

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
California State University, Northridge**

**Professional Services Division  
May 2019**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **California State University, Northridge**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions  
For All Commission Approved Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

**Program Standards**

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple Subject, with Intern	6	6		
Preliminary Single Subject, with Intern	6	6		
Education Specialist: Deaf and Hard-of-Hearing, with Intern	27	27		
Education Specialist: Early Childhood Special Education, with Intern	26	26		
Education Specialist: Mild/Moderate, with Intern	22	22		
Education Specialist: Moderate/Severe, with Intern	24	24		
Education Specialist Added Authorization: Autism Spectrum Disorders	3	3		
Education Specialist Added Authorization: Resource Specialist	6	6		
Teacher Induction	6	5	1	
Preliminary Administrative Services, with Intern	9	9		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Pupil Personnel Services: School Counseling, with Intern	30	<b>30</b>		
Pupil Personnel Services: School Psychology, with Intern	27	<b>27</b>		
Speech-Language Pathology	16	<b>16</b>		
Reading and Literacy Specialist	10	<b>10</b>		
Bilingual Authorization	6	<b>6</b>		
California Teachers of English Learners (CTEL)	10	<b>10</b>		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** California State University, Northridge

**Dates of Visit:** March 10-13, 2019

**2018-19 Accreditation**

**Team Recommendation:** Accreditation

Previous History of Accreditation Status	
Date	Accreditation Status
<a href="#">November 2009</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** 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, graduates, 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:

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for all programs offered at California State University, Northridge with the exception of Program Standard 4 of the Teacher Induction program, which was **Met with Concerns**.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all common standards are **Met** for California State University, Northridge.

Overall Recommendation

The accreditation team verified that California State University, Northridge and its programs met or exceeded the Commission’s adopted Common Standards and Program Standards applicable to the institution. The team unanimously recommends a decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Multiple Subject

Preliminary Multiple Subject, with Intern

Induction

Teacher Induction

Single Subject

Preliminary Single Subject, with Intern

Administrative Services

Preliminary Administrative Service, with Intern

Education Specialist

Preliminary Deaf and Hard-of-Hearing,  
with Intern

Preliminary Early Childhood Special  
Education, with Intern

Preliminary Mild to Moderate Disabilities,  
with Intern

Preliminary Moderate to Severe, with  
Intern

Pupil Personnel Services

School Counseling, with Intern

School Psychology, with Intern

Specialist Teaching

Bilingual Authorization

California Teachers of English Learners

Reading and Literacy Specialist

Education Specialist Added

Authorizations

Autism Spectrum Disorders

Resource Specialist

Other Related Services

Speech-Language Pathology

In addition, staff recommends that:

- The California State University, Northridge response to the preconditions be accepted.
- California State University, Northridge be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Northridge continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

## Accreditation Team

<b>Team Lead:</b>	<b>Mark Cary</b> Davis Joint Unified School District (Retired)
<b>Common Standards:</b>	<b>Juan Flores</b> California State University, Stanislaus (Retired)  <b>Marita Mahoney</b> California State University, San Bernardino
<b>Programs Cluster:</b>	<b>Annamarie Francois</b> University of California, Los Angeles  <b>Nanette Fritschmann</b> National University  <b>Lori Heisler</b> California State University, San Marcos  <b>James Marshall</b> San Diego State University  <b>Janice Myck-Wayne</b> California State University, Fullerton  <b>Diana Wheeler</b> National University
<b>Staff to the Visit:</b>	<b>Teri Clark</b> Commission on Teacher Credentialing  <b>Hart Boyd</b> Commission on Teacher Credentialing

## Documents Reviewed

Common Standards Documentation	Field Experience Materials
Common Standards Addendum	Program Review Documentation
Course Syllabi and Course of Study	Program Review Addendum
Accreditation Website	Candidate Advisement Materials
Candidate Files	Faculty Vitae
Candidate Handbooks	Assessment Materials

Survey Results  
Preconditions Responses  
TPA Results and Analysis  
Data Warehouse

Budget Reports  
Performance Expectations Materials  
TeachLive Demonstration  
Recruitment Materials

### Interviews Conducted

Stakeholders	TOTAL
Candidates	205
Completers	120
Employers	62
Institutional Administration	3
Program Coordinators	42
Faculty	60
Adjunct Faculty	55
TPA Coordinator	2
Field Supervisors – Program	60
Field Supervisors – District	151
Credential Analysts	5
Advisory Board Members	107
<b>TOTAL</b>	<b>872</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background Information

California State University, Northridge's (CSUN) history began as San Fernando Valley State College in portable classrooms on former agricultural land and has evolved into the second-largest public master's university in the nation. CSUN is now one of the largest of the 23 campuses of the California State University system and is located twenty-five miles northwest of central Los Angeles in the San Fernando Valley, a suburb with a multi-ethnic population of over one million people. The university enrolls 38,716 students (32,409 FTEs) of which 70% are ethnic minorities; these students are supported by approximately 4,000 faculty and staff. Eight academic colleges offer baccalaureate degrees in 51 disciplines, master's degrees in 44 fields, and 16 Commission-approved programs. CSUN graduates more than 11,000 students annually,

who go on to work in industries as varied as technology, entertainment, business, education, the arts, health, and science.

### Education Unit

The Michael D. Eisner College of Education at CSUN offers 15 Commission-approved programs and is composed of the departments of Deaf Studies, Educational Leadership and Policy Studies, Educational Psychology and Counseling, Elementary Education, Secondary Education, and Special Education; additionally, the College of Health and Human Development offers one Commission-approved program in Speech-Language Pathology. The total candidate enrollment for 2018-19 is 783, and there were 641 completers in 2017-18.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b># of Program Completers (2017-18)</b>	<b># of Candidates Enrolled (2018-19)</b>
Preliminary Multiple Subject	112	142
Preliminary Single Subject	125	260
Education Specialist: Deaf and Hard-of-Hearing	3	15
Education Specialist: Early Childhood Special Education	22	41
Education Specialist: Mild to Moderate	35	93
Education Specialist: Moderate to Severe	8	32
Autism Spectrum Disorders Added Authorization	3	1
Resource Specialist Added Authorization	3	5
Teacher Induction	113	15
Preliminary Administrative Services	119	87
Pupil Personnel Services: School Counseling	20	23
Pupil Personnel Services: School Psychology	14	20
Bilingual Authorization	4	1
California Teachers of English Learners (CTEL)	3	4
Reading and Literacy Specialist	0	7
Speech-Language Pathology	57	37

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols.

## **Program Reports** **Preliminary Multiple Subject, with Intern**

### **Program Design**

The California State University, Northridge (CSUN) Preliminary Multiple Subject credential program is housed in the Michael D. Eisner College of Education's Department of Elementary Education (EED). EED is led by a department chair with administrative authority over the credential program. The EED chair works closely with faculty, field supervisors, and credential office personnel to implement the program (e.g., recruiting and admitting students, monitoring student progress, and conducting evaluation for purposes of continuous program improvement). There is regular communication between the chair and the director of the credential office in areas that include admission, course sequencing, student teaching, and issues with candidates. The chair regularly consults, both formally and informally, with the associate dean and with faculty. Site visit interviews with program faculty, fieldwork supervisors, and program coordinators produced consistent findings that confirm effective communication and a spirit of shared governance leveraged for purposes of decision making.

Decisions are predicated on and informed by a rich range of formative and summative data describing program implementation and outcomes. This includes data gleaned from a monthly advisory board meeting on field experiences and informal meetings with district personnel, both of which seek to continuously improve systems by which the program operates. The goal of these efforts is to provide the best experiences for credential candidates in a program that involves cooperation between CSUN and its partnership schools.

Program Review materials highlight four pathways to the Preliminary Multiple Subject credential, each of which is designed to provide access to a particular student demographic seeking entry into an elementary teaching career:

- 1) Traditional—typically a three semester program;
- 2) Accelerated Collaborative Teacher (ACT)—a two semester program;
- 3) Multiple Subject Intern—serving students who are employed on an intern credential;  
and
- 4) Integrated Teacher Education Program (ITEP)—for freshmen or junior students.

Students who are proficient in two languages and are enrolled in the Traditional, ACT, or Multiple Subject University Intern program may elect to pursue the bilingual authorization (BILA) emphasis in Armenian, Korean, or Spanish. In addition, students fluent in English in conjunction with Cambodian, Cantonese, Mandarin, or Vietnamese may complete a BILA program, with additional coursework.

Over the last two years, CSUN has revised the program to meet the current program standards, ensure competency on the updated TPEs, and align the standards-based expectations with all coursework. Each course in the post-baccalaureate and integrated programs were revised to

address the new TPEs, update language and expectations for all learners, and optimize fieldwork and student teaching experiences. The technology course (EED 515) was increased from 2 to 3 units to meet the needs of integrating new technology into the schools and to align with Next Generation Science Standards (NGSS) and International Society for Technology in Education (ISTE) standards. The program's field placement office, responsible for all aspects of student teaching placements and oversight, was recently reorganized in both personnel and structure to better meet the needs of CSUN's partnership schools. In interviews, program completers spoke to both the efficiency with which the program operates, as well as its effectiveness instilling the skills, knowledge, and dispositions required for success in the multiple subject classroom. Employer interview comments validated these completer perspectives with an acknowledgement of both the preparedness of CSUN candidates and the expert handling of fieldwork logistics.

### **Course of Study (Curriculum and Field Experience)**

The Multiple Subject credential program includes foundational coursework in educational psychology, working with diverse populations, and teaching students with atypical development and language needs; discipline-based methods courses; and field experiences including two semesters of student teaching in elementary schools within the CSUN service area. Most candidates take the three-semester approach and take four or five courses in foundations and beginning methods in the first semester. The second semester continues methods courses and half-day student teaching. The final semester is advanced methods in science and social studies/arts with a full day of student teaching.

An extensive review of course syllabi, followed by interviews with faculty and current candidates, confirm that coursework is developmentally sequenced. This begins with foundational courses in diversity, computers in educational settings, reading methods, and mathematics methods. The first set of courses prepares teacher candidates to consider the context of schooling and child development with methods courses in literacy and mathematics. The second set of courses includes methods in teaching language arts and English language development as well as in health and physical education. A dedicated course in teaching English language learners addresses key strategies, which are then reinforced in each methods course across the program. Program completers offer evidence of the effectiveness of this sequence in the CSU exit survey. Here, 88.2% of CSUN multiple subject completers indicated being "Well" or "Very Well" prepared to "meet the instructional need of English learners," which exceeds the statewide rate of 82.9%.

The second semester courses build on learning in the first semester by having teacher candidates learn additional methods in content areas as well as more in advanced lesson planning, and second semester candidates engage in half-day student teaching. The last semester is comprised of more advanced methods courses in science, social studies, and integrated arts. These courses focus on unit planning and long-term planning while integrating other introduced strategies and lesson planning. Current candidates and program completers

described the significant emphasis that is placed on lesson planning, which is threaded throughout most every course and program experience. It was therefore not surprising to find that 70.6% of program completers, via the CSU exit survey, indicate being “Very Well” prepared to “develop curriculum to teach content standards effectively,” which favorably compares to the statewide rate of 49.2%.

In all delivery models, fieldwork begins early in the program with several courses, including 20 hours of classroom observation in addition to assignments. First-semester student teaching takes place in half days for 10 weeks and includes five days of full takeover in three subject areas. In the second semester of student teaching, candidates teach all day for 10 weeks, with 10 days of full takeover of the classroom. Teacher candidates have a placement in a primary and upper grade classroom with diverse students in language, special needs, and cultural diversity.

Finally, a complement of seminar courses is used to bridge theory courses with fieldwork experiences. Students enroll in seminar courses in parallel with their field experiences. This provides rich opportunities to debrief, extend, and reorient classroom experiences as they discuss and analyze student teaching experiences with their peers and a dedicated faculty member.

In these ways, coursework and field assignments are clearly connected and sequenced—a conclusion that was confirmed through interviews with current candidates and recent graduates. Final semester students and program completers describe a rigorous program that allows them to “hit the ground running” as they enter their student teaching (fieldwork) classroom experiences. Candidates in the intern pathway, during interviews, described the direct support they receive from the Intern program coordinator and through the seminar courses they complete in parallel with their teaching assignments. Interview comments are reinforced by CSU exit surveys where 94.1% of responding students stated the program allowed them to connect classroom learning to the real world “Well” or “Very Well,” relative to the statewide rate of 86.5%. In interviews, cooperating teachers acknowledged the successful preparation of student teachers who enter their classrooms, while principals at these sites commented on the professional acumen of candidates—particularly their persistent press for constructive criticism to inform their continued development.

