

**Commission on Teacher Credentialing
Program Assessment Feedback**

Education Specialist Teaching Credential Programs (2008)

Institution	California State University, Fullerton
Date of initial review	December 2014
Subsequent dates of review	July 2015, August 2015

List the 4-6 key assessments identified in the Biennial Report for this credential program:
<ol style="list-style-type: none"> 1. Course Level Assignments/Grades 2. Fieldwork Evaluations 3. Student Teaching Evaluations 4. Capstone Assessment 5. CSU Exit/Alumni/Employer Surveys 6. RICA

General Comments:
<p>For the program standards that remain as “More Information Needed” the assignments that were referenced could not be located in the corresponding course syllabi. A little description of these assignments or the instructions that are provided to candidates for these assignments may assist in demonstrating the program is preliminarily aligned to the program standard.</p>

Education Specialist Program Design Standards (1-16)	
*Status	Standard
Preliminarily Aligned	Standard 1: Program Design, Rationale and Coordination <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 2: Professional, Legal and Ethical Practices <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 3: Educating Diverse Learners <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:

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Education Specialist Program Design Standards (1-16)

*Status	Standard
Preliminarily Aligned	<p>Standard 4: Effective Communication and Collaborative Partnerships <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
More Information Needed Preliminarily Aligned	<p>Standard 5: Assessment of Students <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how candidates demonstrate knowledge of local, state and federal accountability systems. Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 6: Using Educational and Assistive Technology <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 7: Transition and Transitional Planning <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 9: Preparation to Teach Reading/Language Arts <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 10: Preparation to Teach English Language Learners <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit: Would like to see the extent to which candidates administer, score, and interpret formal and informal assessments for English learners with special needs in SPED 425 and SPED 433; in particular the Assessment Investigation assignment in the latter course.</p>
More Information Needed More Information Needed Preliminarily Aligned	<p>Standard 11: Typical and Atypical Development <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how candidates demonstrate comprehensive knowledge of typical and atypical human development through adulthood. Please provide more information about how intern candidates receive introductory preparation relative to typical and atypical development in the intern pre-service component. Information provided about how candidates demonstrate comprehensive knowledge of typical and atypical human development in adolescents and adults is limited. In review of syllabi from the referenced courses, information related to how candidates demonstrate comprehensive knowledge of typical and atypical human development through adulthood could not be located. Evidence to be reviewed at the site visit:</p>
More Information	<p>Standard 12: Behavioral, Social, and Environmental Supports for Learning <i>Questions, Comments, Additional Information Needed:</i></p>

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Education Specialist Program Design Standards (1-16)

*Status	Standard
Needed Preliminarily Aligned	<p>Please provide more information about how candidates are provided information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.</p> <p>Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 13: Curriculum and Instruction of Students with Disabilities <i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be reviewed at the site visit:</p>
More Information Needed Preliminarily Aligned	<p>Standard 14: Creating Healthy Learning Environments <i>Questions, Comments, Additional Information Needed:</i></p> <p>Please provide more information about how candidates learn effective strategies for encouraging the healthy nutrition of children and youth. Please provide more information about how candidates learn about the physiological and sociological effects of narcotics, drugs and tobacco.</p> <p>Evidence to be reviewed at the site visit:</p>
More Information Needed Preliminarily Aligned	<p>Standard 15: Field Experiences in a Broad Range of Service Delivery Options <i>Questions, Comments, Additional Information Needed:</i></p> <p>Please provide more information about how intern candidates experience the full diversity of grades/ages, federal disability categories and the continuum of special education services.</p> <p>Evidence to be reviewed at the site visit:</p>
More Information Needed Preliminarily Aligned	<p>Standard 16: Assessment of Candidate Performance <i>Questions, Comments, Additional Information Needed:</i></p> <p>The provided narrative indicates that course grades and GPA weigh heavily in the assessment of candidate performance and the candidates' ability to progress through Assessment Points. However, a lot of factors besides performance on TPEs can contribute to course grades and GPA. Please provide more information about how candidate performance on TPEs is considered and evaluated as candidates progress through the Assessment Points.</p> <p>Evidence to be reviewed at the site visit:</p>

Mild/Moderate Disabilities

Status	Standard
Preliminarily Aligned	<p>M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities <i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities <i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be reviewed at the site visit:</p>

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More Information Needed Preliminarily Aligned	M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how candidates demonstrate their ability to use standards-based assessment data to collaboratively develop IEP goals.
	Evidence to be reviewed at the site visit:
More Information Needed Preliminarily Aligned	M/M Standard 4 Positive Behavior Support <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how candidates are prepared to participate in manifestation determination hearings.
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	M/M Standard 6: Case Management <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Moderate/Severe Disabilities	
Status	Standard
Preliminarily Aligned	M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
More Information Needed More Information Needed Preliminarily Aligned	M/S Standard 2: Communication Skills <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how candidates implement instruction of communication and social skills and how candidates develop communication methods to demonstrate student academic knowledge. The assignments and activities related to candidate development of communication methods to demonstrate student academic knowledge that the narrative indicates occurs in SPED 401, SPED 482B, and SPED 489B could not be located in the provided course syllabi. Please provide further description of these assignments and information about how they enable candidates to implement instruction of communication and social skills and develop communication methods to demonstrate student academic knowledge.
	Evidence to be reviewed at the site visit: In interviews with M/S candidates and completers, recommend including a question around their opportunities to implement instruction of communication and to develop communication methods to demonstrate student academic knowledge.
Preliminarily Aligned	M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:

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<p>More Information Needed More Information Needed Preliminarily Aligned</p>	<p>M/S Standard 4: Assessment, Program Planning and Instruction <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how candidates develop and implement systematic, evidence based instructional strategies to teach skills within work settings. The additional information provided refers to a longitudinal transition plan assignment in SPED 464, a transition project and fieldtrip in SPED 489B, and a community mapping assignment in SPED 488 as activities where candidates develop and implement systematic, evidence based instructional strategies to teach skills within work settings. However, in review of these syllabi we could not locate these as assignments in the courses referenced. Please provide further description of these assignments and information about how they enable candidates to develop and implement systematic, evidence based instructional strategies to teach skills within work settings.</p> <p>Evidence to be reviewed at the site visit:</p>
<p>More Information Needed More Information Needed Preliminarily Aligned</p>	<p>M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how candidates demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. Please provide more information about how candidates demonstrate an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student’s sensory, movement, mobility and specialized health care services. The assignments and activities related to specialized health care in educational settings and how to procure services and access other professionals and agencies that the narrative indicates occurs in SPED 464 and SPED 489B could not be located in the provided course syllabi. Please provide further description of these assignments and information about how they enable candidates to demonstrate knowledge of federal, state, and local policies related to specialized health care in education settings and understanding of procedures required to procure services and how to access other professionals and agencies.</p> <p>Evidence to be reviewed at the site visit:</p>
<p>More Information Needed Preliminarily Aligned</p>	<p>M/S Standard 6: Positive Behavioral Support <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how candidates demonstrate the ability to participate in manifestation determination hearings.</p> <p>Evidence to be reviewed at the site visit:</p>
<p>Preliminarily Aligned</p>	<p>M/S Standard 7: Transition and Transitional Planning <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
<p>More Information Needed Preliminarily Aligned</p>	<p>M/S Standard 8: Augmentative and Alternative Communication <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how candidates demonstrate knowledge of augmentative and alternative communication for students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.</p> <p>Evidence to be reviewed at the site visit: Verify that an AAC/AT project occurs in SPED 489B.</p>

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