

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	California State University Fullerton	Program	PRELIMINARY SINGLE SUBJECT
Date of Review	November 2022		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	2, 6
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Curriculum	Please provide clarity regarding how clinical practice hours are distributed for both multiple subject and single subject programs.	Single Subject <ul style="list-style-type: none"> ● Pre-requisite course: 45 hours of classroom observations required as part of EDSC 310 The Teaching Experience ● Credential program fieldwork <ul style="list-style-type: none"> ○ EDSC 449E 150 hours minimum--Clinical Practice at school site: observing MT teaching, co-teaching selected parts of lessons, co-planning with MT, evaluating student work to inform planning, providing office hours for students, solo teaching for CalTPA Cycle 1, and receiving feedback/mentoring from the MT and Clinical Coach.

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		<ul style="list-style-type: none"> ○ EDSC 449I 450 hours minimum—Student teaching at school site: co-planning and co-teaching, observing the MT teaching, evaluating student work, providing office hours for students, and receiving feedback/mentoring from the MT to the teacher candidate.
<p>Standard 3: Clinical Practice</p> <ul style="list-style-type: none"> A. Organization of Clinical Practice B. Criteria for School Placements C. Criteria for the Selection of Program Supervisors D. Criteria for the Selection of District-Employed Supervisors 	<p>Single Subject</p> <p>It is not clear as to how single subject candidates complete a total of 600 hours of clinical practice.</p> <p>B. How does the single subject program ensure placements reflect to the extent possible socioeconomic and cultural diversity?</p> <p>B. How does the single subject program ensure districts allow and permit video capture for candidate reflection, Go React, and TPA completion?</p> <p>B. How does the single subject program ensure clinical practice sites have a fully qualified site administrator?</p> <p>D. How does the single subject program verify district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current</p>	<p>The 600 hours of clinical practice are met through two fieldwork experiences, one in the first semester requiring at least 150 hours (EDSC 449E) and one in the second semester requiring at least 450 hours (EDSC 449I).</p> <p>B. The SECTEP director works with district placement coordinators to identify school sites in which the student population reflects socioeconomic and cultural diversity. When requesting a placement outside of our partner districts, the SECTEP director and SACs look up a school’s demographic information using ed-data.org to determine whether it meets the criteria for socioeconomic and cultural diversity. This information is tracked using an excel spreadsheet.</p> <p>In addition, the SSCP requires MTs to verify CTC placement criteria are met using our online evaluation system MT placement verification form including a prompt about socioeconomic and cultural diversity (as well as items about inclusion for students with disabilities and support for English learners).</p> <p>B. The placement request email to district placement coordinators reminds them of the requirement for TCs to videotape for CalTPA. The placement confirmation email (which includes district placement coordinators and principals) again</p>

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	<p>content-specific pedagogy and instructional practice?</p> <p>D. How are single subject district employed supervisors (mentors) provided with and supported to complete the 10 hours of training if they do not have the required 10 hours?</p> <p>D. How does the program ensure that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations?</p>	<p>mentions the need for video recording. And the Principal Responsibilities list includes verification that TCs know district protocols for videorecording.</p> <p>B. The district placement coordinator works with the school district placement coordinator and the school site administrator to confirm the placement. The principal's contact information is included in the SSCP placement document. The SECTEP Director contacts the principal by email to provide program information including the 10 hour requirement for MTs.</p> <p>D. MTs are informed of requirements and expectations when the placement is confirmed via an email from the SECTEP Director (and the information is also on the MT page of the SSCP Handbook site) and asked to complete an MT Training Verification survey attesting to having completed the mandatory 10 hours of training (and met other CTC criteria). If the MT responds that they have NOT completed any of the 10 hours of required training, they are sent links to web-based training resources and asked to update the form upon completion (the links are also found on the MT information page). The SECTEP director works with the district placement coordinator to find a new MT in the case when the mandatory 10 hours of training cannot be met.</p> <p>D. Mentor Teachers participate in an online MT Orientation meeting at the start of the first semester during which strategies and expectations for supervision are reviewed and discussed (as outlined in the MT Brochure which is emailed to all MTs). In addition, the university supervisor's first visit with the MT and TC</p>