### **Assessment of Candidates**

Document review, coupled with interviews with the chair, faculty, and program coordinators, confirm that assessment of candidate performance in the multiple subject program is based on multiple assessments which are conducted at various transition points across the program in courses, fieldwork, and the final teaching performance assessment. From the point of recruitment, through program orientation, and then through semester-specific workshop briefing sessions, students become and remain aware of the program’s constellation of assessment (from informal assessment to course-specific and edTPA requirements).

Candidates are assessed during the application process through interviews, tests, and recommendations for dispositions and skills. The credential office employs the Credential Progress Report (CPR) to keep students on track. It also offers advisement hours for real-time dialog around program requirements and progress. Program coordinators hold orientations for teacher candidates on the course sequence and provide detailed sequencing documents which are customized for each of the four program pathways.

In the program, each course instructor assesses subject matter knowledge and pedagogies through course assignments while employing the use of rubrics and specific criteria for the targeted content area. Student teaching expectations and requirements are shared through orientations and program advising. Teacher candidates are required to pass the edTPA in Elementary Education in their last semester of the program. CSUN faculty present workshops and there are also embedded edTPA rehearsals in the first semester seminar courses for Tasks 1-3 and the mathematics methods course for Task 4.

Interviews confirm that university supervisors formally observe candidates six times each semester. The supervisors provide candidates with written observations and feedback and offer recommendations at a post-conference for each observation. Additionally, students describe supervisors who take the initiative to provide informal “just in time” instruction based on the student teaching challenges they encounter as part of their fieldwork.

The theme of formative evaluation and continuous feedback was recurring and described in detail, without prompting, across all stakeholders interviewed as part of this accreditation site visit. Current candidates praised the program for providing regular assessment and feedback which helps them to monitor strengths and opportunities for further development. Completers confirmed an ongoing awareness of their performance throughout the program, and indicated that faculty, field supervisors, and mentor teachers were both readily accessible for purposes of coaching and addressing performance-related concerns before the concerns became significant. Finally, program faculty and field supervisors described the ongoing use of data points— including course evaluations, edTPA performance, and CSU exit surveys— to evaluate the Preliminary Multiple Subject credential program, identify areas of strength and opportunities for improvement, and guide program improvement over time.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Multiple Subject credential program.

## Preliminary Single Subject, with Intern

### Program Design

The Preliminary Single Subject credential program is administered by CSUN's Credential Office and the Department of Secondary Education, both of which are housed within the Michael D. Eisner College of Education (MDECOE). Overseeing the MDECOE is the interim dean. The director of the Credential Office handles the admissions process, documents candidate progress, and makes credential recommendations to the Commission on Teacher Credentialing (CTC). The Department of Secondary Education, led by a department chair, oversees coursework and field experiences, hires and evaluates faculty, and ensures that all aspects of the program meet accreditation standards.

The program is continuously monitored by the chair, program coordinators, field placement coordinators, and faculty who ensure the program reflects a purposeful, interrelated, developmentally designed sequence of coursework and clinical practice experience for single subject candidates and interns across all disciplines. In conducting affairs of the department, the chair consults formally and informally with the associate dean, credential office, and faculty. For greater articulation across the department and campus, the chair convenes regular meetings of the subject coordinators and the advisors of CSUN's various undergraduate subject matter programs. The Credential Curriculum and Assessment Committee is the formal departmental body charged with developing policy and practice recommendations for the department related to credential courses and fieldwork. Interviews with faculty, program coordinators, and field supervisors confirm both role-inclusive participation on the committee and additional formal and informal opportunities to make policy recommendations to the chair. Subject coordinators and the intern coordinator also communicate with field supervisors, candidates/interns, school administrators, and cooperating teachers.

Cross-department coordination of credential programs, particularly the field experiences, occurs via monthly meetings of the Student Teaching and Internship Coordinating Committee (STICC). District partners are invited to one STICC meeting per semester. Cooperating teachers and employers confirm opportunities to give input and feedback via various surveys, including CSU employer surveys and the departmental survey of cooperating teachers.

The Preliminary Single Subject credential can be earned via five pathways. The department recommends a specific two-year sequence of courses for Single Subject Intern credential candidates— candidates navigate based on when they transition into the intern pathway. Interviews with intern program completers confirm a variety of transition points into the intern program while also confirming the ability to complete course requirements. Most course sections are offered face-to-face on CSUN's campus on weekday afternoons and evenings; a small number of sections are fully online or hybrid.

Candidates in the Accelerated Collaborative Teacher Education Program (ACT) move through this pathway in cohorts and take a clearly defined sequence of courses. All other single subject pathways' courses are sequenced in a semi-structured manner through student teaching prerequisites and course pairings to provide flexibility. Coursework for all candidates is organized into core areas: 1) foundations and general pedagogy courses; 2) subject-specific curriculum and instruction courses (including content literacy); 3) teaching special populations (EL, Special Education); and 4) Field-Connected Seminars. In addition, interns complete a minimum of 120 clock hours of pre-service preparation that includes foundational preparation in general pedagogy, including classroom management and planning, reading/language arts, subject-specific pedagogy, human development, and specific content regarding the teaching of English language learners.

Completers, candidates, program coordinators, and the chair agree the semi-structured nature of the course sequence better meets the diverse needs of CSUN students. Upon completion of the professional preparation program, candidates are eligible for a Preliminary Single Subject teaching credential.

In the past two years, the most significant program modifications have been the transition from the Performance Assessment for California Teachers (PACT) to the edTPA, course revisions to meet the new Teaching Performance Expectations (TPEs), formalization of 10 hours of initial training for cooperating teachers, and piloting video observations of student teaching.

Stakeholders provide their input and feedback via various surveys, including CSU employer surveys and the departmental survey of cooperating teachers. Interviews with cooperating teachers confirm regular meetings with program staff and faculty provide them with opportunities to give input into program priorities, design, and policies.

### **Course of Study (Curriculum and Field Experience)**

Single subject candidates may take coursework and fieldwork concurrently or complete the coursework requirements in advance of student teaching, although there is a fieldwork component to most individual courses. The required first semester course provides a common foundation for all credential candidates. Candidates, completers, and interns all confirm the explicit connections between their coursework and fieldwork, including individual class assignments prior to student teaching as well as focused subject matter preparation and pedagogies to meet the needs of English learners and special education students in general education classrooms. Completer survey data reveals that 57% of completers believe the program effectively prepared them to meet the instructional needs of English learners, and 58% believe the program effectively prepared them to identify and address special learning needs with appropriate teaching strategies. When interviewed, interns and completers noted the significance of what they learned about adolescent development and reflective practice to their teaching.

At the heart of the Preliminary Single Subject credential program are two robust, semester-long student-teaching experiences. Candidates complete two semesters of student teaching—one in a middle school and one in a high school. In addition to advising student teachers, subject coordinators also work with area schools and districts to arrange student teaching placements and assign university supervisors.

In the first semester, student teachers gradually take over the teaching of one course while spending a second hour at the placement school observing teachers, consulting with cooperating teachers or university supervisors, preparing lessons, and engaging in other school activities. In the second semester, candidates assume full teaching responsibility for three periods and remain at the placement site for a fourth hour for the aforementioned activities.

In collaboration with district or school site administrators, cooperating teachers are selected for their experience, teaching expertise, and mentoring abilities. Most placement schools have significant ELL populations, but CSUN ensures that each candidate spends at least one semester student teaching in a diverse classroom with ELLs.

Interviews with completers and field supervisors confirm that each candidate/intern receives a minimum of four to six observational visits per student teaching placement with more for struggling student teachers/interns. University supervisors debrief with the student teacher after each visit and also provide written feedback. Feedback on video observations is provided via annotations and comments. Cooperating teachers are expected to remain in the classroom with the student teacher during instruction and to provide regular feedback and assistance with planning and assessment. When a candidate shows signs of difficulty, the university supervisor consults with the cooperating teacher to draft an Assistance Plan. This plan delineates for the candidate the improvements or behavioral changes that are required to remain in the placement while also detailing the supports that mentors or other CSUN faculty will provide. If difficulties persist, the candidate will meet with his/her support team—the university supervisor, subject coordinator, and department chair—to create a plan for success. Candidates are generally allowed to repeat only one of the two student teaching experiences before being disqualified from the program.

Program completers and current candidates stated that they were well-informed about the program requirements prior to beginning their coursework and knew who to go to for assistance and guidance. Both completers and current candidates confirm that the chair, program coordinators, and credential counselors provide advisement and guidance in the form of one-on-one meetings, an introductory orientation, student teaching orientations each semester, and regular progress reporting via email. Program handbooks, the college website, and online folders provide candidates with easily accessible resources.

Effectiveness of program design and course of study is strongly reflected in completer survey data where 77% of completers reported that the Preliminary Single Subject credential program

was effective in helping them to develop the skills or tools needed to become an effective teacher.

### **Assessment of Candidates**

Document review, as well as interviews with the chair and program coordinators, confirm that candidate performance in the single subject program is based on multiple assessments at various transition points throughout the sequence of the program. The comprehensive assessment of candidates includes grades on specific course assignments, assessment of candidate performance in field experiences, the Feedback-Receiving EdTPA (“FRED”), exit portfolios, and the edTPA. Candidates and interns receive much of the information about assessment in their courses and seminars, but they also learn about field evaluations and the edTPA at mandatory orientation sessions.

edTPA provides a valid and reliable assessment of the candidate’s/intern’s status with respect to the TPEs and is embedded throughout the program’s design. This was verified by interviews with program faculty, program coordinators, and field supervisors. An extensive review of syllabi confirms that all course assignments are aligned with the TPEs and include a variety of avenues for candidates to establish their competence, including reflective essays and unit and lesson plans. Candidates/interns and completers agree that they have multiple opportunities at various points in the program to practice, develop, and demonstrate competency in coursework through signature assignments, clinical practice, the FRED, and through completion of the edTPA. All program coordinators and candidates confirm that the department prioritizes preparation and support for candidates/interns to successfully complete and pass the edTPA.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Single Subject credential program.

## **Education Specialist**

The CSUN Education Specialist preparation programs are housed within the Michael D. Eisner College of Education (MDECOE). The dean (interim) has full responsibility for ongoing oversight of all credential programs within the college. The associate dean, the chair of the Department of Special Education, and the director of the Credential Office all report to the dean on issues of planning, delivery, and evaluation of all Education Specialist credential programs. The Credential Office admits candidates to the program and, upon program completion, makes credential recommendations to the Commission on Teacher Credentialing (CTC).

At the unit level, the department chair and the teacher education coordinator serve on the MDECOE’s Student Teaching and Intern Coordination Committee (STICC). Other members of

this committee include representatives from elementary and secondary education, the associate dean, and the director of the Credential Office. This committee meets monthly to review and coordinate policies across all teacher preparation programs within the college.

At the department level, faculty coordinate with the credential office on policies related to admission, fieldwork, and credential requirements via the Teacher Education Committee (Committee). The Committee meets once a month and includes representatives from each of the four preliminary specializations (MM, MS, DHH, and ECSE) as well as the other special education added authorization programs. Topics discussed in the context of these meetings are shared at department meetings, which are held once a month. Issues in need of immediate action are discussed with the department chair and the director of the Credential Office, as appropriate.

The department sponsors the following programs and the specific program reports are provided below, in order:

1. Preliminary Education Specialist: Mild to Moderate
2. Preliminary Education Specialist: Moderate to Severe
3. Preliminary Deaf and Hard of Hearing
4. Preliminary Early Childhood Special Education
5. Preliminary Education Specialist Intern
6. Resource Specialist Added Authorization
7. Autism Spectrum Disorders Added Authorization
8. Clear Education Specialist Credential (Induction)

**Preliminary Education Specialist:  
Mild to Moderate and Moderate to Severe Disabilities**

**Program Design**

Within the Education Specialist Mild to Moderate (M/M) and Moderate to Severe (M/S) Disabilities Preliminary programs, there are three delivery models: 1) Traditional; 2) Accelerated Collaborative Integrated Teacher (ACT); and 3) Integrated Teacher Education Program (ITEP) program. Both the traditional and ACT pathways are post-baccalaureate programs designed for graduate students and are organized around a developmental sequence of instruction that includes three primary components: core courses, specialization courses, and fieldwork. Core courses are required across specializations, while specialization courses and designated fieldwork are specialization-specific. The ITEP pathway is a four-year (freshman option) or two-year (Junior option) blended undergraduate program offered to candidates pursuing a preliminary credential in M/M and M/S disabilities. Through the ITEP program, candidates complete their undergraduate program while simultaneously taking coursework toward their Preliminary Education Specialist credential. Candidates in the freshman option can complete

both their BA degree and preliminary credential program in four years. Candidates who enter the program in their junior year can complete both programs in two years.

