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

Accreditation Reports	Accreditation Status
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 are provided formative feedback on their work.

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. Dr. Loretta Donovan, is the Online MS Ed Tech program coordinator and 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 Standard 4 and 6.

In the essence of time, an interim plan for data collection, mentor training and mentor support was put in place for Spring 2024. Starting Fall 2024, this became more permanent.

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.

Over the past year, solicited and unsolicited comments from mentors and students such as, "I could definitely see the difference between my final semester and the 1st three. Lots of thought was put into updating our course" show that the program is on the upward trend. A student comment from **Fall 2024 end of semester survey** confirms this "This has by far been the best semester yet in induction. Everything was organized, relevant, and respectful of the time we also spend in the classroom. Thank you for taking the time to better support the new teachers!"

Several action items have been completed and new procedures were put in place as of February 2024:

During December of 2023, the newly appointed program coordinator, Dr. Loretta Donovan met with a focus group of (6) mentors to discuss issues with the program and training. During that meeting, the focus group mentors indicated they would be willing to attend zoom meetings for just in time support and for 'mini lessons' on topics related to being a mentor.

Training

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, candidates 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.

How would you rate the overall quality (navigation, directions, resources, activity, time to complete) of the modules you completed?   Copy chart

19 responses

- All were great
- Two were great, one was less than great
- One was great, two not so much
- They were just okay
- They were not so great
- I completed about 7 or 8 modules, either, I don't understand what 3 were necessary or the three modules need to be organized in a more clear way.

73.7%

10.5%

If you indicated any of the modules were **'not so great'** in Q1, please share which module(s) you were referring to and why you feel it was not so great.

2 responses

Coaching and mentoring videos don't allow me to make it full screen. Content wise its ver y informative.
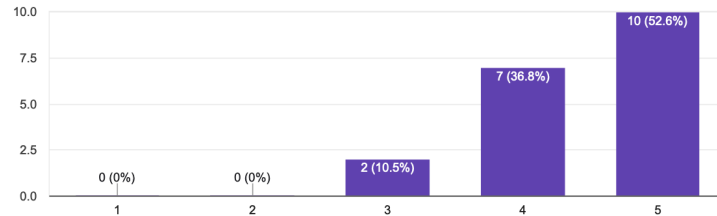
Just a clear direction of what three, there were a list of 10 or more.

Overall, the mentor training was considered valuable by those who submitted feedback.

To what extent do you feel the content of the module(s) as a collective was valuable in supporting you as a mentor?

Copy chart

19 responses

Have you attended any Zoom meetings with Loretta this semester? If so, did you find the meeting valuable in supporting you as a mentor?

14 responses

No
No I have not
I missed it. Sorry.
Did not attend
Have not attended but interested
N/a not yet
No, I have not.
Yes, Loretta was very helpful and resourceful. I definitely feel supported as a mentor.
I have not attended any Zoom meetings

Documentation of completion
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, will be contacted by the program coordinator at the start of Spring to remind them of this mentor responsibility.

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.

Mentor Support

At the beginning of each semester, the program coordinator sends a welcome email to mentors and candidates. The email includes a link to the [Mentor Orientation Video](#) (also on the training website - 370+ views). Additionally, videos for how to complete course assignments are available to mentors on the mentor training website (https://sites.google.com/fullerton.edu/tipmentors/completing-course-assignments-videos) .

Completing Course Assignments Videos

Below you will find short videos to help you understand the course assignments.

These videos have also been shared with the teacher candidates.

Videos for Course Assignments/ Forms for new teachers who started the program in Fall 2023

NOW, watch these short videos that explain how the ILP and POP Cycle Lesson Forms are completed.

To get the audio to play you may need to click on Loretta's picture OR click on the icon to show all slides (three ... under a box).

This link will take you to a video with directions for completing the ILP form in Semesters 1, 2, and 3. for those who started in Fall 2023

This link will take you to a video with directions for completing the ILP form in Semester 4/final semester for those who started in Fall 2023

This link will take you to a video with directions for the POP cycle lesson plan form for those who started in Fall 2023

Videos for Individualized Learning Plan for new teachers who started the program in Summer or Fall 2024

There are 4 videos (linked below).

