October 10, 2014

Dr. Grace Cho
Coordinator
CSU, Fullerton
800 N State College – EC Bldg.
Fullerton, CA 92834

Dear Dr. Cho:

Thank you for the resubmission of your Program Assessment Document for the Preliminary General Education Single Subject program. You will find an attachment containing the Preliminary Report of Findings from the subsequent review of your document with feedback and the standards' status shown in **green**.

To facilitate a timely review process, and to keep the information fresh in the readers' minds, the requested information is due by November 10, 2014. This information will be forwarded to the original readers for their review. After the review, you will be notified again whether the additional information was sufficient to respond to all outstanding questions.

On October 30, 2013 the Commission approved cost recovery plan was implemented. Program Assessment documents requiring more than three reviews will now be assessed a $1,000 fee. The attached feedback is your second review.

The Committee on Accreditation (COA) will need to receive a report from the Program Assessment readers to configure the site team and to determine whether there are any programs that require an in-depth review during the site visit. The Preliminary Report of Findings for each program will be provided to the institution and shared with the Site Visit team as they prepare for your site visit. It is expected that all Preliminary Reports of Findings will be finalized at least six months before your scheduled site visit. Programs that have not been completed may end up with an in-depth site visit review, rather than program sampling and will incur a cost recovery fee of $3,000 per program.

For each program standard, the readers have identified whether the additional narrative and documentation provided adequate information for the readers to determine whether program standards are preliminarily aligned or if additional information is still needed. It is important to note that the Preliminary Report of Findings does not imply that any of the Commission's Program Standards are met. The decision whether each standard is met or not is the responsibility of the site visit team.

Some of the information needed to determine that Program Standards are met will be reviewed at the site visit and is indicated as such on the Preliminary Report of Findings form in the "Notes to

Ensuring Educator Excellence

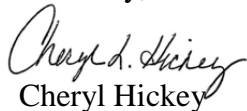the Site Visit Team" section. There is no need to send that information, but have it available at the site visit.

Please review PSA 10-12 for the *required* method of submitting new information by amending your original document. We ask that you *not* submit additional information outside of the document, as all of the new information and documentation will need to be included in your final document for the site review team.

Return your amended document electronically as a word or PDF document in an e-mail attachment to ProgramAssessment@ctc.ca.gov by the date specified above. Please note that we cannot accept email attachments that are zipped or larger than 10MB. **You will receive a confirmation email when your resubmission has been received. If you do not receive a confirmation within 5 business days, then your resubmission has not been received. Please contact us directly at the email above if this happens.**

For assistance in understanding what Program Assessment requires, please see the Program Assessment webpage http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html and chapter six of the Accreditation Handbookhttp://www.ctc.ca.gov/educator-prep/accred-handbook.html.

Should you have questions about the information contained in this report, the Program Assessment process, or how to submit additional information, please send an e-mail to ProgramAssessment@ctc.ca.gov and a staff member will respond to you promptly.

Sincerely,

Cheryl Hickey
Administrator of Accreditation

cc: Dr. Clare Cavallaro, Dean
        Dr. Teresa Crawford

General Education Preliminary Single Subject Standards (2009)

Institution	California State University, Fullerton
Date of initial review	May 2014
Subsequent dates of review	September 2014

List the 4-6 key assessments identified in the Biennial Report for this credential program:
Course grades Fieldwork evaluation Student teaching evaluation TPA CSU Exit Survey

General Comments:
The standards use the term "struggling readers" but your response frequently uses the term "striving readers." Are these terms one and the same in meaning? Clarification on "striving readers" was not found by the reviewers. In some cases, the narrative indicates that a standard is addressed in a specific course. Review of course syllabi does not corroborate this. Please make sure than any specified activity listed in the program description is also listed in the syllabi. For the future Intern program delivery models will need to align with the new Intern requirements PSA 13-06: New supervision requirements for additional hours. Since this document was written prior to the April 1, 2014 Intern requirements it will be important for the program to make the appropriate adjustment to their requirements/practices.

*Status	Standard
Preliminarily Aligned	**Standard 1:** Program Design *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Program Standard 2:** Communication and Collaboration *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 3:** Foundational Educational Ideas and Research *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:

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*Status	Standard
Preliminarily Aligned	**Standard 4:** Relationships between Theory and Practice ***Questions, Comments, Additional Information Needed*:**
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 5**: Professional Perspectives toward Student Learning and the Teaching Profession ***Questions, Comments, Additional Information Needed:***
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 6:** Pedagogy and Reflective Practice ***Questions, Comments, Additional Information Needed*:**
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 7B:** Single Subject Reading, Writing and Related Language Instruction ***Questions, Comments, Additional Information Needed:***
	Evidence to be reviewed at the site visit:
Methodologies Responded to in the Single Subject Document	<u>***REVIEWERS:***</u> *Programs may not necessarily run every methodology listed in standard 8B. Please delete any methodology not responded to in this document. This aids in alignment between currently approved methodologies and the institution's submission.* (a.)Mathematics (b.)Science (c.)Social Science (d.)English (e.)Art (f.)Music (g.)Physical Education (h.)World Language-LOTE
More Information Needed Preliminarily Aligned	**Standard 8B:** Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates ***Questions, Comments, Additional Information Needed:*** Please provide descriptions in course syllabi that match activities listed in the narrative of the program description. Readers could not locate a response for the Health methodology, however it is listed as an approved methodology on the CTC website.
	Evidence to be reviewed at the site visit: The Health methodology has been withdrawn by the institution.
Preliminarily Aligned	**Standard 9:** Equity, Diversity and Access to the Curriculum for All Children ***Questions, Comments, Additional Information Needed:***
	Evidence to be reviewed at the site visit:
More Information Needed More Information Needed	**Standard 10:** Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning ***Questions, Comments, Additional Information Needed:*** More information is needed on Safe Schools and how the following areas are addressed: legal reporting requirements on child abuse and neglect, student rights and parent rights concerning placement. Readers appreciate the update to the narrative indicating that these topics are addressed in the course EDSC 440S and on the SSCP Handbook Website and the CDE Safe Schools Website. However, we do not see evidence of these topics on the EDSC 440S course syllabus.
	Evidence to be reviewed at the site visit:
More Information Needed Preliminarily	**Standard 11:** Using Technology in the Classroom ***Questions, Comments, Additional Information Needed:*** More information is needed on how candidates encourage their students to use technology for research, learning activities, and presentation.

