

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

<b>Institution</b>	CSU Fullerton	<b>Program</b>	PRELIMINARY ADMINISTRATIVE SERVICES
<b>Date of Review</b>	12/01/2022		

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.

<b>Standards Found to be Preliminarily Aligned</b>	3, 5, 6, 9
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<b>Standards Requiring More Information</b>	<b>Comment from Program Reviewers</b>	<b>Response from Program</b>
<b>Standard 1:</b> Program Design and Rationale	<p>Additional information is needed to clarify the basis of the program design. In the course syllabi, there is a mission and theoretical frame, which is different from the evidence in the Program Summary form (Evidence Element 1). Clarification of which is accurate is needed.</p> <p>Program organization chart does not clearly list coordinator of fieldwork/clinical practice. Please provide this information.</p>	<p>All College of Education syllabi contain the college Conceptual Framework and the college-wide outcomes that are Reach.Teach.Impact. Each program has their own set of program level outcomes. The PASC program outcomes are aligned to both CalAPA and CAPE professional standards. The PASC <a href="#">Curriculum Map</a> shows how these outcomes and standards are aligned to the college conceptual framework</p> <p>Due to the size of the program, the PASC Coordinator is responsible for the coordination of fieldwork/clinical</p>

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		<p>experiences. <a href="#">CalAPA Coordinator Duties</a> are outlined in the coordinator position description.</p>
<p><b>Standard 2:</b> Collaboration, Communication, and Coordination</p>	<p>Reviewers were unable to determine which partners serve on the advisory committee.</p> <p>Additional information is needed to determine the participation of partners in sharing responsibility for program quality.</p> <p>Additional information/description is needed to clearly understand candidate recruitment, selection, and advisement.</p> <p>Additional information is needed on the preparation of field experience supervisors.</p>	<p>The <a href="#">P-12 Educational Leadership Advisory Committee</a> consists of program faculty, district principals and district administrators.</p> <p>This group focuses on P-12 programs in the Department of Educational Leadership. Thus, this group reviews program assessment, evaluation, and planning data to provide input toward continuous improvement efforts. Here is a sample <a href="#">advisory board meeting agenda</a></p> <p>The <a href="#">program website</a> includes advisement on the application process. All students are provided with a <a href="#">handbook</a> which provides ongoing advisement and support. Recruitment is conducted through a series of information sessions led by the program coordinator. The dates and link of these info sessions can be found here: <a href="https://ed.fullerton.edu/edleadership/academic-programs/msedad_pasc.php">https://ed.fullerton.edu/edleadership/academic-programs/msedad_pasc.php</a></p> <p>Mentors serve as the field experience supervisors. Students select them in the beginning of the semester starting in EDAD 593. All students submit a <a href="#">mentor determination form</a>. Once mentors are confirmed, the program provides access to the <a href="#">mentor orientation and training video</a>.</p>
<p><b>Standard 4:</b> Equity, Diversity, and Access</p>	<p>Reviewers need additional information to determine if the administrative services preparation program provides each candidate with an opportunity to understand</p>	<p>Consistent with the program alignments as stated in the <a href="#">Curriculum Map</a>, students address matters of equity, justice, and inclusion in all of their classes. More so, they are further prepared for this dialogue starting in their first semester with</p>

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	<p>and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments.</p> <p>Please provide additional information to demonstrate that the program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, etc.</p>	<p>their first class: <a href="#">EDAD 593</a> Foundations of Equity, Diversity, and Access in P-12 Schools.</p> <p>The assignments in EDAD 593 push students to think how their leadership will address the needs of vulnerable and historically underserved populations. The three assignments in the class push students to critically evaluate their school site to further pinpoint equity gaps that affect specific populations and what to do about it. Below are the links to the syllabus and the key assignments of the class:</p> <p><a href="#">EDAD 593</a>  <a href="#">EDAD 593 Key Assignments</a></p>
<p><b>Standard 7:</b> Nature of Field Experiences</p>	<p>Please provide evidence that addresses how mentors are evaluated or provided with ongoing supervision/training to support candidates. Videos/documentation provide an overview of expectations but not the process of ongoing feedback/evaluations of mentor support.</p>	<p>The program provides all mentors with a fieldwork mentor training and orientation video. <a href="#">Mentor Video</a></p> <p>Program also features a space in our Community Canvas page for students to connect with their mentors. A screenshot of that page is linked <a href="#">here</a>. In addition, <a href="#">EDAD 567</a> specifically focuses on fieldwork. Although fieldwork is embedded in all of the program's courses, this specific course designated to go in depth in fieldwork and engage in continuous reflection with students' respective mentors. The course has a Self-Assessment assignment where candidates set up meetings and conversations with their Mentor. Candidates complete a self-assessment responding to each CAPE standard as the talking point with their mentor to in turn elicit feedback aimed at improving skills in specific CAPEs.</p>

