

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

Institution	California State University Fullerton	Program	PRELIMINARY MULTIPLE 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.	This table provides information on how clinical practice hours are distributed for multiple subject programs. Table Denoting Number of Hours of Fieldwork, Clinical Practice Information from Table 6.1 of Fieldwork and Clinical Practice from Multiple Subject Credential Program Review on CTC 2022 Program Review site.
Standard 3: Clinical Practice A. Organization of Clinical Practice	Multiple Subjects	

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<p>B. Criteria for School Placements</p> <p>C. Criteria for the Selection of Program Supervisors</p> <p>D. Criteria for the Selection of District-Employed Supervisors</p>	<p>The link to the MS handbook is not active. Reviewers needed to go to the program website for review.</p> <p>A. It is not clear as to how candidates complete a total of 600 hours.</p> <p>B. How does the program ensure placements, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion?</p> <p>C. How does the multiple subject program ensure districts allow and support videotaping for CalTPA and Go React?</p>	<p>Handbook Link</p> <p>A. This table provides information on how teacher candidates complete the 600 hours for the multiple subject programs. Table Denoting Number of Hours of Fieldwork, Clinical Practice</p> <p>B. The Multiple Subject Credential Program ensures placements reflect, to the extent possible, socioeconomic, and cultural diversity with our District Agreements. Please see the Teacher Candidate Placements Spreadsheet which includes student teaching placements and links to district report cards to verify placements meet the diversity requirement.</p> <p>This is the approval form used with non-public and charter schools to ensure socioeconomic and cultural diversity requirements are met. Non-Public and Charter Schools Approval Form</p> <p>Additionally, teacher candidates receive signatures from mentor teacher and clinical coach ensuring that they have met these requirements during their clinical experience. This information is verified using the MSCP Teacher Candidate Placement Verification form.</p> <p>B. and C. Permit for video capture for candidate reflection and TPA completion follows this procedure: First, candidates check with their mentor teachers, school, and/or district to verify that appropriate permissions are on file from the parents/guardians/families of students and from adults who appear in any video recording for the CalTPA. If they do not have access to school/district verification, candidates are provided</p>

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	<p>D. How does the multiple subject program ensure clinical practice sites have a fully qualified site administrator?</p> <p>E. How are district employed supervisors (mentors) supported to complete the 10 hours of training if they indicate they do not have those hours?</p>	<p>with consent forms to distribute for video capture permission. These consent forms are available on the shared Canvas course site via the CTC website for TPAs Cycle 1 and Cycle 2:</p> <p>English Consent Form from the CalTPA Website</p> <p>Spanish Consent Form from the CalTPA Website</p> <p>Arabic Consent Form from the CalTPA Website</p> <p>Consent forms are also in another Canvas course site (for EDEL 438/439):</p> <p>English Consent Form</p> <p>Spanish Consent Form</p> <p>D. The Multiple Subject Credential Program ensures clinical practice sites have a fully qualified site administrator by communicating directly with partnering school districts to ensure placements are secured at appropriate sites. Each semester, the placements coordinator initially communicates and continuously communicates with partnering districts to communicate needs for placements. Partnering districts ensure communication with principals occurs.</p> <p>District employed supervisors (mentor teachers) are supported to complete the 10 hours of training with provided training links upon completion of the MT Training Verification Survey.</p>

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	<p>F. How does the program ensure that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations?</p>	<p>These are the trainings that are offered at the end of the Mentor Teaching Training Verification Survey in reference to meeting the 10 hours of professional development.</p> <ul style="list-style-type: none"> • Coaching & mentoring: (13 minute video) https://www.screencast.com/t/mlCBhUbqTL • Content-specific pedagogy & instructional practices: Annenberg Learner website http://www.learner.org/ • Inclusive practices: CAST website http://www.cast.org/our-work/about-udl.html#.We6u4miPJPZ • Inclusive practices: IRIS Center website https://iris.peabody.vanderbilt.edu/module/agc/ • Content - Understanding the TPEs: https://www.ctc.ca.gov/docs/default-source/educator-prep/files/prelim-ms-ss-pgm-stnds-pres.pdf?sfvrsn=69057360 <p>F. The Multiple Subject Credential Program ensures that district employed supervisors (mentor teachers) remain current in the knowledge and skills for candidate supervision and program expectations by communicating directly with partnering districts and principals regarding mentor teacher requirements. In initial communication to partnering districts, a document that outlines mentor teacher requirements is provided. Mentor teachers are principal recommended. Mentor teachers complete the MT Training Verification Survey to show professional development required hours (10 total hours). Mentor Teacher Requirements, Responsibilities and Information</p>

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	<p>Single Subjects</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 content-specific pedagogy and instructional practice?</p> <p>D. How are single subject district employed supervisors (mentors) provided with and</p>	