Multiple interviews with candidates and completers, faculty, support providers, and supervisors, and a review of course syllabi, reflected that core courses focus on the foundations of special education, knowledge of students with special needs, and communication and collaborative partnerships with other professionals and families from diverse community cultures and child-rearing practices. Core courses address fundamental knowledge and skills in meeting the needs of English language learners, reading/language arts instruction, behavioral, social, and environmental supports for learning, and curriculum and instruction in general education. Specialization courses extend foundational knowledge and skills by focusing on assessment and instructional strategies specific to the learners for which the candidate is being prepared. A review of syllabi reflected that the courses provide candidates with knowledge of evidence-based practices specific to the specialization with opportunities to practice implementing these strategies through course assignments. Fieldwork experiences are designed to provide opportunities for candidates to develop and demonstrate competencies in serving students with disabilities. For each of the four programs, candidates complete two fieldwork experiences. Candidates in the M/M and M/S programs participate in SPED 403: Early Fieldwork in MM/MS and SPED 580: Advanced Practicum in Special Education MM/MS Specialization.

Prerequisites have been identified for core, specialization, and fieldwork courses and differ by specialization. Reviewers were able to access the course catalog and verified specific information related to the sequence of coursework for each of the four specializations. As noted above, candidates complete two fieldwork experiences and the number of hours vary by specialization. Candidates in the M/M program complete 72 hours of early fieldwork and one full semester (full-time, Monday-Friday) of student teaching. Candidates in the M/S program complete 160 hours of early fieldwork and one full semester (full-time, Monday-Friday) of student teaching.

Interviews with candidates and completers indicated that, in each of the credential programs, a heavy emphasis is placed on assisting candidates in their ability to apply what they are learning through coursework to their work with learners with disabilities. During fieldwork, candidates are placed with certificated and experienced teachers who provide ongoing guidance, mentorship, and support during the fieldwork experiences.

### **Course of Study (Curriculum and Field Experience)**

Candidates take identified core and specialization courses simultaneously. Prerequisites have been identified for core, specialization, and fieldwork courses and differ by specialization. Reviewers verified the sequences of coursework for each of the specializations using the current CSUN course catalog.

Fieldwork experiences provide opportunities for candidates to develop and demonstrate competencies in serving students with disabilities. In each of the credential programs a heavy emphasis is placed on assisting candidates in their ability to apply what they are learning through coursework to their work with learners with disabilities. Practical assignments are scattered throughout the core and specialization courses. This allows the opportunity for candidates to demonstrate knowledge and implement specific strategies many times throughout the program – both as course assignments and later during fieldwork practica.

During fieldwork, candidates are placed with certificated and experienced teachers who provide ongoing guidance, mentorship, and support during the fieldwork experiences. Candidates also receive guidance and support from their university supervisor. Candidates are observed in their fieldwork placement by both the mentor teacher and university supervisor and receive both oral and written feedback. A final written evaluation is completed and shared with the candidate after each observation. University supervisors and mentor teachers collaborate in their support of the candidates through email, on-campus meetings, and other forms of communication.

The program also facilitates seminars and discussion groups in order to further assist candidates in making connections between what they are learning through coursework and their practice in the classroom. In these settings, candidates learn from the instructor and their classmates and they often use this time to brainstorm ideas and support each other. Elements of field supervision were verified through interviews with various program faculty, school personnel, candidates, and program documents. Additionally, processes of field supervision are supported through program advisement, course requirements, and multiple assessment practices facilitated by both program personnel and assigned district-employed support persons.

### **Assessment of Candidates**

Candidates are assessed continually throughout their program. Prior to entering the program, candidates must meet the basic skills requirement and satisfy subject matter. The basic skill requirement is typically met through the CBEST and subject matter through the CSET. While in the program, candidates must complete all required courses and maintain a GPA of 3.0. Candidates are required to complete all course assignments and participate in scheduled exams and must pass each course with a grade of “C” or better. During fieldwork, candidates are evaluated by both the university and the mentor teacher. The fieldwork evaluation delineates a number of competencies candidates are required to demonstrate at a “developing” or higher level (Likert scale 1 – 4). Candidates in all specializations complete Special Education Teaching Event (Teaching Event) which is adapted from the Performance Assessment for California Teachers (PACT) and serves as an opportunity for teacher candidates to document their knowledge and skills in four major areas: planning, instructing, assessing, and reflecting. The Teaching Event is customized for each specialization, but all consist of commentaries, teacher and student products, and a digital clip of the candidate’s teaching. Ongoing advisement by

program faculty and staff provide opportunities for check-ins and serve as safeguards to increase the likelihood that candidates will remain on track and are provided full opportunity to be successful in the program. Finally, candidates complete a series of surveys at various points in the program; during fieldwork, candidates complete a survey about their fieldwork experience and a second evaluation of their university supervisor. These data are reviewed and used to inform the program.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, mentor teachers, school administration, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Education Specialist Mild to Moderate and Preliminary Education Specialist Moderate to Severe credential programs.

## **Preliminary Education Specialist: Deaf and Hard of Hearing**

### **Program Design**

The Preliminary Education Specialist: Deaf and Hard-of-Hearing (DHH) credential program has both traditional and intern pathways, and findings indicate that the majority of candidates in the DHH program are enrolled in the intern pathway.

The traditional pathway offers candidates the flexibility to complete a varied number of units per semester depending on their availability to attend classes and other personal considerations. For example, some traditional students may choose to take six units a semester knowing that it will take them longer to complete the program, while other candidates may take 9-12 units per semester. Candidates can apply to the traditional program in both the fall and spring semesters.

The intern pathway is designed as a two-year long, post-baccalaureate credential program (including summers) where candidates are recommended for and issued an intern credential and are hired in a cooperating school district. Intern candidates must take a minimum of six units each semester, including two units of the SPED 506 Intern Practicum/Seminar. Interns receive classroom support and mentorship throughout the program by both university and district personnel.

The DHH program obtains stakeholder input through their Interdisciplinary Deaf Education Program (IDEP). The IDEP includes parents, members of the deaf community, audiologists, interpreters, and paraprofessionals. Faculty and candidates participate in the California Association of Educators of the Deaf (CALED). DHH faculty participate in both departmental and Michael D. Eisner College of Education advisory committees. In addition, the DHH faculty work with Parent Links, a parent advocacy organization.

### **Course of Study (Curriculum and Field Experience)**

The traditional pathway includes nine units of fieldwork (out of 49 total units) while the intern pathway includes 12 units of fieldwork (out of 52 total units).

Candidates take core and specialization courses simultaneously. There are 18 units of core coursework which address positive behavior supports, educating diverse learners and their families, literacy and math curriculum, and differentiated instruction and collaboration. DHH candidates take these core courses alongside candidates from the mild to moderate and moderate to severe programs. In addition, there are 22 units that focus on the specialization of deaf education and include foundations of deaf education, audiology, literacy and language development, curriculum development, and teaching deaf students with special needs. According to information obtained through interviews with mentors and employers, the course of study is exceptional and candidates are well-prepared as teachers for DHH classrooms. Employers commented that candidates had a good foundation in writing IEPs. Candidates and program completers stated that the course of study, while rigorous, prepared them for working with all populations (birth to 22) in a variety of settings.

In the DHH program, there is a strong emphasis placed on assisting candidates in applying what they are learning through coursework to their work with learners with disabilities. Candidates stated that practical assignments are embedded throughout the core and specialization courses. Embedded, practical experiences provide candidates with the opportunity to demonstrate knowledge and implement specific strategies many times throughout the program. During fieldwork, candidates are placed with certificated and experienced DHH teachers who provide ongoing guidance, mentorship, and support during the fieldwork experiences. Mentors and cooperating teachers commented that candidates applied current and evidence-based practices during the fieldwork. DHH faculty serve as university supervisors and are able to provide additional guidance and support during coursework. A final written evaluation is completed and shared with the candidate after each observation. University supervisors and mentor teachers collaborate in their support of the candidates through email, on-campus meetings, and other forms of communication. Candidates attend seminars to assist and receive assistance from their peers and make connections between coursework and the classroom under the guidance and facilitation of program faculty. Candidates and completers stressed in their interviews that they valued the opportunity to collaborate with candidates and faculty during the seminars.

Advanced coursework is completed simultaneously with fieldwork. Candidates and completers expressed during interviews that content from coursework was extremely relevant to their fieldwork placements. Candidates could apply strategies and interventions learned through coursework directly to their fieldwork. Candidates, completers, and mentor teachers noted that fieldwork supervision from DHH faculty was supportive and productive. Candidates are

provided with timely feedback and fieldwork supervisors encourage reflective practices of all candidates. Fieldwork supervisors address experiences from the field in coursework.

Fieldwork experiences provide opportunities for candidates to develop and demonstrate competencies in serving students with disabilities. DHH program candidates complete two fieldwork experiences: 1) 72 hours of early fieldwork; and 2) one full semester of student teaching (full-time, Monday-Friday). DHH candidates participate in both early fieldwork in special education/DHH and an advanced practicum in special education/DHH. DHH faculty/advisers track all fieldwork experiences, including placement and number of hours in each placement, in order to ensure that all candidates obtain fieldwork experience across the birth-to-22 spectrum.

The DHH program requires coursework in educating diverse learners and their families, literacy instruction for diverse learners, understanding language development, and differentiated instruction. The program promotes the development of cultural competence in working with deaf populations and requires candidates to demonstrate proficiency in American Sign Language (ASL).

A final written evaluation is completed by mentor teachers and university supervisors and is shared with the candidate as part of the final observation. University supervisors and cooperating teachers collaborate in their support of candidates through email, on-campus meetings, and other forms of communication. Finally, candidates participate in seminars to assist and be assisted by their peers and to make connections between coursework and the classroom. In this setting, candidates learn from the instructor and their classmates, and the time is often used to brainstorm ideas and support each other.

Candidates reported that their university supervisor was readily available and that feedback was given immediately. Cooperating teachers stressed that the university supervisors were helpful in working with both candidates and cooperating teachers while also noting that university supervisors provided many resources and supports to their classrooms and candidates. Through interviews it was shared that the DHH faculty should be commended for their fieldwork supervision of candidates whose placements span a large area of Southern California.

### **Assessment of Candidates**

Candidates are assessed continually throughout their program. Prior to entering the program, candidates must meet the basic skills and subject matter requirement. The basic skills requirement is typically met through the CBEST and subject matter through the CSET. While in the program, candidates must complete all required courses and maintain a GPA of 3.0. and must pass each course with a grade of “C” or better. During fieldwork, candidates are evaluated by both the university and the mentor teacher. The fieldwork evaluation delineates a number of competencies candidates are required to demonstrate at a “developing” or higher level

(Likert scale 1 – 4). DHH candidates are additionally assessed in ASL proficiency through the passage of the American Sign Language Proficiency Interview (ASLPI). Finally, candidates complete the Special Education Teaching Event (Teaching Event). The Teaching Event is adapted from the Performance Assessment for California Teachers (PACT) and serves as an opportunity for teacher candidates to document their knowledge and skills in four major areas: planning, instructing, assessing, and reflecting. The Teaching Event is customized for each specialization, but all consist of commentaries, teacher and student products, and a digital clip of the candidate’s teaching.

Candidates complete a series of surveys at various points in the program. During fieldwork, candidates complete a survey about their fieldwork experience and a second evaluation of their university supervisor. These data are reviewed and used to inform the program.

Candidates receive advisement in the beginning of their course of study by their program adviser. All candidates and program completers stated that they were aware of formative and summative assessments in their coursework and fieldwork throughout the program. Candidates are provided with multiple points of assessment that include early fieldwork and advanced fieldwork experiences, feedback on lesson plan development, and capstone projects. Findings indicate that there is good communication of coursework and fieldwork expectations.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Educational Specialist: Deaf and Hard-of-Hearing credential program.

## **Preliminary Education Specialist: Early Childhood Special Education**

### **Program Design**

Early Childhood Special Education (ECSE) faculty participate in cross-departmental projects and coursework. ECSE faculty are instructors in department core courses. Interviews and documentation confirm that ECSE faculty are an integral part of the Michael D. Eisner College of Education at CSUN. ECSE faculty provide leadership in community partnerships through their work with CHIME charter school and their partnerships with local districts.