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		<p>pair is a “meet and greet” conversation designed to reiterate strategies and expectations for their support of the candidate and answer any questions the MT might have (see here for sample meet and greet topics); a confirmation and any note about this visit are documented in the Online Evaluation System.</p>
<p>Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements</p>	<p>Reviewers request additional information regarding how the candidate, mentor, teacher, and supervisor communicate for both the multiple and single subject programs.</p> <p>How do the multiple and single subject programs provide support and assistance to candidates and only retain candidates who are suited for advancement into teaching?</p>	<p>The SAC initiates communication between the clinical coach (university supervisor) and teacher candidate at the start of the first semester, either with a face-to-face or a Zoom meeting during which contact information is changed.</p> <p>The clinical coach’s first visit to a candidate’s school site is for a meet and greet with the mentor teacher and teacher candidate for the purpose of communicating program expectations and requirements, sharing the gradual induction model, and explaining how the co-plan/co-teach model progresses over the course of two semesters (see this slide for a sample set of meet and greet topics). At this time, contact information is exchanged so all involved can communicate as needed.</p> <p>As for assessing and support candidate progress, this occurs throughout the program. During the first semester fieldwork, the clinical coach conducts two observations (coaching cycles). On the basis of these observations and subsequent reflective conversations (see clinical coaching cycle form), the clinical coach rates the candidate’s progress toward proficiency with the TPEs and makes a recommendation to the subject area coordinator (SAC) about the candidate’s readiness to progress into second semester student teaching. In addition, the MT is asked at the end of the first semester to evaluate the candidate’s professional dispositions as an indicator of readiness to move into student teaching. When significant concerns arise about a candidate’s readiness for student teaching, a Teacher Candidate Improvement Plan (TCIP) is drafted and signed by the candidate,</p>

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		<p>MT, clinical coach, and SAC with specific areas for improvement, a timeline to meet growth targets, and resources to support doing so.</p> <p>During the second semester student teaching, the clinical coach conducts six observations (coaching cycles), each of which involves a follow up reflective conversation with the candidate (see CCF form). The clinical coach maintains communication with the mentor teacher through on-site visits and by email as well. When the mentor teacher and/or clinical coach determine that extra support is needed, they communicate this to the Subject Area Coordinator who will have a conversation with MT and clinical coach. It may be determined that a Teacher Candidate Improvement Plan (TCIP) needs to be put in place. The TC, MT, CC, and SAC are informed of expectation for growth, and progress is monitored according to a schedule determined by the SAC.</p> <p>As for TPE benchmarks, by the end of the first semester the TC should earn at least an average score of 2.0 on a 4.0 scale in which clinical coach evaluates the TC on each TPE. Score reports are reviewed by SACs. Then, there is a midterm second semester TPE evaluation by the MT and CC to measure progress toward proficiency; if this reveals concerns, an email alert is sent to the SAC and SECTEP director and a Teacher Candidate Improvement Plan (TCIP) may be put in place. By the end of the second semester student teaching, the TC should earn at least a 2.7 on the 4.0 scale (TPE evaluation) as evaluated by their MT and CC. Additionally, SACs and TPA coordinator document TC completion of coursework requirements and both TPA Cycle 1 and 2 for each TC in their program on a Google Doc.</p>
<p>Standard 5: Implementation of a</p>	<p>Single Subjects</p>	<p>A. When first establishing communication about candidate placements, partner districts are informed of the requirement to videotape for TPA by the SECTEP director. Any issues or updates</p>