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	<p>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>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>For the Multiple Subject Program - Clinical coaches, Mentor Teachers, Teacher Candidates and Block leaders are provided with the MSCP Handbook that outlines roles, responsibilities and expectations of the program. Expectations regarding communication are included in the handbook. Block Leaders and clinical coaches also answer questions and concerns via email/zoom/in-person as needed. Teacher candidates, mentor teachers and supervisors (clinical coaches) communicate consistently throughout fieldwork and student teaching. Teacher candidates have access to EDEL 439 Canvas course site where all information for fieldwork and student teaching is accessible. Mentor teachers have access to applicable information for fieldwork and student teaching on the College of Education website.</p> <p>Elementary and Bilingual Education - Mentor Teacher</p> <p>The Multiple Subject Credential Program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching by several measures.</p>

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		<p>Traditional Credential Program – Semester 1 Combined Program – Semester 1 Teacher candidates must receive credit in all coursework prior to advancing to fieldwork. Teacher candidates must then receive credit from fieldwork, which includes meeting all requirements and earning a score of 2.0 to 4.0 from mentor teacher and clinical coach fieldwork evaluations. Teacher candidates must then meet all requirements and earn a score of 2.0 to 4.0 in student teaching to advance to the next semester.</p> <p>Traditional Credential Program – Semester 2 Combined Program – Semester 4 Teacher candidates must receive credit in all coursework prior to advancing to fieldwork. Teacher candidates must then meet all requirements of fieldwork. Teacher candidates must then meet all requirements and earn a score of 2.85 to 4.0 in student teaching to complete satisfy student teaching requirements.</p> <p>Teacher Candidate Improvement Plan (TCIP) is put into place to support a teacher candidate who has not met expectations. Documentation is collected from instructors, clinical coach, mentor teacher and block leader to see any pattern of not meeting expectations. A TCIP is created. Block leader meets with teacher candidate to discuss issues that are not in line with program expectations, review the TCIP and review expected areas of improvement. Block leader closely monitors teacher candidate’s meeting of these expectations in order to remain in the program.</p> <p>Teacher Candidate Improvement Plan (TCIP)</p>

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<p>Standard 5: Implementation of a Teaching Performance Assessment</p> <ul style="list-style-type: none"> A. Administration of the Teaching Performance Assessment (TPA) B. Candidate Preparation and Support C. Assessor Qualifications, Training, and Scoring 	<p>Multiple Subjects</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. Recording Teaching Policy: The Multiple Subject Credential Program ensures placements with partnering districts where teacher candidates are able to record their teaching with K/12 students. First, candidates check with their mentor teachers, school, or district to verify that appropriate permissions are on file from the parents/guardians/families of students and from adults who appear in any video recording for the CalTPA. If they do not have access to school/district verification, candidates are provided with consent forms to distribute for video capture permission. These consent forms are available on the shared Canvas course site for TPAs Cycle 1 and Cycle 2 as well as in another Canvas course site (for EDEL 438/439).</p> <p>These consent forms are available on the shared Canvas course site via the CTC website for TPAs Cycle 1 and Cycle 2:</p> <p>English Consent Form from the CalTPA Website</p> <p>Spanish Consent Form from the CalTPA Website</p> <p>Arabic Consent Form from the CalTPA Website</p> <p>Consent forms are also in another Canvas course site (for EDEL 438/439):</p> <p>English Consent Form</p> <p>Spanish Consent Form</p>

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	<p>A. How does the program maintain program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time.</p> <p>How does the program ensure candidates are provided support specifically for TPA remediation?</p> <p>B. It appears that candidates are encouraged to seek remediation help from the TPA coordinator. Is this intentional by the program or passive?</p> <p>Single Subjects Reviewers did not find the additional performance assessment question responses in the single subject program description.</p>	<p>A. TPA Data & Remediation: The program maintains TPA data through TPA Coordinator's use of EdReports <i>Results Analyzer</i>. Upon notification of submission results, coordinator accesses, collects, organizes, and shares TPA data with associate dean, department chair, block leaders, academic advisor, and course-alike instructors. See Q, R, S stated in the EDEL TPA Coordinator Description.</p> <p>Access to EdReports Results Analyzer through this link here.</p> <p>The Multiple Subject Credential Program ensures that candidates are provided support specifically for TPA remediation. Information is located under the Program Summary and Additional questions for Preliminary Multiple Subject credential programs: #3</p> <p>EDEL Remediation Plan</p> <p>B. Remediation is intentional by the program as it is discussed during seminars as well as posted as a module on Canvas course site.</p> <p>Canvas Course Site Module</p> <p>EDEL Remediation Plan</p>

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	<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>	