

California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report

**Institution: California State University, Fullerton**

**Dates of Visit: October 8-11, 2023**

**Accreditation Team Recommendation: Accreditation with a 7th Year Report**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
November 2015	Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation with a 7th Year Report** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All General Preconditions and Program Specific Preconditions are met.

Program Standards

All program standards are met, except for the following:  
Teacher Induction Program Standard 4 and Program Standard 6, which are met with concerns.

Common Standards

All Common Standards are met.

Overall Recommendation

Based on the fact that the team found that all Common Standards were met, Teacher Induction has two program standards met with concerns, the team recommends **Accreditation with a 7th Year Report**.

**The team recommends the following be included in the 7th year report:**

1. For the Teacher Induction programs, documentation and evidence of the

process to ensure that ongoing training and support is provided and completed for all mentors.

2. For the Teacher Induction program, documentation and evidence of sufficient processes in place to monitor the quality of the teacher induction program to ensure that a coherent system of support is provided for each candidate, and evidence that mentors ar

## Response

We would like to start by stating that as a result of the CTC accreditation review, in December of 2023 a new program coordinator was assigned to the program. In addition to being the program coordinator for the Teacher Induction Program, Dr. Donovan is also the coordinator of the online MS in Ed Tech program. She has extensive experience with program design, continuous program improvement and community relationships.

We fully acknowledge that the CSUF Teacher Induction Program was in need of remediation in all program standards and in particular Standards 4 and 6.

We appreciate the opportunity to improve our program and the feedback from the reviewers has been instrumental in our program improvement plan. Our goal is to continue the upward trend of program improvement and for that we ask you to consider the work thus far and understand that we are dedicated to program improvement.

Since taking over as coordinator, Dr. Donovan has:

- restored relationships with mentors
- addressed accreditation issues, including development of a mentor training program that has received a lot of positive feedback
- communicated on a weekly basis with all mentors, as well as on an as needed basis
- updated courses for mid program completers in Spring 2024 (502F, H) and Fall 2024 (502G) to address the less than positive student feedback on the program's design and content
- updated application materials to ensure mentors are aware of responsibilities and training requirement
- completely redeveloped the summer 502A course and the 502G course the early completers will take in Fall 2024 to reflect recently revised CSTPs and effective online course design for active learning
- completely redeveloped 502E for our incoming Fall traditional completers to reflect recently updated CSTPs and effective online course design for active learning
- completely updated 502H (final course) for all candidates to reflect recently

- revised CSTPs and effective online course design for active learning
- maintained consistent communication with students about surveys, policies, etc.
- created a faculty community with faculty meetings for input and support

In addition, Dr. Case, college Associate Dean, has implemented an application system to ensure all faculty are appropriately qualified, experienced in online instruction, and dedicated to supporting new teachers.

During an **induction coordinator training offered by Butte County Office of Ed.** The January 31 meeting, attended by the program coordinator, Dr. Loretta Donovan, it was shared that a strategy for addressing accreditation requirements is to break the requirement into key words/phrases. This ensures we are addressing all clauses within the one requirement. For example, during the conference we looked at the entire standard and its key words/phrases (Standard 6--the program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements).

**For the Teacher Induction programs, documentation and evidence of the process to ensure that ongoing training and support is provided and completed for all mentors.**

### **Process to ensure ongoing training Documentation and evidence**

This [Mentor Training Website \(https://sites.google.com/fullerton.edu/tipmentors/\)](https://sites.google.com/fullerton.edu/tipmentors/) was introduced to mentors on the first day of the Spring 2024 courses. The program coordinator emailed all mentors welcoming them to the first day of the semester and introducing the CTC training requirement and website. This communication has been repeated at the start of each semester.

This process was repeated for Fall 2024. In addition, the mentor agreement for Fall 2024 included an acknowledgement that the mentor was required to engage in ongoing PD related to the program. This agreement is referred back to in email reminders to all mentors. The deadline for training is flexible, however the expectation that has been articulated is that they will complete training before the end of the semester. A total of 86 mentors completed at least three modules in Fall 2024. Please note that some mentors are mentoring multiple new teachers.

On the Website (<https://sites.google.com/fullerton.edu/tipmentors/>) you will see individual modules that include topics such as general program overview, mentoring and coaching, goal development, andragogy, and other useful topics for mentors. Each

module is completed asynchronously, and mentors are asked to select three each semester (12 for the duration of mentoring one candidate for 4 semesters). Each module contains resources (program videos, YouTube videos, articles, websites) and an activity.