The ECSE program offers both traditional and intern pathways, and findings indicate that the majority of ECSE candidates are enrolled in the intern pathway. The traditional pathway offers candidates the flexibility to complete a varied number of units per semester depending on their availability to attend classes and other personal considerations. For example, some traditional students may choose to take six units a semester knowing that it will take them longer to

complete the program, while other candidates may take 9-12 units per semester. Candidates can apply to the traditional program in both the fall and spring semesters.

The intern pathway is designed as a two-year long, post-baccalaureate credential program (including summers) where candidates are recommended for and issued an intern credential and are hired by a cooperating school district. Intern candidates progress through the program in a cohort and must take a minimum of six units each semester, including two units of the SPED 506 Intern Practicum/Seminar. Interns receive classroom support and mentorship throughout the program by both university and district personnel.

Interviews and documentation confirm that the ECSE program obtains stakeholder input through its work with CHIME charter school— ECSE faculty serve on the advisory board at CHIME. In addition, the ECSE program holds biannual meetings with cooperating teachers and university supervisors where training and feedback are provided and program improvements are discussed.

### **Course of Study (Curriculum and Field Experience)**

All Education Specialist candidates, regardless of specialization area, must take core coursework focusing on the foundations of special education, knowledge of students with special needs, and communication and collaborative partnerships with other professionals and families from diverse community cultures and child-rearing practices. This coursework addresses fundamental knowledge and skills in the following areas: meeting the needs of English language learners; reading/language arts instruction; behavioral, social, and environmental supports for learning; and curriculum and instruction in general education.

Education Specialist specialization coursework extends a candidate’s foundational knowledge and skills by focusing on assessment and instructional strategies specific to the learners for which the candidate is being prepared. This coursework provides candidates with knowledge of evidence-based practices specific to their specialization while also providing opportunities to practice implementing these strategies through course assignments.

Candidates take core and specialization coursework simultaneously. All coursework focuses on working with typical and atypical children, collaborating with families, supporting positive behaviors, literacy and communication, assessment, and curriculum and methods for working with very young children. Two specialized courses focus on working with children with sensory and motor impairments. Interviews with ECSE program completers indicate that mentors and employers feel that the course of study is exceptional and candidates are well-prepared to teach ECSE. Employers commented during interviews that candidates are prepared for IFSPs/IEPs and for conducting assessments. Candidates and program completers stated that the course of study was demanding and prepared them for working with very young children with disabilities and their families. Candidates and program completers shared that they benefited from the program focus on inclusive practices for young children.

The ECSE program places a heavy emphasis on assisting candidates with their ability to apply what is learned through coursework to their work with learners with disabilities. Practical assignments are scattered throughout both core and specialization courses. This provides candidates the opportunity to demonstrate knowledge and implement specific strategies many times throughout the program – during course assignments and later during fieldwork practica. During fieldwork, candidates are placed with certificated and experienced teachers who provide ongoing guidance, mentorship, and support during the fieldwork experiences. Candidates receive additional guidance and support from the university supervisor. Candidates are observed in the fieldwork placement by both the mentor teacher and university supervisor and receive both oral and written feedback. A final written evaluation is completed and shared with the candidate. University supervisors and mentor teachers collaborate in their support of the candidates through email, on-campus meetings, and other forms of communication. Through participation in faculty-led seminars and discussion groups with their peers, candidates are provided with opportunities to make connections between what is learned through coursework and what is applied in the classroom. In this setting, candidates learn from the instructor and classmates and often use this time to brainstorm ideas and support each other.

Fieldwork experiences provide opportunities for candidates to develop and demonstrate competencies in serving students with disabilities. For each of the four special education programs offered at CSUN, candidates complete two fieldwork experiences. For ECSE candidates, the two fieldwork experiences are 1) SPED 578 – Fieldwork in ECSE: Infant/Toddler and 2) SPED 580EC: Advanced Specialist Fieldwork in ESCE. SPED 578 consists of 100 hours with infants and toddlers and focuses candidates on interventions with the children (birth to three) and their families. In SPED 580, ECSE candidates work in classrooms with preschool-age children for 15 weeks (450 hours).

Advanced coursework is taken simultaneously with fieldwork. Candidates and completers expressed during interviews that content from coursework was extremely relevant to their fieldwork placements; candidates could apply strategies and interventions learned in coursework directly in their fieldwork. Candidates, completers, and mentor teachers expressed that fieldwork supervision from ECSE faculty was supportive and productive. Candidates are provided with timely feedback and fieldwork supervisors encourage reflective practices by all candidates. Fieldwork supervisors also address experiences from the field in coursework.

The ECSE program requires coursework in educating diverse learners and their families, communication and literacy instruction, and working with children with motor and sensory impairments. University supervisors and mentor teachers collaborate in their support of the candidates through email, on-campus meetings, and other forms of communication. Candidates reported that their university supervisor was readily available and that feedback was given immediately. Mentor teachers stressed that the university supervisors were helpful in working

with both candidates and mentors and that the university supervisors provided many resources and supports to their classrooms and candidates.

### **Assessment of Candidates**

ECSE candidates are assessed continually throughout their program. Prior to entering the program, candidates must meet the basic skills requirement and complete child development coursework. The basic skills requirement is typically met through the CBEST. While in the program, candidates must complete all required courses and maintain a GPA of 3.0. Concerning specific courses, candidates are required to complete all course assignments and participate in scheduled exams. Candidates must pass each course with a grade of “C” or better. During fieldwork, candidates are evaluated by both the university and the mentor teacher. The fieldwork evaluation delineates a number of competencies candidates are required to demonstrate at a “developing” or higher level (Likert scale 1 – 4). Finally, candidates in all specializations complete the Special Education Teaching Event (Teaching Event). The Teaching Event is adapted from the Performance Assessment for California Teachers (PACT) and serves as an opportunity for teacher candidates to document their knowledge and skills in four major areas: planning, instructing, assessing and reflecting. The Teaching Event is customized for each specialization, but consists of commentaries, teacher and student products, and a digital clip of candidate teaching.

Candidates complete a series of surveys at various points in the program. During fieldwork, candidates complete a survey about their fieldwork experience and a second evaluation of their university supervisor. These data are reviewed and used to inform our program.

ECSE candidates meet with their program advisor at the beginning of the program. Candidates report that they have consistent contact with program faculty and advisors and that faculty and advisors are readily available. All candidates and program completers stated that they were aware of formative and summative assessments in their coursework and fieldwork throughout the program. Candidates are assessed at multiple points in their program including during early fieldwork and advanced fieldwork experiences, and receive feedback on lesson plan development, and on capstone projects. Findings indicate that there is good communication of coursework and fieldwork expectations.

### **Findings on Standards**

After review of the institutional report, supporting documentation, and completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Education Specialist: Early Childhood Special Education credential program.

## Preliminary Education Specialist Intern Programs

### Program Design

The Preliminary Education Specialist Intern credential program (M/M, M/S, and DHH) is designed for on-the-job teachers who complete coursework towards a preliminary credential while working as a special education teacher serving children and youth with disabilities. The intern program is a partnership between the teacher preparation program at CSUN and the employing school district. A Memorandum of Understanding (MOU) outlines the roles and responsibilities of CSUN and each employing school district. To qualify for an intern credential, candidates must meet all university admission requirements, have verified employment with a participating school district, demonstrate knowledge of the U.S. Constitution, and successfully complete all program preservice requirements. Preservice requirements include foundational preparation in the following: (a) general pedagogy including classroom management and planning; (b) teaching reading/language arts; (c) human development and special populations; and, (d) curriculum and instruction. It also requires completion of 45 hours of additional instruction specific to English language learners.

The program is organized around a developmental sequence of instruction that includes three primary components: core courses, specialization courses, and fieldwork. Core courses are required across specializations, while specialization courses and designated fieldwork are specialization specific.

A thorough review of program syllabi confirmed that core courses focus on foundations of special education, including knowledge of students with special needs, communication and collaborative partnerships with other professionals and families from diverse community cultures, and child-rearing practices. Completer and candidate interviews reflect that core courses address critical information, include the following: knowledge and skills in meeting the needs of English learners; reading/language arts instruction; behavioral, social, and environmental supports for learning; and curriculum and instruction in general education.

Specialization courses extend foundational knowledge and skills by focusing on assessment and instructional strategies specific to the learners for which the candidate is being prepared. Courses provide candidates with knowledge of evidence-based practices specific to the specialization with opportunities to practice implementing these strategies through course assignments.

Fieldwork experiences provide opportunities for candidates to develop and demonstrate competencies in serving students with disabilities as confirmed by discussion with fieldwork supervisors, employers, completers, and current candidates. Intern candidates participate in SPED 403: Early Fieldwork in DHH/MM/MS and SPED 580: Advanced Practicum in Special Education/Specialization (MM, MS, DHH). Candidates in the ESCE program complete SPED 578:

Fieldwork in ECSE: Infant/Toddler and SPED 580EC: Advanced Specialist Fieldwork in ESCE. Candidates take core and specialization courses simultaneously. Prerequisites have been identified for core, specialization, and fieldwork courses and differ by specialization. The course catalog was reviewed and provides specific information related to the sequence of coursework for each specialization.

Because interns are the teachers of record in their classrooms, fieldwork is completed in their own school-assigned classroom. Interns receive intensive supervision, support, and mentoring from university faculty and an employer-identified support provider.

Completers and candidates reported that for each of the credential programs, a heavy emphasis is placed on assisting candidates in their ability to apply what they are learning through coursework to their work with learners with disabilities. Practical assignments are integrated into several core and specialization courses. This allows the opportunity for candidates to demonstrate knowledge and implement specific strategies many times throughout the program through course assignments and during fieldwork practica. During fieldwork, candidates are placed with certificated and experienced teachers who provide ongoing guidance, mentorship, and support during the fieldwork experiences. Candidates receive additional guidance and support from the university supervisor. Candidates are observed in the fieldwork placement by both the mentor teacher and university supervisor and receive both oral and written feedback. A final written evaluation is completed and shared with the candidate. University supervisors and mentor teachers collaborate in their support of the candidates through email, on-campus meetings, and other forms of communication. Candidates attend seminars to assist and receive assistance from their peers and make connections between coursework and the classroom under the guidance and facilitation of program faculty. Candidates and completers stressed in their interviews that they valued the opportunity to collaborate with candidates and faculty during the seminars.

Ongoing stakeholder input was verified by several representative stakeholders across the site visit. Community partners, employers, faculty, staff, completers, candidates, and support providers discussed several avenues for input that include advisory council meetings, regular clinical practice based written comments, program evaluation tools, and program completion surveys.

### **Course of Study (Curriculum and Field Experience)**

Candidates take core and specialization courses simultaneously. Prerequisites have been identified for core, specialization, and fieldwork courses and differ by specialization. Review of the CSUN course catalog provided verification of specific information related to the sequence of coursework for each of the four specializations.

In each of the intern programs, a heavy emphasis is placed on assisting candidates with applying what they are learning through coursework to their work with learners with

disabilities. Practical assignments exist throughout the core and specialization courses. Since interns are on-the-job teachers, they can immediately apply what they are learning through coursework. Through seminars, interns receive guidance and support from the university supervisor to make the connections between theory and practice. Intern candidates reported that they are also grouped into semester-specific cohorts. Interns noted that they strive to take courses and participate in seminars with their cohort classmates. This appears to create a “community of support” in which candidates learn from and support each other.

Interviews with multiple university and site-based support providers verified that interns receive intensive supervision, support, and mentoring from university faculty and an employer-identified support provider. In the intern program, candidates for DHH, M/M, and M/S credentials participate in four intern practica/seminars with one practica/seminar being completed each semester of the two-year program. The ECSE intern program includes three intern practica/seminars and a second student teaching experience. The intern practica/seminars are designed specifically to provide support, mentoring, and supervision to each intern. A total of 172 hours is provided to support each intern per school year. In addition to meeting all Commission-adopted standards, interns receive 45 hours per school year of support, mentoring, and supervision specific to the needs of English learners.

