

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at San Francisco State University

April 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at San Francisco State University. The report of the team presents findings based upon a thorough review of the Institutional Self-Study reports, supporting documentation, and interviews with representative constituencies. Based upon the findings of the team, an accreditation recommendation is made for this institution of **Accreditation with 7th year report**.

Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance		X	
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors		X	
9) Assessment of Candidate Competence	X		

Program Standards

Programs	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	19	19		
Multiple Subject Bilingual Authorization, with Internship	6	6		
Single Subject, with Internship	19	19		
Education Specialist: Mild/Moderate, with Internship	22	22		
Education Specialist: Moderate Severe, with Internship	24	24		
Education Specialist: Early Childhood Special	26	26		

Programs	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Education, with Internship				
Education Specialist: Physical and Health Impairments, with Internship	27	27		
Education Specialist: Visual Impairments, with Internship	26	26		
Early Childhood Special Education Added Authorization	4	4		
Autism Spectrum Disorders Added Authorization	2	2		
Orthopedically Impaired Added Authorization	4	4		
Adapted Physical Education Added Authorization	13	See Program Section of the Report		
Clear Education Specialist Induction	7	6	1	
Clinical Rehabilitative Services: Orientation and Mobility	20	20		
Reading and Literacy Added Authorization	5	5		
Reading and Literacy Leadership Specialist	10	10		
Preliminary Administrative Services	23	23		
Clear Administrative Services	9	9		
Pupil Personnel Services: School Counseling	32	32		
Pupil Personnel Services: School Psychology	27	27		
Pupil Personnel Services: School Social Work	25	25		
Speech-Language Pathology	16	16		

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 Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: San Francisco State University

Dates of Visit: March 16-19, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation, with a required 7th Year Report** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it 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:

Common Standards

The team reviewed the nine Common Standards to determine if the standards were met, met with concerns, or not met. The team found that Common Standard 1: Educational Leadership Common; Common Standard 2: Unit and Program Assessment and Evaluation; Common Standard 3: Resources; Common Standard 4: Faculty and Instructional Personnel; Common Standard 5: Admission; and Common Standard; Common Standard 7: Field Experience and Clinical Practice; and Common Standard 9: Assessment of Candidate Competence, are **Met**. Common Standard 6: Advice and Assistance and Common Standard 8: District-Employed Supervisors, are **Met with Concerns**.

Program Standards

Individual team members and the total team membership discussed findings and provided input regarding the programs at San Francisco State University. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The team found that all program standards are **Met** with the exception of the following, which are **Met With Concerns**: Clear Education Specialist Induction Program Standard 1: Program Rationale and Design

Overall Recommendation

Due to the finding that two of the Common Standards are **Met with Concerns**, and one program standard in the Clear Education Specialist Induction Program is **Met with Concerns**, the team

unanimously recommends a decision of **Accreditation** for San Francisco State University and its programs.

7th Year Report

At the time of the site visit the SFSU Education Specialist Added Authorization: Adapted Physical Education program had not completed Program Assessment (PA) and not all of the responses were preliminary aligned with the program standards. Team members understand that PA will continue for the APE AA program; however, team members identified two areas of concern during the visit and wanted to share their findings for COA consideration. Please see the program section of this report for the identified concerns.

Because all institutions have the opportunity to complete the PA process for its programs, the team wanted to be fair and allow SFSU to complete the PA process for its APE AA program. Team members considered evidence gathered during the visit and engaged in a thorough discussion about the concerns found and reached the decision to allow San Francisco to continue the PA process but to include the concerns in the COA report.