1. **General Overview** provides a birdseye view of how the project is completed over the program duration

2. **Part 1** is for mentors whose candidate completed in 502A in summer or is currently taking 502E or 502F)

3. **Part 2** is for mentors whose candidate is currently taking 502G

4. **Part 3** is for mentors whose candidate is currently taking 502H (final semester)

The program coordinator, Dr. Loretta Donovan, holds optional Zoom meetings for mentors every two weeks for the course duration. The Zoom meetings will just in time support as well as scheduled 'topics'. Meeting times and dates are shared with mentors and documented on these documents - Spring 2024 and Fall 2024. Note that due to lack of interest in Spring, meetings were only held monthly in Fall. The document is also used to track the number of people who attend the zoom meetings. Spring 25 meetings have been added to the mentor syllabus that is provided to mentors at the start of the course.

The meetings are optional out of respect for mentor time and other responsibilities. It should be noted that in the focus group meeting in December 2023, all 6 attendees indicated they would attend. Dr. Donovan will be sending a summary of the relevant meeting discussions to all mentors. Only 7 mentors attended meetings.

Anecdotally, Dr. Donovan responds to 10-15 individual mentor emails each week. Many of these are about the payroll process or where to locate a specific form.

Dr. Loretta Donovan (program coordinator) communicates with mentors on a weekly basis to share with them the focus of the week for candidates, mentor responsibilities for the week, program updates, and to build community. It is important to have a presence and for mentors to know that the program coordinator is readily available for support.

It was brought to the program coordinator's attention that some mentors were not receiving emails. As a result, all emails are also housed on the [mentor training site](#) so everyone can refer to them as they need. Each week, several mentors respond with a note of appreciation. Others respond with questions that are immediately addressed via email from either the program coordinator or program lead in Extension (Courtney Marsac). Several action items have been completed and new procedures are in place as of February 2024.
Given the timing of this feedback, it was not appropriate to have candidates evaluate mentors for Spring 2024.

Advisory board

Mentors and administrators were invited by the coordinator to be part of an advisory board. Six individuals agreed. A meeting invitation was sent out and there was not a single time that the board members could meet. The board members provided input for program improvement via email.

Campus based mentors are in constant communication with the program coordinator to provide input and suggestions for improvement. Two formal meetings are held each semester. These meetings are an opportunity to the campus based mentors to reflect on what worked, what didn't and how to improve the program.

Courtney Marsac, program coordinator from Extension, attends several meetings each semester with program coordinators from the LA and Orange County areas (e.g Whittier, Rowland Heights, Walnut Valley,..). The purpose of these meetings is to support each other in program improvement goals. Dr. Donovan attends induction conferences hosted by induction program consortiums and actively participates in small group

sessions about data collection, processes, mentor support. Starting in Spring 2025, Dr. Donovan will be attending the advisory board meetings with Courtney.

In November 2024, Dr. Donovan participated in the first of three interactive webinars sponsored by Butte County Office of Ed. In this first webinar, Dr. Donovan got ideas for onboarding checklists, program design, and also shared her process for ILP and self assessment (while waiting for official ones from CTC on new CSTPs). The next webinar is at the end of January. Being part of a learning community is a great form of an advisory board.

Event Name:	Navigating Induction: A Leadership Journey for New & Emerging Leaders
Event Date:	11/15/2024 9:00 AM - 11/15/2024 12:00 PM Pacific Time (US & Canada)
Description:	Join us for a dynamic and engaging virtual workshop series designed to support new leaders in California Teacher and Administrator Induction Programs. This series will provide an overview of induction requirements, insights into state accreditation processes, and strategies for expanding your professional learning network. Presented by knowledgeable staff from the California Commission on Teacher Credentialing (CTC) and experienced induction leaders from across the state, each session will be interactive, offering participants opportunities to engage in discussions, collaborate on best practices, and build connections. Whether you're navigating your first years as a leader or looking to strengthen your induction program, this series will equip you with the tools and insights to succeed.
Registration Status:	Confirmed
Registration Date:	10/25/2024
First Name:	Loretta
Last Name:	Donovan
Phone Number:	657-278-8221
Email Address:	ldonovan@fullerton.edu
Which Induction Program are you representing?	new teacher induction CSUF

In October 2024, mentors and administrators were invited to be part of an advisory board with the Program Coordinator. The board will consist of two mentors, two students, two administrators and meetings will be led by the program coordinator. Six educators agreed to be on the board. Unfortunately, scheduling prevented everyone from getting together. The advisory board members did provide feedback via email on specific 'talking points.