### **Assessment of Candidates**

Intern candidates are assessed continually throughout their program. Prior to entering the program, intern candidates must meet the basic skills and subject matter requirements, with the exception of ECSE interns who must only meet basic skills. While in the program, candidates must complete all required courses and maintain a GPA of 3.0. Candidates are required to complete all course assignments and participate in scheduled exams. They must pass each course with a grade of “C” or better. During fieldwork, candidates are evaluated by both the university and the mentor teacher. The fieldwork evaluation delineates a number of competencies candidates are required to demonstrate at a “developing” or higher level (Likert scale 1 – 4). Finally, candidates in all specializations complete Special Education Teaching Event (Teaching Event). The Teaching Event is adapted from the Performance Assessment for California Teachers (PACT) and serves as an opportunity for teacher candidates to document their knowledge and skills in four major areas: planning, instructing, assessing, and reflecting. The Teaching Event is customized for each specialization and consists of commentaries, teacher and student products, and a digital clip of the candidate’s teaching.

Candidates complete a series of surveys at various points in the program. During fieldwork, candidates complete a survey about their fieldwork experience, and a second evaluation of their university supervisor. These data are reviewed and used to inform CSUN’s special education intern programs.

During the site visit, several class-wide discussions were conducted by reviewers in which candidates reported that student advisement of program requirements, including assessments,

were clearly articulated upon application to the program, at various points during the program, and prior to clinical practice experiences. The results of other critical assessments (e.g. RICA) are verified by Credential Office staff who track them to ensure all program requirements are met prior to credential recommendation.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, support providers, school administration, teachers, faculty, employers, and supervising practitioners, the team determined that all program standards for all Preliminary Education Specialist Intern credential program are **Met**.

## **Resource Specialist Added Authorization Autism Spectrum Disorders Added Authorization**

### **Program Design**

The Added Authorization Resource Specialist program allows special education teachers to add an authorization permitting the teacher to provide resource services while the Added Authorization Autism Spectrum Disorders program allows special education teachers to teach students on the autism spectrum. The majority of teachers who complete the added authorization programs already hold special education credentials, including teachers prepared outside California.

The Added Authorization Resource Specialist (AA-RS) program is comprised of nine units of coursework that builds upon knowledge and skills gained through completion of a Preliminary Education Specialist credential program. Through coursework, the candidate becomes competent in planning, delivering, and evaluating a variety of evidence-based and effective teaching practices designed to promote candidates' maximum learning of core curriculum in both general and special education settings. The AA-RS program prepares candidates use student outcome data to adjust and individualize instruction consistent with students' IEP objectives, work in collaboration with parents/families, provide consultation to colleagues, and teach reading, writing, speaking, listening, and mathematics to ensure access and progress in the general education curriculum.

The Added Authorization Autism Spectrum Disorders (AA-ASD) program is comprised of six units of coursework. Candidates complete *Teaching Diverse Learners with Social Communication Disabilities including Autism* and are introduced to the unique characteristics of students with autism spectrum disorders through readings and online modules. They also complete *Promising Practices and Interventions for Students with Autism* which is designed to extend and deepen candidate understanding of the unique characteristics of ASD across ages and severity of disability. Candidates apply their knowledge of characteristics of ASD in the development of a Student Profile Portfolio. For example, completers reported an assignment in which candidates select a student who is identified in an IEP as eligible under the category of

autism; the candidate reviews the student's records and observes the student for a minimum of four hours— a portion of which must be in an inclusive setting in general education. Candidates also revisit the factors constituting evidence-based practice and complete several online modules through the Ohio Center for Autism and Low Incidence (OCALI) that are related to teaching, learning, and behavior strategies. These content areas were verified by a review of the syllabus during the accreditation review. Additionally, review of course syllabi reflected that content covers intervention considerations and strategies including chapters on the following: (a) building interpersonal relationship/friendships; (b) social skills assessment and curricula; and, (c) evaluation of skill-based, cognitive, physiological, biological, and neurological interventions and treatments.

The AA-ASD program provides opportunities for the candidate to identify the unique characteristics of students with ASD, demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD, and demonstrate the ability to collaborate as a member of a multidisciplinary team with all team members/stakeholders, and effectively interact with families.

The Department of Special Education works directly with the Credential Office on managing both the AA-RS and the AA-ASD program. Candidates interested in obtaining an AA-RS receive advisement and guidance from both Credential Office staff and department faculty.

### **Course of Study (Curriculum and Field Experience)**

Candidates enrolled in the AA-RS program complete nine units of coursework designed to meet their individualized teaching needs. In collaboration with their university advisor, candidates select three out of five available course options. Course options allow for the candidate to meet the AA-RS standards through advanced study of literacy, math, collaboration, co-teaching, and assessment. By providing candidates with a selection of possible courses, faculty reported that candidates are provided opportunities to select the courses that best meet their individualized teaching needs. Placements are not required for either added authorization area. Lastly, because enrolled candidates must be current special education teachers, assignments in all courses are designed to assist candidates in applying what they are learning through coursework to their daily practice as teachers.

As with AA-RS candidates, candidates enrolled in the AA-ASD program are also required to be employed as special education teachers. Assignments in both courses (six units) of the AA-ASD program were found to reflect opportunities for candidates to apply what they are learning through coursework to their daily practice as teachers in a relevant manner.

### **Assessment of Candidates**

Assessment in both added authorization programs includes course grades and GPA. Candidates must maintain a GPA of 3.0 in professional courses and receive a grade of "C" or higher in

individual courses. Multiple faculty interviews confirmed candidates receive ongoing assessment information through advisement that is facilitated by a detailed program plan that includes evaluation of competencies, along with credentials staff verification of credential or authorization requirements.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, support providers, school administration, teachers, faculty, employers, and supervising practitioners, the team determined that all program standards for the AA-RSP are **Met**.

After review of the institutional report, supporting documentation, the completion of interviews with candidates, support providers, school administration, teachers, faculty, employers, and supervising practitioners, the team determined that all program standards for the AA-ASD are **Met**.

## **Clear Education Specialist Credential (Induction) Program**

### **Program Design**

Candidates for the Teacher Induction Education Specialist credential program must hold a valid Preliminary Education Specialist credential in DHH, ECSE, M/M, or M/S, have an overall GPA of 2.75 or higher and a GPA of 3.0 in professional program coursework, and hold a completed verification of employment form. CSUN's credential office processes all applications to ensure these requirements are met. Once an induction candidate is admitted into the program, an Induction Program Plan (IPP) is created by the credential office. Faculty who teach in the program help to create the IPP in collaboration with the candidate and his/her onsite administrator and field mentor.

Induction candidates receive ongoing mentoring and support from district personnel and university faculty. At the district level, mentors are identified and matched based on credential type and/or grade level/subject as appropriate. At the university level, faculty teach the two bookend induction courses and serve as university mentors. In some cases, university faculty will serve as both professional development personnel and a coach/mentor.

Onsite mentors are identified by the induction candidate, and selection is guided by program guidelines requiring the onsite mentor to possess a Clear Education Specialist teaching credential, have a minimum of three years teaching experience, and have established knowledge of the context and content of the candidate's assignment. These required components are verified by the program through the candidate submitted "mentor selection" form that requires information on each of the required elements from the site support provider— this was confirmed through interviews with onsite mentors and candidates.

Beginning Fall 2018, the Department of Special Education transitioned to the new Teacher Induction Program Standards which coincided with the first semester that the new program was offered. As verified in interviews with candidates, faculty, and program administration, all candidates admitted in Fall 2018 met the current admission requirements, including securing employment as a special education teacher prior to applying to the program.

The Teacher Induction program consists of three pathways:

- 1) A two-year, 14-unit program in which candidates take six units of coursework in semester one, one-unit of coursework in semesters two and three, and six units of coursework in semester four. Candidates receive ongoing and intensive support throughout the two years of the program. For this option CSUN created two new courses: SPED 614A: Learning About Myself as a Professional Educator; and SPED 614B: Working with Special Education Stakeholders. Both courses are one-unit courses that candidates complete in semesters two and three. These courses enable candidates to continue to receive ongoing and intensive support from their university mentor (in addition to the field mentor);
- 2) A two-year, induction and Master of Arts (MA) program in which candidates simultaneously complete the requirements for induction and the requirements for the MA degree. Candidates enroll in six units of coursework each semester (a combination of induction and MA classes) for four semesters; and,
- 3) A one-year, 12-unit early completer option for qualified candidates. This option is only available to candidates who have one year of successful teaching experience as a teacher of record. Candidates for this option must receive approval from their administrator.

In the induction program, candidates complete an Individualized Learning Plan (ILP) in place of the Individualized Induction Plan (IIP). The ILP includes professional growth goals, a description of how the candidate will work to meet those goals, and artifacts to demonstrate growth and learning. The new ILP includes a place for the site-administrator and the field mentor to sign off on the ILP in order to document district and university collaboration.

In the new induction program, candidates complete a shortened version of the exit survey at the end of the first year and again at the end of the second year. The shortened induction survey of field and university mentors focuses on support and guidance received from the field and university mentors. The final induction exit survey includes an evaluation of the entire induction program. A new Teacher Induction Education Specialist credential webpage has been developed to provide information to candidates.

### **Course of Study (Curriculum and Field Experience)**

Interviews with candidates and faculty verified that candidates complete an Individualized Learning Plan (ILP). A review of the ILP reflected that it requires professional growth goals, a

description of how the candidate will work to meet those goals, and artifacts to demonstrate growth and learning. In interviews, current mentors of induction candidates indicated that the mentor plays an integral role in the development and execution of the candidates' ILP goals. Faculty reported that the "new" ILP now includes a place for the site-administrator and the field mentor to sign off on the ILP to document district and university collaboration. Candidates reported that the structure of the induction program provides multiple opportunities to collaborate with other induction candidates across multiple program areas.

### **Assessment of Candidates**

A review of program documents including course syllabi, and multiple program interviews reflected a robust candidate assessment protocol that includes:

- *Course grades/GPA* –Candidates must earn a grade of "C" or better for all Induction courses (B or better for MA courses) and maintain an overall GPA of 3.0 or higher.
- *Performance measures* – Candidates are evaluated on knowledge, skills, and dispositions with two performance assessment measures based on completed portfolios. Candidates submit a portfolio, organized around the California Standards for the Teaching Profession (CSTP) and the candidate's personal ILP that includes artifacts and reflections demonstrating their competencies in all six areas.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, support providers, school administration, teachers, faculty, employers, the team determined that Program Standards 1-3, 5, and 6 are **Met**, with the exception of Program Standard 4 which is **Met with Concerns**.

### **Rationale**

#### *Standard 4: Qualifications, Selection, and Training of Mentors*

The team did not find evidence that the program is providing "ongoing training and support for mentors that includes, but is not limited to: coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks, and program processes designed to support candidate growth and effectiveness."

## **Bilingual Authorization**

### **Program Design**

The Bilingual Authorization program in Spanish, Armenian, and Korean is offered through the Michael D. Eisner College of Education in collaboration with the College of Humanities. Leadership of the Bilingual Authorization program (BILA) includes the interim dean, associate dean, bilingual coordinator, and the chairs of the Elementary Education, Secondary Education, and Special Education Departments. The bilingual coordinator oversees coursework and field

experiences, hires and evaluates faculty, and ensures that all aspects of the program meet accreditation standards. The bilingual coordinator reports to the associate dean and maintains ongoing communication with the College of Humanities concerning required coursework and faculty participation.

The long-term bilingual coordinator recently retired and a new bilingual coordinator will assume this role upon return from sabbatical. The new coordinator comes from the Department of Secondary Education and has experience with the Bilingual Authorization program.

### **Course of Study**

The BILA program is delivered face-to-face on the CSUN campus. BILA candidates may have concurrent enrollment in the Preliminary Multiple or Single Subject credential program or be enrolled in the program after having earned an appropriate prerequisite teaching credential. All program candidates are required to pass the CSET: LOTE II (Armenian) or III (Spanish and Korean), unless they can prove three years of college experiences in a country where the target language is spoken, successfully complete the bilingual methods class and the culture class, and complete fieldwork and an exit portfolio.

Due to low student enrollment, multiple and single subject candidates take the methods course together. Culture classes are offered through departments of ethnic studies and the School of Education. The language requirement is met via the CSET: LOTE exam and must be passed prior to acceptance into the program.

Program candidates, completers, and the program coordinator confirm that concurrent candidates complete student teaching in either bilingual or SDAIE settings depending on the availability of placements. Concurrent candidates usually complete student teach in a bilingual setting during their second student teaching placement. Student teaching placements consist of 8-10 weeks of full-day placements for multiple subject candidates and one class daily for a full semester for single subject student candidates. Post-credential candidates complete 20 hours of individual tutoring or small group instruction using their target language. Field hours are verified by site and university field supervisors.