The participation in each activity is monitored by the program coordinator. For example, in Spring 2024 for each module, mentors completed either a Google Form ([program overview, goal development, andragogy](#)) or contributed to a [Padlet](#) (mentoring/coaching) to share what they learned from the module. The program coordinator created new forms, new videos, and new participation activities for Fall 2024 that reflect new CSTPs (updated April 2024) and incoming mentors (Fall 2024 cohort). The site was again updated and is ready for Spring 25 participation.

After completing three modules, mentors receive a certificate of completion and are asked to [provide feedback on the modules](#). This feedback is used by the program coordinator to make adjustments, new modules, ... each semester and beyond.

Feedback received at the end of Fall 2024 was used by the coordinator to make adjustments prior to Spring 2025. For example, a mentor commented that they could not see the embedded videos because they were too small. Links for all videos were added. Another comment in feedback was that they had trouble with navigation. Directions for completion expectations and navigation were revised and added to each page.

### **Process to ensure training completion for all mentors**

#### **Documentation and Evidence**

The expectation is that the mentor will complete 3 modules each semester to ensure ongoing training for the duration of the candidate's two-year program. The program coordinator sent regular reminders to all mentors to ensure all mentors complete their select three modules each semester. The Padlets and Google Forms served as documentation of individual Module completion.

In addition, the Certificate of Completion is an auto-generated certificate based on a Google Form completion. The mentor is sent a PDF certificate of completion, and the program coordinator receives a copy of all certificates as well. Sample below.



These certificates are shared with the coordinator from Extension, and it is documented

in their file that they completed trainings. Mentors who did not complete training in Fall 2024, were contacted by the program coordinator at the start of Spring to remind them of this mentor responsibility. Many had completed the training but neglected to complete the 'final completion form'. Mentors are reminded each week to complete training for Spring.

### **Process to ensure On-going support Documentation and evidence**

On going support for mentors is provided in the form of constant communication, coordinator availability and coordinator office hours. Additional support is provided as resources that are available to mentors on this [Wakelet of Additional Resources](#). The intent is that these will be resources for mentors to support candidates in individual ILP and CTSP development.

Emails are sent to mentors each week to help them stay on top of their responsibilities. See [this link for emails](#)

The mentors are also invited to attend office hours for more personalized support. These are listed on syllabi. See [this link for syllabi](#)

The mentor website includes training modules but also recorded videos of all course assignments to support the mentor in supporting their teacher candidate colleague. See [this page](#) within the mentor website for assignment support and this [page](#) for overview videos that introduce mentors to the courses their new teacher colleague is competing.

**For the Teacher Induction program, documentation and evidence of sufficient processes in place to monitor the quality of the teacher induction program to ensure that a coherent system of support is provided for each candidate, and evidence that mentors are provided formative feedback on their work**

The CSUF Teacher Induction program, similar to the ILP that candidates are required to engage in is in a constant cycle of action research program improvement. The process of updating the induction program is viewed as one that is never ending. It is driven by research-based best practice, collaboration with other induction coordinators, theory driven exploration of the new CSTPs, coordinator professional development (conference attendance, reading research, ...) and a genuine passion to support ALL educators.

In line with the 7<sup>th</sup> year requirement resulting from our accreditation visit, a clause of this standard is - *The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.*

For the purposes of this report, we will break down the request made for the 7<sup>th</sup> year report but will also consider the specific wording of standard 6.

Below we outline how we are addressing the 7<sup>th</sup> year report requirement: *For the Teacher Induction program, documentation and evidence of sufficient processes in place to monitor the quality of the teacher induction program to ensure that a coherent system of support is provided for each candidate, and evidence that mentors are provided formative feedback on their work.*

## Sufficient Processes in place to monitor quality of program

### Documentation

Sufficient is included in this clause however sufficient is not defined or quantified. Oxford Dictionary defines sufficient as adequate or enough. In order to determine adequacy or enough, we are considering whether we have **multiple and varied processes** that will allow us to support candidates and provide feedback to mentors. The CSUF Teacher Induction Program includes the following processes for monitoring quality of program integral to our overall action research/program improvement plan:

1. Data Driven Processes
  - a. Surveys are instrumental to monitor program quality. A range of surveys are administered at multiple points in the program (mid semester, end of semester, mid program, end of program, year out)
  - b. Surveys are completed by all constituents of the program (teacher candidates, mentors, site administrators)
  - c. Focus of surveys are varied, yet targeted.
    - i. Teacher candidates → site-based mentors, campus-based mentors, overall program function and processes
    - ii. Administrators → overall effectiveness of program
    - iii. Mentors → Mentor training, overall program function, coordinator support
2. Informal Processes (communication)
  - a. These are more informal than surveys but considering innovation adoption theory (Hall and Hord, 2020), as change agents, we can learn a lot about the program from informal conversations.
  - b. This serves as a form of monitoring program quality as communications will share what is and isn't working for different constituents
  - c. Predominantly, these occur between the program coordinator and site-based mentors, campus-based mentors, and teacher candidates.
    - i. Coordinator + site-based mentors during coordinator office hours and as email responses to weekly coordinator emails
    - ii. Coordinator+ campus-based mentors during TIP faculty meetings (2 per semester) and in as-needed email communication
    - iii. Coordinator+ teacher candidates during instructor meetings (coordinator is also an instructor) and in response to coordinator emails (start, middle, end of semester)

3. Training and networking processes
  - a. The program coordinator (Donovan) and Program lead for Extension (Marsac) are both involved in trainings and networking with other induction programs
  - b. This serves as a checks and balances for program quality and to ensure compliance with CTC expectations
4. Induction
  - a. Feedback and accountability during the induction process (reports, feedback, site visits,...) are a detailed and regimented process to ensure program quality

### Evidence

1. Data Driven Processes
  - a. [Link to folder with surveys](#)
2. Informal processes
  - a. [Link to sample emails and feedback](#)
3. Training and Networking
  - a. [Link to list of networking and coordinator training experiences](#)

### Application for program improvement

As a campus-based teacher educator program, we are in a constant cycle of program improvement. Admittedly, data was collected each semester and year but review of data and other processes for monitoring program quality may not have been as consistent or procedural as they could have been.

Although not a requirement for this standard revision request, [this document](#) provides insights as to how data from processes to monitor program quality have been applied.

### **Coherent system of support for candidates**

#### Documentation

An element of standard 6 is that “the program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system”. The CSUF Teacher induction program addresses these through:

- [System for continuous improvement](#)
- Collaboration between site-based mentors, campus-based mentors and administrators in supporting the ILP
- Collaboration between campus coordinators
- Program coordinator as liaison between site and campus-based mentors, administrators, teacher candidates.

#### Evidence

- [Collaborative ILP support](#)

- Collaboration between campus coordinators.
  - Courtney and Loretta collaborate in the application process (questions and review of applications), mentor assignment process (mentor agreements, mentor communication), and administrator agreements
  - Loretta and the college data analyst collaborate on the development and administration of surveys that are used to monitor program quality
  - Dr. Kim Case works with a team (including Courtney) to ensure only the best campus-based mentors are assigned to support candidates
- [Program coordinator liaison and communication/collaboration across constituents](#)

## **Mentors provided formative feedback on their work**

### **Documentation**

We are fortunate that all our data points indicate the mentors doing an exceptional job and therefore a lot of feedback is not needed. That said, we have systems in place to provide mentors feedback as needed.

Formative feedback to mentors applies data collected from SOQs, informal coordinator/teacher candidate conversations and mentor evaluation surveys completed by teacher candidates.

Campus-based mentors are very familiar with the SOQ feedback process and are required to reflect on areas of strength and areas for improvement each year. Campus privacy policy does not allow for the coordinator to review these, however the Associate Dean, Dept. Chair and Dean engage in review and feedback with the campus-based mentors.

Site-based Mentors are informed via their welcome email, the updated mentor handbook and the orientation that they will be evaluated by candidates. Candidates complete the mentor evaluation survey at the end of each course. Completed Survey data is looked at by the program coordinator who prepares a summary report that is shared with all mentors via email and individual mentors are contacted on an as needed basis. This was not needed for Fall 2024, however mentors whose name was specifically mentioned with positive feedback were given a personal email. There was no negative feedback in the Fall 2024 Mentor Evaluation.

### **Evidence**

- Feedback to mentors:
  - See [this link](#) for sample emails sent to specific mentors.
- Mentor evaluation form.
  - In Fall 2024, [the survey was updated](#) to include questions about CSTPs.
- Coordinator/ campus-based mentor feedback
  - See [this link](#) for examples of feedback to campus-based mentors
  - [This link](#) is from February 2024 when Loretta took over as coordinator.

This presentation shows the feedback received and references specific excellent campus-based mentors. It does not include reference to specific poor campus-based mentors as by the time this was shared, they were no longer part of the program