My talking points for the meeting were mostly to get your feedback on:

- Payroll- sadly this is beyond our control, Courtney and I have tried to streamline it this semester compared to last year, but its CSU HR that sets the expectations for all the documents.
- Coursework
  - do you feel it is appropriate and connected to the NT's growth?
  - do you feel the topics (goal writing, AI, differentiation, ed philosophy, action research...) are valuable for the new teacher?
  - Are there topics you feel are important to cover that I should try to include?
  - Is the new teacher sharing with you what they are doing in class?
  - Would you find it valuable to meet with the instructor or are my communications sufficient?
  - How could we improve the courses?
- Mentoring activities/discussions
  - What are some of the challenges you face that I could help alleviate?
  - CTC is the one who set the time expectation of 15 hours. How do you make this work with your NT? Some mentors responded in the survey that they thought it was too much...
  - Anything else I can do to make this more valuable for you and the NT?
  - What advice do you have for new mentors (of what questions do you have as a new mentor)?

Anything else you want to share is very welcomed.

Thank you for your support and most importantly, your dedication. I love teaching and it makes me happy to think that you do too.

Hi Loretta,
I'd like to thank you for your excellent communication on a regular basis. It has made the mentoring process much better for me.

Now my comments in terms of your request:
Fifteen hours can be a stretch, depending on the mentee. As they move along in the program, fewer hours are needed, in my experience. To meet the requirement, I will sometimes read informational articles and pass the summaries on to them. We then discuss in an extended Zoom session.

Course Content: The mentees feel a lot of the topics are over emphasized. For example, the whole technology piece has too much focus. Many schools are actually reducing the emphasis on technology after the pandemic fiasco. Parents want their students to have more direct instruction and less time with technology. So, our candidates have mixed reviews about the CSUF technology component in the course.

The mentees still struggle with literacy strategies in their respective content areas. I think more emphasis on literacy and classroom management techniques would be a positive change.(I spend time with those topics and share experiences and resources.) Another area seems to be ideas to cope with administrative demands outside teaching responsibilities.
If I think of anything else as the semester winds down, I'll let you know.
Thanks again for all of your support! Phenomenal.

Best,
Marilyn Leuer

The note about technology was specific to the 'old program' in which candidates took 502G that was focused on ISTE standards. This course has been updated with the introduction of the new CSTPs and is not overloaded with technology. Technology, and especially AI are important elements of teaching in California and have been integrated into each course for a more natural connection to the CSTPS. Additionally, resources and activities related to classroom management and content area literacy have been added to different modules across all courses. The mentor training site also includes resources for mentors to share with candidates.

Other feedback included requesting a 'mentor syllabus' that has been created and will be shared for all courses in Spring 2025 and added to the mentor training site, and an 'issue' with fitting 15 hours of mentoring into 12 weeks of our CSUF course. On January 6, 2025, the program coordinator emailed all candidates and mentors with program updates. The mentor email can be seen [here](). To summarize, it includes discussion of updates to training modules and a recommendation to begin the mentoring (suggested topics/focus provided) prior to the start of our course.

In addition, campus based mentors are considered advisors to the program. Meetings are held twice a semester and campus based mentors check in with the coordinator via email once a month. Although often discussing processes for getting candidates to submit work, a suggestion for program improvement was a revision of some of the assignment rubrics which was completed for the Spring 25 courses.

Mentor Evaluation

Mentors for Fall 2024 were informed of the candidate evaluation of mentors as part of the mentor orientation and welcome to the new semester emails. A PDF of the survey was included.

Candidates complete the mentor evaluation survey at the end of each course. 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.