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<p>Teaching Performance Assessment</p> <p>A. Administration of the Teaching Performance Assessment (TPA)</p> <p>B. Candidate Preparation and Support</p> <p>C. Assessor Qualifications, Training, and Scoring</p>	<p>Reviewers did not find the additional performance assessment question responses in the single subject program description.</p> <p>A. Additional information is needed regarding how the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students.</p> <p>A. How does the program assure that each school or district where the candidate is placed has a recording policy in place?</p> <p>A. How does the program require candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video? How does the program maintain records of this affirmation for a full accreditation cycle?</p> <p>B. How does the program ensure candidates are provided support for TPA Cycle 1? The course matrix shows only a TPA Cycle 2 course (EDSC 460).</p> <p>B. How does the program provide opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment?</p>	<p>to the video recording (and any other) requirements are discussed during the once-per-semester SECTEP Advisory Board meetings.</p> <p>MTs and Administrators are informed of the requirement to videotape within the placement confirmation email. The need for candidate's to video record is also part of the meet and greet conversation between university supervisor (clinical coach), MT, and TC early in the first semester of fieldwork.</p> <p>A. The program requires all candidates in the first semester to sign and submit a copy of the TPA Attestation form to the CalTPA coordinator. The signed forms are kept in a file in Secondary Education for a period of one year.</p> <p>B. Support for TPA Cycle 1 is included within the EDSC 440S/F course (see course calendar for 440F meetings). There is a Canvas Community Course, EDSC CalTPA Cycle 1, where information is shared. And the TCs participate in a series of 4-5 class meetings specifically designed to review TPA Cycle 1 requirements and expectations and provide guidance as they work on their submission. The TPA Coordinator works individually with TCs who need support or remediation.</p> <p>B. Additional supports are provided through the TPA Program Coordinator, Subject Area Coordinators (SAC), Clinical Coaches, Mentor Teachers, and the SSCP Director.</p> <ul style="list-style-type: none"> • Subject Area Coordinators meet monthly at a SECTEP meeting part of which the TPA Program Coordinator provides updates from CalTPA and works to provide ways SACs can provide support for their TCs. SACs are also provided scoring cycle data on their own TCs when it becomes available.

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		<ul style="list-style-type: none"> • Clinical Coaches meet at least once per semester with the SSCP Director where the TPA Program Coordinator provides information on how Clinical coaches can provide support for TCs assigned to them. • Mentor Teachers (MT) have two MT Orientations each semester run by the Participating District Cohort Coordinator (PDC) and also attended by the TPA Program Coordinator who provides information and training on how the Mentor Teachers should support their TCs. • In addition, the TPA Program Coordinator holds regular office hours both face-to-face and through Zoom for candidates who make appointments or just choose to drop in. Other meeting times are also arranged. Candidates are encouraged to contact the TPA Program Coordinator through email, text, phone, Zoom, or face-to-face. <p>B. Teacher Candidates who fail a TPA Cycle or receive a condition code meet with the TPA Coordinator who provides feedback to the TC. CalTPA provided the TC feedback that only the TC has access to, not the TPA Coordinator. Together, TCs and the TPA Coordinator examine the feedback from TPA to find where editing is warranted, why, or what may have been left out, what needs more specificity, explanation, examples, and in the case of a condition code, why there was a condition code.</p> <p>In each of the Canvas sites for EDSC CalTPA Cycle 1 and EDSC 460 (Cycle 2) there is a module titled “CalTPA Retakes” that specifically addresses the “What if I Fail?” question. Also housed in this last module in are self-assessments to support TCs in addressing areas of weakness in a submission that did not pass.</p>

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		<p>Should it be deemed warranted by the CalTPA Coordinator, SSCP Director, or Director of Admissions, a Teacher Candidate Improvement Plan (TCIP) may be created to provide a formal written plan of support with specific goals addressed.</p> <p>After the semester ends, candidates who are deemed to need more extensive support after failing a TPA Cycle or receiving a condition code may receive additional support during the winter or summer intersession by registering for EDSC 499 to receive individualized support from the TPA coordinator.</p>