Based upon the findings, the team asks that the following evidence be included in the SFSU 7th Year Report:

- Evidence that the APE AA program has successfully completed the Program Assessment process.
- Status of the San Francisco State APE AA program, including identification of program leadership.
- Number and status of the candidates who are currently enrolled in the APE AA program and evidence that the candidates have received appropriate advice about APE AA program requirements, including the need to possess a valid prerequisite credential.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Initial/Teaching Credentials

Multiple Subject

Multiple Subject, with Internship

Single Subject

Single Subject

Single Subject, with Internship

Advanced/Service Credentials

Administrative Services

Preliminary Administrative Services, with
Clear Administrative Services

Initial/Teaching Credentials

Bilingual Authorization, with Internship:
Cantonese, Mandarin, Spanish

Education Specialist Credentials

Preliminary:

Mild/Moderate Disabilities, with Internship

Moderate/Severe Disabilities, with
Internship

Early Childhood Special Education , with
Internship

Visual Impairments, with Internship

Physical Impairment, with Internship

Advanced/Service Credentials

Reading

Reading and Literacy Added Authorization

Reading and Literacy Leadership Specialist
Credential

Education Specialist Credentials

Clear Education Specialist Induction

Education Specialist Added Authorizations:

Autism Spectrum Disorders

Orthopedically Impaired

Adapted Physical Education

Pupil Personnel Services

School Counseling, with Internship

School Psychology, with Internship

School Social Work

Other Related Services Credentials:

Clinical Rehabilitative Services: Orientation
and Mobility

Speech-Language Pathology

Staff recommends that:

- San Francisco State University's response to the preconditions be accepted.
- San Francisco State University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Francisco State University continues 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

Team Leader: Cynthia Grutzik

Common Standards Cluster: Bonnie Crawford
Sharon Jarrett

Programs Cluster: Dee Parker
Juan Flores
Jan Jones-Wadsworth
John Erratt
Dione Taylor

Staff to the Accreditation Team: Marilyn Fairgood, Consultant
Lynette Roby, Consultant

Documents Reviewed

Institutional Self Study	Field Experience Notebooks
Course Syllabi and Guides	Advisement Documents
Candidate Files	Faculty Vitae
Program Handbooks	College Annual Reports
Survey Data	College Budget Plan
Biennial Reports and CTC Feedback	Accreditation Website
Program Assessment Documentation	Program Evaluations
Program Assessment Preliminary Findings	University Catalog
Program Assessment Summaries	SFSU Website
Candidate Performance Data	Meeting Agendas and Minutes

Interviews Conducted

	Common Standards	Program Sampling	TOTAL
Program Faculty	4	63	67
Institutional Administration	15	4	19
Librarians	2		2
Lab technician	1		1
Advisors		26	26
Admissions Coordinators	2		2

	Common Standards	Program Sampling	TOTAL
Program Coordinators	11	15	26
Fieldwork Coordinators	8	8	16
TPA Coordinators	4		4
Campus Partners	6		6
Candidates	13	81	94
Graduates/Completers	27	27	54
University Supervisors		11	11
Field Supervisors	1	52	53
Steering Committee	17	5	22
Credential Analysts	2		2
Employers	24		24
TOTAL	137	292	429

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

The Visit

The San Francisco State University visit took place from Sunday through Wednesday. The SFSU accreditation team included 7 team members and a team lead. Two commission staff consultants supported the team's accreditation efforts.

Team members convened at noon on Sunday to engage in the team meeting, discuss the interview schedule and develop interview questions. The team was transported to the university by SFSU staff where the team attended a Sunday afternoon reception. The team was welcomed and greeted by institutional leadership including the Dean, Associate Dean, program department chairs and coordinators and numerous advisory committee members, candidates, graduates and program partners. An introduction to the institution and an institutional overview were presented by the university president.

Document review and interviews began on Sunday afternoon and continued through Tuesday afternoon. Team members engaged in accreditation activities throughout the day on Monday. On Tuesday morning, the Team Lead and Commission consultants presented the Mid-Visit Report to the Dean and the Associate Dean of the Graduate College of Education. During Tuesday afternoon and evening, the team met to discuss evidence reviewed, interviews conducted and all Common and Program standards. Following dinner, the team continued their deliberations. Consensus was reached on all standard findings on Tuesday evening and an accreditation recommendation was made. On Wednesday morning, the draft report was refined

for presentation to the institution. The institutional exit report was held at 3:00 p.m. on Wednesday.