 In Fall 2024, the survey was updated to include questions about CSTPs. The Fall 2024 survey data shows:
- 100% of survey completers agree or strongly agree that the mentor:
  - was available to provide just in time support
  - facilitated their professional growth and development through modelling, guided reflection, feedback
  - supported them in the development of the ILP
  - shared resources and tips for improved practice
  - was well matched with them for support purposes
  - cared about their professional growth
- 100% of survey completers felt their mentor was supportive or very supportive of their development with the CSTPs
- Specific mentor feedback was all positive: (Note mentors were emailed the praise they received)
  - I want to take a moment to acknowledge how supportive Marilyn, my mentor, has been throughout this journey. She has been incredibly kind, thoughtful, and knowledgeable, offering invaluable guidance and insight. Her encouragement and expertise have made a significant impact on my growth, and I am truly grateful for her support. I'm excited to continue working with her in the future and to learn even more from her experience and wisdom.
  - Greg is the best. He has helped me grow not only in this program but also every day at work. He is a great department lead, and I can always go to him with questions or for guidance.

- My mentor always made himself available to me, even when we did not have a scheduled meeting. His advice was always constructive and specific and he allowed me to try new things in the classroom without judgement. His insight was valuable to my growth as a teacher.
- Kasie Barker has been a great support of me this past semester. She works hard to provide timely feedback.
- I am very thankful for how supportive and flexible my mentor has been throughout this term. He is very resourceful and reliable. He always provides a safe environment for me to share my thoughts.

Monitoring quality of support

The CSUF induction program has two layers of support for candidates. Unlike school based programs, candidates receive support from their *campus based support provider* who serves as the instructor for their course as well as support from their *mentor*.

The CSUF induction program applies multiple processes to measure candidate support including surveys, course evaluations, advisory boards and a selective process for campus based support.

To monitor quality of support from the CSUF campus based support provider, students complete student opinion questionnaires (SOQ) at the end of each course. These are aligned to program goals and outcomes as well as effective pedagogy. Data from these SOQ forms are integral to the campus based support provider selection process and are incidentally the catalyst for a completely new faculty team starting fall 2024.
In addition to SOQ data, campus based support providers are required to complete an application form that is also used by the college Associate Dean and three reviewers to make decisions about quality of instruction. The form asks about experience with K12 learners, experience online teaching, effective online teaching, experience with diverse learner populations.   A rubric is used to select only the highest and most dedicated support providers.

Another method of measuring program quality is through the mentor (end of program ECO/ mid program TRAD), administrator (end of program) and student surveys (end of program ECO/ mid program TRAD) that are sent from the college data analyst each semester.

Initially, a survey created by the new program coordinator at the end of the Fall 2023 semester was used to guide the complete overhaul of the program for Fall 2024. Data from that survey is summarized in this presentation which was discussed at the Spring 2024 campus based support provider meeting.

At the end of the Spring 24 semester campus based support providers provided input and ideas that were implemented in Fall 2024. For example one support provider suggested greater connection to the college JEIE mission. This was included in updates and is in fact more in line with the revised (April) 2024 CSTPs.

Data from the **Spring 2024 Administrator survey** shows that administrators feel the program is effective for both mentors and candidates. The image below shows their responses for overall program quality.

Q6 - The CSUF induction program is valuable for the mentor.
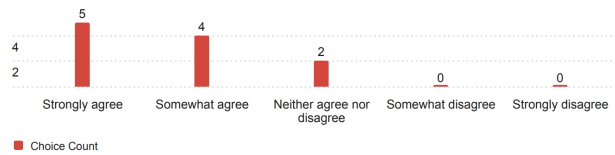
Q7 - The CSUF induction program positively impacted the candidate's:
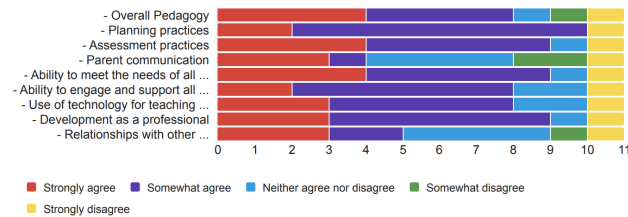
Responses by **administrators** to questions about CSTPs were all favorable as well. In sum,
- Most of the respondents strongly agreed or agreed that the CSUF induction program is value for the mentor (N = 5 and N = 4).
- A majority of respondents indicated that the induction program positively impacted the candidate's overall pedagogy, planning practices, assessment practices, ability to meet the needs of all learners, ability to engage and support all learners, development as a professional,use of technology,and relationships with other staff/teachers.

- Many administrators felt that the program policies and practices were well communicated with them and that the program felt like a partnership to support the induction candidate.

