and organizing a classroom with first- and second-language learners.</i> • <i>Participating teachers differentiate instruction based upon their assessment of students' language proficiency, culture, level of acculturation, and prior schooling.</i> <p>Evidence to be reviewed at the site visit: Please review documentation of sample pathways (starting on page 61) candidates have selected to align with the standard</p>
Preliminarily Aligned	<p>6b: Teaching Special Populations Questions, Comments, Additional Information Needed: Evidence to be reviewed at the site visit: Please review documentation of sample pathways (starting on page 61) candidates have selected to align with the standard</p>

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