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*Status	Standard
Aligned	**Evidence to be reviewed at the site visit:**
Preliminarily Aligned	**Standard 12:** Preparation to Teach English Learners ***Questions, Comments, Additional Information Needed:***
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 13:** Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom. ***Questions, Comments, Additional Information Needed:***
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 14:** Learning to Teach through Supervised Fieldwork ***Questions, Comments, Additional Information Needed:***
	Evidence to be reviewed at the site visit:
More Information Needed Preliminarily Aligned	**Standard 15:** Qualifications of Individuals who Provide School Site Support ***Questions, Comments, Additional Information Needed:*** The list of Master Teacher qualifications does not include "three or more years of teaching experience in California," which is required within the standard.
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 16:** Learning, Applying, and Reflecting on the Teaching Performance Expectations ***Questions, Comments, Additional Information Needed:***
	Evidence to be reviewed at the site visit:

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Teaching Performance Assessment
Single Subject 2042 Standards (2009)

Institution	Cal State University, Fullerton
Date of initial review	April 2014
Subsequent dates of review	September 2014

General Comments: Program describes the alignment of the TPEs and TPAs with coursework and fieldwork. Strong emphasis on assessment throughout program. Table with coursework, TPEs, Candidate Dispositions, and Student Outcomes provided.

*Status	Standard
More Information Needed Preliminarily Aligned	**Standard 17:** Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes **Questions, Comments, Additional Information Needed:** Reviewers did not find substantive information regarding the passing score standard and the rationale for establishing a passing standard. A score of "3" is identified as the passing score at the end of the response to Standard 18, but no rationale is given here or there. Reviewers were unable to fully see the process by which security of materials is maintained. How, for example are the University Course Management System and TaskStream secured? Reviewers cannot find a description of how candidates are informed of appropriate uses of their performance data and privacy issues related to candidate data. Reviewers were unable to fully see how K-12 privacy procedures work. Where do candidates obtain parental permission slips? Where are candidates instructed in privacy issues?
	Evidence to be reviewed at the site visit: **Site visitors should look for evidence (reports, meeting minutes, etc.) of systematic internal and external reporting of TPA performance data for accreditation and/or program improvement purposes.** **Site visitors should review the TPA data management system, with particular regard to individual candidate performance results, aggregated candidate performance results, assessor calibration status, and assessor performance over time.**
More Information Needed Preliminarily Aligned	**Standard 18:** Implementation of the Teaching Performance Assessment (TPA): Candidate Preparation and Support *Questions, Comments, Additional Information Needed:* Reviewers cannot find a response to the prompt beginning "The program assures that candidates understand and follow policies and procedures to protect the privacy and confidentiality of the K-12 students…" The current response to this prompt appears to fit with the following prompt on providing feedback to candidates.

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*Status	Standard
	Reviewers are unable to see how substantive remedial assistance is available to candidates who need it.
	Reviewers are unable to locate a policy regarding re-takes of the TPA assessments. The number of re-takes is identified for students in Table 8, but the text of the response to Standard 18 contains no justification or rationale a re-take policy.
	The "Teaching Performance Assessment and Individual Induction Plan" form is highly commendable.
	Evidence to be reviewed at the site visit: **Site visitors should ask for a demonstration of how TaskStream works as the TPA management tool.**
More Information Needed Preliminarily Aligned	**Standard 19:** Implementation of the Teaching Performance Assessment (TPA): Assessor Qualifications, Training, an Scoring Reliability ***Questions, Comments, Additional Information Needed*:** Reviewers were unable to determine the selection criteria for TPA assessors set by the program. More information is needed on the type of assessor training required by the program. More information is needed on how the program reviews the performance of assessors and recalibration policies and activities implemented by the program. For example, how are tasks identified for inclusion in the 15% double scoring pool? Are non-passing scores automatically double-scored to ensure fairness? If so, are these considered part of the 15% double-scored to verify assessor performance? More information is needed regarding annual recalibration policies and procedures. Documentation to support the narrative is needed.
	Evidence to be reviewed at the site visit: **Site visitors should review the assessor database for recordkeeping on assessor selection, training, recalibration, scoring load, etc.** **Site visitors should review data on recalibration activities, e.g., annual recalibration, recalibration success rates, coaching, retraining, etc.**

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