Data from **candidate exit surveys in Spring 2024** (example below) is also positive and is used by campus based support providers and the program coordinator to engage in program improvement.

4

Q31 - As a result of this program, I am more proficient at:
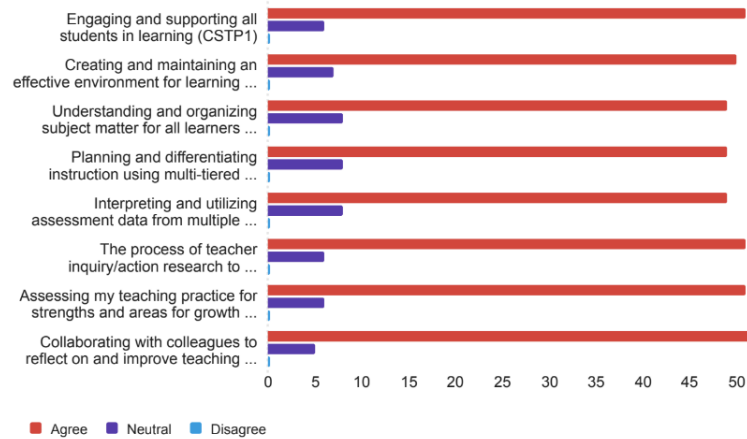
The Spring 2024 mentor exit survey responses provided excellent **feedback from mentors** about program improvement. For example, in response to the question "How might we improve the CSUF Teacher Induction Program Mentor experience?" mentors commented on appreciation of the communication and shared times and potential topics for Zoom meetings with the program coordinator.

To what extent did you feel supported as mentor this semester?

36 responses
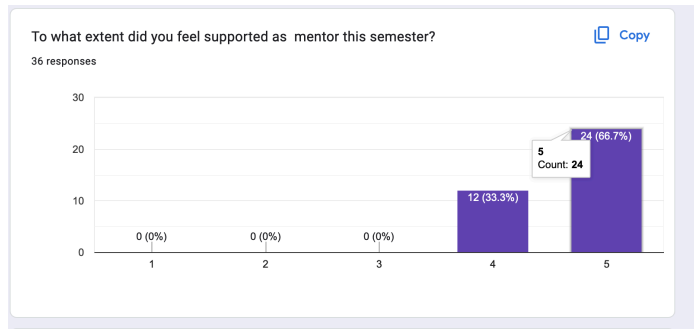
Most of the program feedback for program improvement was specific to the hiring process in order to receive their stipend (at the end of the previous semester), the lack of communication (from the previous coordinator) and appreciation for the improved support and communication. Some mentors requested more time for mentor meetings and others expressed a desire for only 12 hours instead of 15.

> "This school year I am swamped with my own classes, so having the weekly emails to mentors was SO helpful! That helped keep me on track helping my new teacher because it gave me talking points to get the conversation started. It also allowed for me to prep before meeting with her so we could be efficient in our communication. Even though I didn't attend any of your zoom sessions, there was an added level of comfort knowing I could if I had any questions. Thank you for streamlining this process and making it easy for us to support our new teachers!"

is indicative of program feedback.

Given the size of this program and the breadth of our service area, it is not feasible for the program coordinator to conduct observations of hundreds of mentors. The mentor training modules serve as an opportunity for mentors to support each other. For example, Padlet of mentoring tips has mentors sharing what works for them and offering advice for new mentors.

Sofia Mota

I think what has worked for my mentee and I is that we are open to communicate and learn from each other. Setting a specific time has helped a lot, although we have to be very flexible, since work meetings and deadlines sometimes get in the way. Flexibility in this process, as well as teaching, makes working together a better experience.

Mentors Learn and Teach

YouTube

What I Got Wrong About Mentorship | Simon Sinek

In the Simon Sinek video at 1:10 (https://www.youtube.com/watch?v=TChiE1FDXdY) he hits home an important point. Mentors learn from their mentees as much as the also teach. It is a two way street and this fosters an ever changing and evolving friendship relationship.

Joshua Aaron

Samantha Lam

What has helped my mentee and I is setting a consistent meeting time and date. We meet every week at a specific time, which helps keep us on track and up to date with one another. I did like the video that gave definitions between teaching and mentoring. It is a great way to look at our mentor role as more of a relationship and friendship.