Candidates create English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and multicultural lesson plans in their bilingual methods and culture classes, which they then teach in their respective placements. During interviews, candidates and cooperating teachers confirmed that cooperating teachers guide and coach candidates through planning, instruction, assessment, and reflection cycles, particularly as their lessons relate to Common Core Standards and the ELA/ELD Framework. Cooperating teachers provide feedback through dialogue journals, face-to-face debriefs, and written comments related to specific lessons observed. Fieldwork is evaluated by the university field supervisor twice during the bilingual placement.

## **Assessment of Candidates**

BILA candidates are required to demonstrate their knowledge, skills, and abilities in teaching bilingual learners in the major domains of the Bilingual Authorization Program Standards. Completers and the program coordinator verified that the BILA exit portfolio required them to demonstrate competency across program standards. The exit portfolio includes ELD, SDAIE, and multicultural lesson plans and reflections, analyses of student work, analyses of assessments, CSET: LOTE passing scores, completer bilingual program survey, and an unofficial transcript. Candidates receive information about how they will be assessed by both the credential counselor and the BILA program coordinator. The program coordinator meets with each incoming candidate to review program requirements (coursework, fieldwork, language exam), and to provide consultation on the candidate's plan for completion.

## **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Bilingual Authorization program.

## **California Teachers of English Learners (CTEL)**

### **Program Design**

The California Teachers of English Learners (CTEL) program is offered through the Michael D. Eisner College of Education in collaboration with the College of Humanities. Leadership of the CTEL program includes the interim dean, associate dean, program coordinator, and the chairs of the Elementary Education, Secondary Education, and Special Education Departments. The program coordinator oversees the CTEL program, ensuring all aspects of the program meet accreditation standards. The program coordinator reports to the associate dean and maintains ongoing communication with the College of Humanities concerning required coursework and faculty participation across departments.

The long-term CTEL coordinator recently retired and a new CTEL program coordinator will assume this role upon return from sabbatical. The new coordinator comes from the Department of Secondary Education and has experience with the CTEL program.

### **Course of Study**

Review of program documentation and the accreditation website confirm that the CTEL program consists of four classes (three face-to-face, one online hybrid): 1) Equity and Diversity in Schools; 2) Language and Linguistics; 3) Language Acquisition in Chicana/o and other ESL Speakers; and 4) teaching English learners in multiethnic schools.

Course syllabi confirms that candidates engage in activities across required coursework in critical areas related to equitable and culturally relevant practice for English learners, including: English Language Development (ELD); Specially Designed Academic Instruction in English

(SDAIE); and multicultural lesson plans, thematic units, field reports, in-class language assessments, pensamientos (reflections), service learning plans, case studies, and papers. Although fieldwork is not a required component of the CTEL Program Standards, CTEL class assignments include field tasks which enable candidates to develop a deeper understanding of the relevance of their learning experience at the university and how it translates into K-12 teaching.

An interview with a recent completer confirmed that each course prepares candidates to address the unique needs of English learners, particularly immigrant English learners.

### **Assessment of Candidates**

A review of syllabi and interviews with faculty confirm that candidates are evaluated in their classes in ELD and SDAIE, multicultural lesson plans, thematic units, field reports connected to individual classes, in-class language assessments, pensamientos (reflections), service learning plans, case studies, and papers. Explicit connections between standards/competencies and class assignments are noted on each course syllabi. The CTEL coordinator and a program completer confirmed that each candidate must submit an exit portfolio, which includes analyses of lessons in ELD and SDAIE, multicultural lesson plans, analysis of an informal assessment intended for English learners, and a completed CTEL/CLAD certificate program survey. The CTEL program coordinator evaluates the final exit portfolio using a scoring rubric and makes a final recommendation to the credential office.

The completer interviewed confirmed that candidates receive information about how both the credential counselor and the CTEL program coordinator assess candidates. The completer was particularly complementary of the credential counselor's guidance in helping her navigate program and certification processes. The CTEL program coordinator meets with each incoming candidate to review program requirements, components of the exit portfolio, and to provide consultation on the candidate's plan for completion.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the California Teachers of English program (CTEL).

## **Reading Literacy Leadership Specialist**

### **Program Design**

The Reading and Literacy Leadership Specialist (RLLS) credential is for candidates who already possess a valid teaching credential and wish to specialize in the field of literacy in order to become effective leaders for California's multicultural population. Candidates who complete the specialist credential program develop competencies to provide specialized services in literacy in PK-12 and adult education classrooms.

The California State University, Northridge (CSUN) RLLS credential program is housed within the Michael D. Eisner College of Education's Department of Elementary Education (EED). There is a single pathway to the RLLS credential, which is completed through face-to-face instruction on the CSUN campus. The program is co-led by one half-time faculty and the EED chair. This arrangement provides a direct line of communication between the department chair, serving as co-program director, and college leadership. The program directors work together closely and collaborate with the faculty responsible for teaching the required coursework as well as working with the credential office in order to implement all aspects of the program. This includes candidate advising, which begins with a discussion about career opportunities and responsibilities, prior to being accepted into the program. The program directors continue their advising efforts with program orientation, followed by ongoing support and feedback regarding progression through the program, opportunities to enhance and reinforce learned skills, and credential requirements. The program directors are also responsible for overseeing field work experiences which occur in CSUN's LA Times Literacy Center (Literacy Center).

Over the past five years the RLLS credential program has undergone significant modifications as part of the transition from the Reading and Language Arts Specialist standards, to the new RLLS Program Standards. Program faculty invested time to review existing courses, produce alignments with credential standards, and identify gaps in existing course coverage. This resulted in the development of two new standards-aligned courses.

The program has also experienced varying levels of operation due to declining student enrollments between 2013 and 2018. CSUN has a required acceptance of 15-18 students in any given admission cycle in order to establish a cohort. Given school district workforce reductions and specialists returning to traditional classroom teaching assignments, demand for this program waned and applicant numbers were not sufficient. New students were not admitted between 2014-2017. However, the past year has brought renewed interest from credentialed teachers. At present, there are 14 students enrolled in the credential program. While enrollments are increasing and the revised program is being implemented, the aforementioned historical context made reviewing assessment information and interviewing program completers not possible during this accreditation site visit.

### **Course of Study (Curriculum and Field Experience)**

Document review, combined with program director and faculty interview data, was used to review the course of study and coursework in both theory and practice. The RLLS credential coursework is completed in addition to the coursework needed to earn the Master of Arts (MA) degree in Education and is referred to as the Language and Literacy MA option; CSUN does not offer a RLLS credential program independent of the MA in Education. The credential requires a total of 29 units, which includes three additional courses beyond the MA degree: 1) Elementary Education - Language and Literacy Programs: Leadership, Planning, and Evaluation; 2) Special

Education - Advanced Study of Literacy Problems; and 3) Educational Psychology and Counseling - Educational Program Evaluation and Assessment.

The RLLS credential program places emphasis on developing a comprehensive and balanced approach to literacy instruction and assessment through core courses in curriculum, instruction, and reflection; technology and curricular goals; and, research in elementary education. The coursework, taken as a whole, supports the development of professionals who can teach students to be strategic readers, writers, and evaluators.

Foundational and theory-focused coursework addresses principles and procedures for the evaluation of reading and writing effectiveness. Candidates develop competency by assessing literacy behavior in a one-on-one (clinic) environment as well as in a classroom setting. Coursework is designed to help candidates become adept at observations and interviews while also attaining skills of selecting, scoring, and interpreting the results of a variety of informal and formal reading assessments. Similarly, principles and procedures for the design and selection of materials, methods, and contexts for literacy instruction are covered. Review of course syllabi and interviews with teaching faculty were used to confirm course focus and coverage.

Students have the opportunity to apply their developing skills and knowledge over two semesters through fieldwork in the LA Times Literacy Center. In both semesters, candidates participate in a supervised laboratory experience with children; this experience includes parent conferencing and concentrated assessment and instruction in the correction of reading/writing difficulties. In the first semester, each candidate is assigned a student who has been determined to be a struggling reader. The candidate designs and implements instructional intervention based on a review of assessments that typically include Literacy Center-specific diagnostics, assessments from the student's school, and any additional available data. In the second semester, each candidate is assigned at least one student who is experiencing problems processing written language. The candidate designs and implements a corrective program for the student. Candidate performance is assessed through observation as well as through a case study for each assigned student.

The fieldwork experience is strengthened by an intentional selection process which is used to screen and accept "clients" or "tutees" who will receive services through the Literacy Center. The program leaders described their purposeful approach to selection: the fieldwork supervisor, also one of the co-program directors, reviews applications and selects clients to represent a wide range of reading and literacy challenges, and ages, to provide a diverse foundation upon which fieldwork experiences are built.

As a result of the combined coursework and fieldwork, each candidate practices developing a literacy program for individual children based upon a range of assessment findings. Through the practice of implementing literacy programs, candidates become adept at determining the

effectiveness of various instructional strategies as well as confirming/disconfirming their assessment results.

### **Assessment of Candidates**

In addition to a summative portfolio requirement, candidate assessment is embedded in both coursework and fieldwork throughout the program. An overview of the program's assessment expectations is provided during program orientation, which occurs upon entry into the program. Performance measures are embedded into each course and employ a range of assessment strategies (e.g., case studies, objective assessments, and rubric-based performance reviews). In addition, observations are conducted as part of each field work placement. The structured observation is scaffolded by an observation protocol which is reviewed with the candidate in a post-observation debriefing session. Additionally, the fieldwork case study allows the student to demonstrate awareness of psychological, physiological, educational, cultural, and linguistic factors in the reading/writing process.

In order to successfully complete the RLLS program, all candidates are required to submit a portfolio demonstrating mastery of six domains of professional competencies for faculty review. The portfolio contains artifacts from program courses that provide evidence of the candidate's aptitude, skills, and knowledge of research and content related to diverse PK-adult literacy education. The six domains of professional competencies are as follows: 1) Assessment and Instruction; 2) Instructional Materials; 3) Teacher Support; 4) Program Design and Evaluation; 5) Professional Development; and 6) Professional Leadership.

It was not possible to review the summative portfolio performance data or speak to completers about their experience in the program due to the lack of program completers in the past three years. An interview with one current candidate confirmed the presence of regular feedback within credential courses as well being provided with advising opportunities that included a review of progress toward credential requirements.

Regarding formative program evaluation, program faculty and directors described the process of coming together once per semester to review student performance on signature assignments. Informal feedback is also regularly received from tutees and their parents as a result of the Literacy Center-based fieldwork.

The program leadership has developed an evaluation plan, which will be implemented for purposes of continuous program improvement. This plan involves multiple points of data which should support program monitoring and the identification of areas for improvement. These include portfolio scoring rubric data and two newly created surveys: the RLLS student exit survey (conducted in the final semester) and the RLLS student follow-up survey (conducted 1-3 years post-credential recommendation).

## **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Reading and Literacy Leadership Specialist credential program. This finding is based on available information, and does not include perspectives of credential completers and employers, nor a review of performance data (e.g., student portfolio performance).

### **Preliminary Administrative Services Credential**

#### **Program Design**

CSUN's Administrative Services credential program is housed in the Educational Leadership and Policy Studies (ELPS) Department within the Michael D. Eisner College of Education (MDECOE) and is designed to prepare candidates to perform duties of an administrator in a K-12 public school in California.

The ELPS program is one of six academic programs in the MDECOE and is led by a department chair. There are four full-time faculty positions which are filled by retired school-site administrators. Approximately 12 part-time faculty teach classes related to their unique specialties and supervise candidates in their fieldwork. The adjunct faculty are full-time site administrators in local school districts. The Preliminary Administrative Services credential program begins each Fall and consists of cohorts of 15-20 students. Cohorts are on both CSUN's campus and in local school district sites throughout the Southern California area; this allows students who live or work a great distance from the university to complete the program in their own community. Multiple cohorts are in operation at any time and there are 87 current candidates in the program.

#### **Course of Study**

The ELPS administrative services program is a 33 unit, five-semester program that culminates in both a Preliminary Administration Service Credential and a Master of Arts degree. The current-year program is participating in the non-consequential administration of the California Administrator Performance Assessment Leadership Cycles (CalAPA).

The course of study begins with an understanding and practice of research skills which are used throughout the program. A knowledge of legal and ethical issues, finance and business, and human relations issues are stressed in coursework and on-site experiences. Emphasis is placed on the understanding of contemporary cultural trends as they affect educational needs. The program stresses the importance of school-community relationships, the need for the site administrator to be cognizant of the larger constituency of the educational world, and developing skills to become change-agents and visionary leaders. All coursework is directly related to activities the candidates will complete at their school sites.