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	<p>Reviewers were unable to determine who coordinates the fieldwork component of the program. Is there a program coordinator?</p> <p>Reviewers were unable to see a clear process for selection of site mentors or how the program ensures diversity, equity, and inclusion in the selection process.</p> <p>Fieldwork does not appear to reflect a diversity of environments, grade levels, students, or sites.</p> <p>Please provide evidence of a video consent form for video capturing “where designated for candidate reflection and CalAPA task completion.”</p>	<p>At the end of the semester, students are also welcome to complete a Mentor Survey Assessment to evaluate their experiences with their field mentor. That evaluation instrument is posted in Canvas and can be found <a href="#">here</a>.</p> <p>Due to the size of the program, the PASC Coordinator is responsible for the coordination of fieldwork/clinical experiences. <a href="#">CalAPA Coordinator Duties</a> are outlined in the coordinator position description.</p> <p>Students self-select a mentor based on their school site or a school where they work. Once they have identified a potential mentor, mentors are required to complete the <a href="#">Mentor Determination Form</a> that gathers information as well as outlining requirements and expectations.</p> <p>The program collects and maintains mentor information and pairing to candidate. The <a href="#">placement tracking document</a> also verifies the diversity in environments, grade levels, students and sites using the SARC reports.</p> <p>Students are recommended to follow their respective district procedures in terms of video consent forms for video capturing for CalAPA completion. If in case they do not have one, they are instructed to leverage the CTC’s form linked <a href="#">here</a>. This form can be found in our Canvas Community page.</p>

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<b>8A:</b> Administration of the Administrator Performance Assessment (APA)	Reviewers were unable to locate a clearly defined written appeal policy regarding CalAPA retakes or that the program informs candidates about the policy prior to enrollment in the program.	Information about appeals can be found on our community page within Canvas. The following <a href="#">video</a> provides an overview of the Canvas community page in order to show the resources students have access to, including the appeal policy.
<b>8B:</b> Candidate Preparation and Support	<p>“Providing candidates who are not successful on the assessment with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring”:</p> <p>Reviewers were unable to determine what support and guidance candidates receive for CalAPA preparation, support, or remediation when candidates do not pass a portion of the CalAPA. Also, who is the program staff member responsible for this?</p>	<p>Candidates who are unsuccessful in passing any portion of the CalAPA have two options to help them retake the portion of the test that they failed.</p> <ol style="list-style-type: none"> <li>1. They can set up an appointment with the program coordinator during office hours to review assessment.</li> <li>2. Candidates can participate in the summer sessions where the program coordinator reviews the structure of each assessment for all students</li> </ol> <p>These resources can also be found in the Canvas MSEDAD Community Page. Students have the zoom link to participate in the CalAPA review. The following video captures all of the resources for remediation offered by the program along with the program handbook. The program coordinator is responsible for the implementation of remediation for PASC Students.</p> <p><a href="#">Video Handbook</a></p>
<b>8C:</b> Assessor Qualifications, Training, and Scoring Reliability	Please clearly demonstrate how the program identifies potential assessors for the CalAPA centralized scoring option who are then trained and, when calibrated, selected by the Commission’s assessment developer to participate in scoring the CalAPA.	CSUF does not use a local scoring option for the CalAPA and does not have an assessment developer at this time. The program coordinator and two full-time faculty attended training for CalAPA offered by CTC, but no faculty are assessing or scoring the CalAPA.

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	Reviewers could not locate information for support of scoring reliability or specific assessor qualifications.	<a href="#">CalAPA Coordinator Duties</a> <a href="#">CalAPA Coaches Duties</a>