Candidates complete on-site activities at the schools where they work. All sites are urban educational settings in the greater Los Angeles area and assure that candidates will have experiences that are diverse in culture, ethnicity, and language.

The ELPS administrative services course of study has been significantly revised over the past two years due to new California administrator requirements— California Administrator Performance Expectations (CAPEs) and content expectations. Course content and field experiences have been continually revised to ensure comprehensive coverage, discussion, assignments, and fieldwork skills are in alignment with the preparation for the CalAPA.

All revised courses show the relationship of the assignment or activity to one of the CAPEs. Interviews and class visitations document the thorough knowledge students have of the current state framework and the relationship it has to school administration performance.

Document review and interviews with the chair, faculty, site supervisors, and candidates confirm the overall quality and effectiveness of the design of the program. The program is candidate-centered and there is an emphasis on the need for educational administrators to be a leader in a complex and continually changing world. Further emphasis is placed upon the process of collaboration, communication, and knowledge of student and community worth. Candidates confirmed their satisfaction with the program during interviews, and completers stated that the success they are having on site is directly related to the focus of the program.

### **Assessment of Candidates**

Through a series of interviews with faculty and students and a review of documents, it was confirmed that candidate's competencies are evaluated through the following procedures:

- a) End of course ratings by instructors;
- b) All 71 CAPEs are assessed through class assignments and activities;
- c) Site Supervisor ratings of fieldwork performance;
- d) University Supervisor rating of fieldwork performance;
- e) Surveys at several points throughout the course sequence;
- f) CalAPA (beginning in the 2019-2020 cycle); and
- g) Comprehensive examination.

### **Findings on Standards**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and site and university supervisors, the team determined that all program standards are **Met** for the Preliminary Administrative Services credential program.

## **Pupil Personnel Services: School Counseling**

### **Program Design**

CSUN's Pupil Personnel Services School Counseling (PPSSC) credential program is housed in the Department of Educational Psychology and Counseling (EPC) within the Michael D. Eisner College of Education (MDECOE) and is designed to prepare candidates to perform duties of a school counselor in K-12 settings and/or a community college in California. Candidates receive a Master of Science degree in counseling and a Pupil Personnel Services School Counseling credential. The program is accredited by the California Commission on Teacher Credentialing (CTC) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The school counseling program is one of six programs, only two are credential programs, in the EPC and is under the leadership of two full-time co-coordinators who report to the dean. The program is the largest in the university graduate division in terms of full-time equivalent status. The department hires local school counselors who serve as part-time faculty university supervisors and site supervisors. The school counseling program begins in the Fall each semester and consists of cohorts ranging from 20-25 candidates. There are approximately 85 candidates in three current cohorts.

### **Course of Study**

The school counseling credential program is a 55 unit, two-year long program that culminates in a Pupil Personnel Services School Counseling credential and a Master of Science degree.

Document Review and interviews with the dean, coordinators, site and university supervisors, employers, and candidates confirm the overall quality and effectiveness of the program design. The faculty and staff are "committed to excellence, innovation, and social justice." This vision is demonstrated by the development of ethical and caring professionals who stress innovation of leadership and commitment to education.

The course of study for the degree and PPS SC credential moves from an initial theoretical base in the first semester of the program to practical application in the second semester of year one. During the second semester, the roles of leaders, advocates, and system change agents are introduced in the classroom. Candidates are prepared to consider the professional roles of a school counselor and ways in which the counselor works in collaborative and consultative situations. In year two, the coursework focuses on assessments of students in K-12 schools and student roles in relation to college and career readiness.

Candidates complete a total of 100 clock hours of practicum experience in the first year of the program and complete this experience in conjunction with the practicum courses (the classroom component of the on-site practices). A total of 600 clock hours of supervised fieldwork experience must be completed by the end of the second year with a minimum of 400 hours in public schools under the supervision of a credentialed school counselor. All course

requirements and supervisory experiences are designed to be relevant, interrelated, and sequenced in a way that leads to candidate success as evidenced by syllabi, handbooks, and discussions with candidates, staff, and school personnel.

Interviews with the dean, coordinators, faculty, employers, site supervisors, and candidates—as well as document review—confirm the overall quality and effectiveness of the design of the program. The program is student-centered with an emphasis on service to local school districts and community constituents. During interviews with site supervisors, employers, and faculty, students and graduates were praised for their “responsible and caring nature” and were considered “highly-desired employee(s).” The high degree of maturity was mentioned several times during the sessions with outside personnel.

### **Assessment of Candidates**

Through a series of interviews with faculty and candidates and through a review of documentation, it was confirmed that school counselor competencies are evaluated through a series of experiences throughout the program. The assessment procedure begins during the admission process when the prospective candidate is interviewed in a series of group settings by three to five people, during which time they are rated on dispositions. The applicant must also complete a writing sample and submit letters of recommendation. Prior to final admission, a candidate must satisfy the Commission’s basic skills requirement.

Twice during the program, each candidate’s progress is discussed by the Student Affairs Committee to determine continuance in the program. The evaluation is based upon course grades and feedback from site and university supervisors.

Candidate competencies are evaluated through the following procedures:

- a) End of course ratings by supervisors;
- b) Site supervisor rating of fieldwork;
- c) University supervisor rating of fieldwork;
- d) Self-ratings;
- e) Portfolio; and
- f) Completion of action research, thesis, or comprehensive examination.

### **Findings on Standards**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and site and university supervisors, the team determined that all program standards are **Met** for the Pupil Personnel Services School Counseling credential program.

## **Pupil Personnel Services: School Psychology**

### **Program Design**

CSUN's Pupil Personnel Services School Psychology (PPS SP) credential program is housed in the Department of Educational Psychology and Counseling (EPC) within the Michael D. Eisner College of Education (MDECOE) and is designed to prepare candidates to perform duties of a school psychologist in a K-12 setting in California public schools. The school psychology program at CSUN is a comprehensive, combined full-time Masters of Science degree program in Counseling, with a specialization in School Psychology. The program is accredited by the California Commission on Teacher Credentialing (CTC) and the National Association of School Psychologists (NASP).

The school psychology program is one of six programs, only two are credential programs, within the EPC that is served by a coordinator who reports to the department chair. The coordinator is the only full-time faculty member in the program. The department hires adjunct faculty who are practicing school psychologists from local school districts to teach specialized courses. The adjunct faculty may concurrently be site and/or university supervisors for interns. The school psychology program begins each fall and consists of cohorts of 15-20 candidates. There are approximately 54 students in the three current cohorts.

### **Course of Study**

The school psychology program is a 60 unit, 3-year program culminating in a Master of Science degree and PPS SP credential. Document Review and interviews with the dean, coordinator, employers, site supervisors, and candidates confirm the overall quality and effectiveness of the design of the program. The program is student-centered with an emphasis on service to local school districts.

The course of study for the master's degree and PPS SP credential moves from an initial theoretical base of courses (year one) to practical application (years two and three) and follows a traditional school psychology course of study. Courses have been developed to meet the requirements of the CTC and NASP. Some courses have recently been adjusted at the recommendation of site personnel, faculty, and students. These courses have been expanded to ensure more student experiences in the area of assessment while a course in program evaluation has been consolidated into other courses; additionally, a new course in bilingual assessment has been added to the training scheme.

As evidenced by a review of syllabi, handbooks, and discussion with candidates, staff and school personnel, courses are designed to be relevant, interrelated, and sequenced in a way that leads to candidate success.

A 450-hour practicum is required by both NASP and the CTC. The practicum is begun in the first semester of year two of the program. Students participate approximately 12-15 hours a week

on a K-12 school site and complete this work at the end of the second year. Upon completion of required coursework and the practicum, candidates begin a 1200-hour internship in a K-12 setting. The practicum and internship experiences are supervised jointly by credentialed school psychologists representing the university and school districts. During the school-based field experience, candidates participate in activities such as prevention activities, student study teams, completing comprehensive assessments, IEP meetings, and report writing. Candidates also work with multidisciplinary personnel on and off campus, such as mental health or social workers. The primary objective of the field experiences is to assure preparedness of the candidate by providing a variety of experiences and opportunities to demonstrate professional preparedness. Faculty, university supervisors, and site supervisors verified their participation in the process and described and explained the supervisory training they have received in order to assure candidates are fairly and adequately supervised.

Document review and interviews with the dean, coordinator, faculty, employers, site supervisors, and candidates confirm the overall quality and effectiveness of the design of the program. During interviews with site supervisors and employers, current students and graduates were praised for their level of competency and were mentioned as being "...always the, best people. We love to have them on the campus. They are so mature and responsible." Another commented, "They have a high level of independence and can work on their own."

### **Assessment of Candidates**

Through a series of interviews with faculty and students and a review of documents, it was confirmed that candidate competencies are evaluated through the following procedures:

- a) End of course ratings by instructors;
- b) Site Supervisor rating of practicum and internship performance;
- c) University Supervisor rating of practicum and internship performance;
- d) Surveys at several points throughout the course sequence;
- e) Portfolio;
- f) Completion of action research, thesis, or comprehensive examination; and
- g) PRAXIS score of 147 or higher.

Feedback of assessment results is given to candidates through class sessions, school site meetings with supervisors, and e-mail.

### **Findings on Standards**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and site supervisors, the team determined that all program standards are **Met** for the Pupil Personnel Services: School Psychology credential program.

## Speech Language Pathology

### Program Design

The Communication Disorders and Sciences Department at CSUN offers a Master of Science degree in the option of Speech-Language Pathology. This degree option leads to fulfillment of the academic requirements for certification as a speech-language pathologist by the American Speech-Language-Hearing Association (ASHA), state licensure, and preliminary certification from the California Commission on Teacher Credentialing (CTC) for a speech-language pathology services credential for professional practice in California public schools. Candidates may apply and enroll in a face-to-face (traditional) program where instruction is on the CSUN campus or enroll in a distance learning program where the instruction is online. Candidates in both programs complete the same curriculum, however, distance candidates go through the program as a cohort taking the same course sequence while traditional candidates take the required coursework in an individualized sequence.

The program director, who is also the department chair, is responsible for directing both traditional and distance learning programs. In addition, the distance learning program has a full-time distance education coordinator and a second full-time faculty member who serves as the assistant distance education coordinator. The distance education coordinator provides day-to-day operational administration, but authority to determine if candidates meet credential requirements rests with the program director/department chair. The traditional program has a designated credential advisor. Interview data from all stakeholder groups confirmed the leadership structure is clear.

Program leadership communicates with faculty through monthly faculty meetings and regular email communication. This was confirmed from interviews with faculty and department leadership. Candidates reported receiving information about the credential program through a handbook and regular email communication. Candidates in the traditional campus program also reported that information related to progress toward the credential was communicated to them through scheduled advising meetings each semester. The distance education coordinator is the advisor for all distance learning candidates. Distance learning candidates do not have regularly scheduled advising meetings, however, interviews with candidates confirm that advisors are easily accessible and candidates are provided with clear, ongoing communication. The credential advisor for the traditional program communicates regularly via email with clinical supervisors who supervise current candidates. Likewise, the assistant coordinator for the distance learning program is in contact with the clinical supervisors working in the distance learning program. Both the credential advisor in the traditional program and the assistant coordinator in the distance learning program provide clinical supervisors with clear instructions and expectations for candidates and also reach out to clinical supervisors regularly to monitor candidate progress. Employers and supervisors all reported that the communication was clear and effective.

Stakeholders have the opportunity to provide input to the program. Alumni and employer satisfaction is ascertained through periodic questionnaires sent through an electronic survey platform. During interviews, program faculty reported specific examples regarding how feedback from these surveys led to changes within the academic program. The faculty reported that the surveys are distributed approximately two times in an accreditation cycle. Current candidates provide input related to the academic program in two ways: 1) via course evaluations at the end of each semester; and 2) directly to the candidate's academic advisor. Candidates provide input regarding their clinical experiences via an evaluation of their clinical supervisor at the end of the clinical experiences. Interviews with candidates indicate that program leadership and advisors would be accessible if concerns arise.

### **Course of Study (Curriculum and Field Experience)**

At the master's level, coursework covers advanced theories of communication disorders. The *clinic courses* increase in complexity from general to specific disorders and are taken along with the advanced graduate disorders courses in the master's program. Course sequence information shared during program review was confirmed on the program website as well as through interviews with candidates, program faculty, and fieldwork coordinators.

Review of the program curriculum reveals that there are no specific courses in the critical areas of English language learners or school-based practice. Instead, these critical areas are embedded across multiple courses within the curriculum. The curriculum matrix has identified many courses where these critical areas are covered across the curriculum. Program faculty, current campus and distance candidates, as well as program leadership confirmed this structure. Candidates were able to report specific courses where they learned about these critical areas. Employers, clinical supervisors, and program completers were very clear that candidates have strong theoretical knowledge related to English learners. In addition, field placement coordinators described specific modules on school-based practice that include required assignments during the student teaching placement. Current candidates reported completing these modules at the beginning of the placement.

All candidates within the credential program (both campus and distance learning programs) are required to complete the following: three semesters of treatment clinic, one course in diagnostics, one semester of externship in a medically-related setting or private practice, and one semester of externship in a public (K-21) school setting. Candidate clinical experiences are documented and tracked throughout each assignment, and experiences are evaluated prior to the next assignment in order to ensure a variety of settings, client/patient populations and age groups, variables associated with diversity, as well as fulfillment of knowledge and skill requirements for ASHA and CTC. Additionally, all candidates undergo a comprehensive review of their client contact experiences at the beginning of their final semester of the program. Outstanding competencies are identified, and a remedial program for completing outstanding competencies is developed and then systematically monitored as candidates progress through the final semester of study/clinic. Final documentation is evaluated and maintained by the

department's clinic coordinator (for candidates in the traditional program) and by the department's distance education coordinator (for candidates in the distance learning program). All clinical requirements are the same for candidates within the department whether the candidates are enrolled in the traditional or distance learning program. Data related to coursework and field experience was confirmed on the program website as well as through interviews with candidates, faculty advisors, field placement coordinators, and program coordinators.

Clinical supervisors submit evaluations of candidate performance twice a semester. In the distance learning program, the evaluation tool is CALIPSO (a web based application to track SLP academic and clinical standards). For the traditional candidates, the evaluation tool is the *School Student Teaching Evaluation* form; this form will be replaced in the Fall by the CALIPSO form. All clinicians are given an orientation at the beginning of the semester where they are familiarized with the evaluation forms. Clinical supervisors reported during interviews that evaluations are completed at this frequency and program coordinators reviewed forms.

### **Assessment of Candidates**

At the end of each course in the graduate program, candidates are tested for course content, and competencies earned in the courses are noted on the candidate's cumulative record. It is possible for a candidate to pass a clinic course without having fulfilled all the competencies in the course. If this is the case, a remedial program is developed for the candidate to master the lacking competencies. At the end of the master's program, there is a day-long comprehensive exam. The system for assessing program competencies was confirmed through multiple interviews with candidates, faculty, and coordinators.

Candidates are informed of the assessment process at the beginning of the program. At the beginning of each year, campus candidates attend a mandatory workshop called *Boot Camp*. For the distance learning candidates, a general orientation meeting is conducted at the beginning of each semester for all clinic sections for student clinicians. ASHA knowledge and skills are reviewed, and candidates review the ASHA Code of Ethics. Candidates must pass the content exams at the end of each course and must receive credit for the ASHA and CTC competencies assigned to that course. Graduate candidates in their final semester will receive an orientation on the comprehensive exam. The criteria for passing is explained, and the options available for sections that are failed will be detailed. Current candidates and program completers in both traditional and distance programs confirmed this knowledge of program assessments.

### **Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Speech-Language Pathology credential program.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> <li>The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks</li> </ul>	X		
<ul style="list-style-type: none"> <li>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.</li> </ul>	X		
<ul style="list-style-type: none"> <li>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public</li> </ul>	X		

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> <li>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>	<b>X</b>		
<b>Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard</b></p> <p>The unit faculty are committed to the following: excellence through the acquisition of professional dispositions, skills, and research-based knowledge; innovation through the leadership and commitment of faculty and through collaborative partnerships among communities of diverse learners; and social justice through supporting graduates in becoming agents of change in their schools and communities. The institute provides sufficient resources for programs to function effectively. The programs demonstrated the high quality of their instruction and the excellent preparation of their faculty.</p> <p>These commitments are revealed through a review of course syllabi, faculty vitae, and hiring/recruitment practices, and are confirmed in interviews with candidates, advisory board members, alumni, faculty, staff, and administrators. The credential recommendation process is clearly explained to candidates at multiple points throughout the program and is documented in program handbooks. Credential completer data is showcased on the website. Interviews with credential analysts, program faculty, and candidates demonstrate a system in place that tracks credential candidate progress to support increased success.</p> <p>The faculty are involved in exciting and innovative projects (e.g., the CHIME inclusive school and the Northridge Academy). The extensive committee structure is indicative of the involvement of tenure track and lecturer faculty in the program development and governance process. The unit follows a clear structure for recruiting, hiring, retaining and developing a diverse and excellent faculty.</p>			

<b>Common Standard 2: Candidate Recruitment and Support</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<b>X</b>		
<ul style="list-style-type: none"> <li>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies</li> </ul>	<b>X</b>		
<b>Finding on Common Standard 2: Candidate Recruitment and Support</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard</b></p> <p>Multiple measures to determine applicant qualifications and admissions criteria are clear and available online, in print, in candidate handbooks, and at information and orientation sessions. A selection of ongoing recruitment activities include: regular presentations to undergraduates about educator preparation by full-time staff (occasionally accompanied by program coordinators and faculty); targeted recruitment efforts to paraprofessionals and other district employees via a range of "grow your own" efforts; creation of a <i>Teaching Inspires</i> recruitment video; a Los Angeles Scholars Investment Fund (LASIF) that funds candidates from underrepresented groups; and advertisements in local school districts and school sites. The diversity of candidates speaks to the results of these recruitment efforts. Candidates interviewed across all programs reported appropriate personnel were identified to provide advisory support and assistance throughout the program to ensure completion. Monitoring of candidate progress guides advisement to support candidates. Candidates in initial teacher education programs are regularly provided completion status updates via a credential progress report. Each program has a clearly defined process (e.g., edTPA remediation, professional development plan, candidate retention committee) to support candidates who need additional assistance to meet competencies.</p>			

<b>Common Standard 3: Fieldwork and Clinical Practice</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> <li>Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.</li> </ul>	X		
<ul style="list-style-type: none"> <li>Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ul>	X		
<ul style="list-style-type: none"> <li>Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> </ul>	X		
<ul style="list-style-type: none"> <li>All programs effectively implement and evaluate fieldwork and clinical practice.</li> </ul>	X		
<ul style="list-style-type: none"> <li>For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the</li> </ul>	X		

<b>Common Standard 3: Fieldwork and Clinical Practice</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
opportunity to work with the range of students identified in the program standards.			
<b>Finding on Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Met</b>		
<p><b>Brief summary of information applicable to the standard</b></p> <p>All credential programs are grounded in strong foundational knowledge, theory, and practice. Candidates develop and demonstrate knowledge and skills to work with P-12 students through a sequence of coursework which is integrated with fieldwork and clinical experiences to provide a comprehensive program. Teacher candidates learn specific methodologies and are given opportunities to practice what they learn in supervised settings with P-12 students. Advanced and specialist credential candidates complete field experiences in a school setting supervised by a qualified administrator or practitioner. Faculty and staff have long-standing relationships with many of the site-based supervisors. District personnel confirmed there is a collaborative effort to select and match site-supervisors with candidates. Site-based supervisors are selected based on specific qualifications, including a minimum of three to five years' experience, and all participate in an annual orientation workshop. All candidates are placed in diverse settings where the curriculum aligns with the California adopted content standards. Candidates described opportunities to work with diverse students, to serve their communities, and to develop relationships with families and other educators during their clinical experiences.</p>			
<b>Common Standard 4: Continuous Improvement</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>X</b>		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>X</b>		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	<b>X</b>		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as	<b>X</b>		

<b>Common Standard 4: Continuous Improvement</b>				
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>		<b>Not Evidenced</b>
employers and community partners about the quality of the preparation				
<b>Finding on Common Standard 4: Continuous Improvement</b>	<b>Met</b>			
<p><b>Brief summary of information applicable to the standard</b></p> <p>Based on document review and interviews at the site visit, the team found clear evidence of a comprehensive continuous improvement process within each CSUN program and at the unit level. Relevant stakeholders are involved at numerous points in the process, particularly in reviewing analyzed data and providing input to inform improvement efforts. Interviews with employers and community partners confirmed that they had regular opportunities to provide feedback about the quality of candidate preparation across all programs.</p> <p>Candidate performance data are gathered at common points with each program—during both coursework and field experience—and the unit compiles data across all programs on overall effectiveness of unit operations. Throughout the site visit process, the team had opportunities to view examples of each type of data, including CSUN, CSU statewide, and CTC completer and master teacher survey data.</p> <p>Documents and site visit interviews provided clear evidence of improvements made in different programs based on candidate performance and/or program effectiveness data from a variety of sources. These included multiple measures of candidate performance, candidate and completer survey data, and feedback from external stakeholders. Similar evidence was provided of recent improvements made at the unit level in response to data related to common needs across multiple programs. In each case, the team was able to confirm that the assessment process is being used in a consistent manner to support improvement efforts.</p>				
<b>Common Standard 5: Program Impact</b>				
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>		<b>Not Evidenced</b>
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency	<b>X</b>			

<b>Common Standard 5: Program Impact</b>				
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>		<b>Not Evidenced</b>
requirements as specified in the program standards.				
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students	<b>X</b>			
<b>Finding on Common Standard 5: Program Impact</b>		<b>Met</b>		
<p><b>Summary of Information Applicable to the Standard</b></p> <p>Candidates in all credential programs are assessed regularly to ensure they are meeting the Commission-adopted requirements and program standards. Interviewed candidates indicate that they receive formative and summative feedback in coursework and clinical experiences. Faculty, university supervisors, and site-based supervisors collaborate regularly to ensure candidate competency.</p> <p>The credential programs have a positive impact on the schools, teachers, and pupils in area schools. CSUN programs have produced five outstanding teachers of the year and two “rookies of the year” teachers at LAUSD, one state teacher of the year, and one national teacher of the year. The CSU alumni and employer surveys show that constituents are pleased with the level of preparation of CSUN graduates. LAUSD data show that program graduates make up the highest number of new teachers hired by the district from any one institution. School administrators state that CSUN candidates are well-trained and earn high marks on teacher evaluations and retention.</p> <p>CSUN systematically collects data to demonstrate program impact. Surveys from completers and employers are used to determine the efficacy of candidates in the schools. CSUN impacts the communities through programs such as the Future Minority Male Teachers of California Project. Many CSUN completers remain in the area, thrive in their careers, return to CSUN for graduate work, contribute to the professional development of future educators in various capacities including service on advisory committees, and serve as field supervisors and adjunct instructors.</p>				

**INSTITUTION SUMMARY**

Educator preparation plays a central role in the overall mission of California State University, Northridge. The core focus of program and unit operations is candidate and completer success, and this was clearly demonstrated in a variety of ways. Programs are thoughtfully structured, strategically targeted, and effectively delivered. Candidates and program completers were unanimous in their praise of program coursework, faculty expertise, and supervision during

fieldwork and clinical practice. They also noted the consistency and effectiveness of program advisement as a strength across programs. In a similar vein, employers repeatedly reported that CSUN credential completers brought significant strength to their roles in area schools and that they were in high demand whenever districts were hiring. The number of CSUN credential graduates that have been recognized as school site leaders and outstanding teachers in the region and across the state is clear confirmation of the unit's success in fulfilling the unit and institutional mission.

The MDECOE also plays a prominent role in community engagement through a number of collaborative partnerships with LAUSD, through on-campus centers and consortia, and through strong and continuous communication with the schools and districts in the CSUN service area. Some noteworthy examples of this collaboration include the CHIME Charter School, the Northridge Academy High School, the Future Minority Male Teachers of California Project, the COE Center for Teaching and Learning, and the COE Consortium for Teaching, Learning, and Counseling. The strength of CSUN engagement with the larger educational community was echoed in interviews across multiple constituent groups as well.

Also of note is the unit's commitment to innovative practice. One striking example of this is the TeachLivE system—a combination of live and digital simulation technology that enables candidates to take part in a real-time interactive classroom, IEP, and counseling sessions—while being able to pause them at any point to consult with peers on possible ways to respond to the unfolding scenario. Just as powerful, but in a more pervasive way, is the continuous manner in which unit faculty and leadership regularly seek insight from community partners on emerging needs in order to anticipate program modifications and to prepare candidates with innovative means for addressing these needs. Through innovative practices, deep and continuous engagement with the communities it serves, and highly effective educator preparation, the MDECOE and CSUN are having a broad and significant impact on the quality of education in their service area.