Background

San Francisco State University (SFSU) is located one mile from the Pacific Ocean and 15 minutes from downtown San Francisco. The university has a proud history and an ongoing commitment to teaching, applied research, and community service, as well as to offering a high-quality, accessible, and affordable education. The SFSU was founded in 1899 as San Francisco State Normal School, a two-year teacher-training college, and it was the first normal school in the nation to require a high school diploma for admission. The first class of 36 women graduated in 1901, and the SFSU now graduates approximately 7,000 men and women a year.

The mission of San Francisco State University is to create and maintain an environment for learning that promotes respect for and appreciation of scholarship, freedom, human diversity, and the cultural mosaic of the City of San Francisco and the Bay Area; to promote excellence in instruction and intellectual accomplishment; and to provide broadly accessible higher education for residents of the region and state, as well as the nation and world.

In 2011 SF State reorganized into six colleges: Business, Education, Ethnic Studies, Health & Social Sciences, Liberal & Creative Arts, and Science & Engineering. The colleges awarded baccalaureate degrees in 78 disciplines and master's degrees in 62. Three joint doctoral programs are offered in conjunction with the University of California: a Ph.D. in Special Education with UC Berkeley; and both a D.P.T. and a D.P.T.Sc. in Physical Therapy with UC San Francisco. In 2007, SF State instituted its first fully independent doctoral program, an Ed.D. in Educational Leadership housed in the Graduate College of Education. With a total enrollment of 30,500 in fall 2013, SF State is the fifth largest of the 23 campuses in the California State University (CSU) system and the seventh largest of all public master's granting colleges and universities in the nation

Diverse Issues in Higher Education, 2013, identified SFSU as one of the nation's most ethnically and culturally diverse campuses. Of those declaring their ethnicity in fall 2012, students of color comprised 65% of the undergraduates and 40% of the graduate students. The combined undergraduate and graduate student population is 6% African American, 0.4% Native American, 24% Hispanic, 31% Asian/Pacific Islander, 33% White, and 6% "two or more races." In total, 16,039 of the enrolled students are ethnic minorities, and 10,351 of these are from the four federally designated underrepresented ethnic minority groups

The Unit

The Graduate College of Education (GCOE) is a stand-alone college, one of six at SF State University. It was renamed two years ago to include the term "graduate" when the entire University was reorganized. The primary mission of the GCOE is to develop and maintain rigorous professional preparation in pedagogical and clinical skills required for effective services to individuals of all ages and their families, especially those residing in ethnically and racially diverse communities.

The vision statement undergirds the GCOE and all of the units within it: *The Graduate College of Education seeks to prepare reflective and innovative professionals as leaders to ensure the educational development of diverse populations within dynamic educational contexts.*

The GCOE offers certificates, credentials, masters of arts in education (in specific educational disciplines), doctorates in education and philosophy degrees (jointly, with UC Berkeley). SFSU currently offers 22 Commission-approved credentials and added authorizations. Programs include general education and education specialist instructional credentials, other related special education services, pupil personnel and administrative services credentials. All programs, except for Pupil Personnel Services, are offered through the GCOE. School Counseling and School Social Work are located in the College of Health and Social Sciences while School Psychology is housed in the College of Science and Engineering.

Funding for the university comes from the State of California, allocated by the Legislature to the CSU Board of Trustees. Ongoing oversight and ultimate responsibility for all credential programs offered by the GCOE rests with the Dean of the Graduate College of Education. The deans of the colleges of Health and Social Sciences and Science and Engineering communicate regularly with the dean of the GCOE to ensure the proper delivery of services, curricula and supervision to candidates enrolled in these programs. A representative from each of the three pupil personnel services departments serves on the GCOE Accreditation Steering Committee.

SFSU faculty is also diverse. Of the 778 tenured/tenure-track faculty in fall 2012, 48% were women and 34%, ethnic minorities 21% Asian/Pacific Islander; 8% Mexican American; 4% African American; and 1% Native American. All faculty, both tenure-track and temporary, must have had prior direct experience in schools, classrooms and/or clinical settings. All recent hires have had experience in multicultural settings.

COMMON STANDARDS

Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The Graduate College of Education (GCOE) at SFSU is currently under the leadership of an Interim Dean, who was appointed by the provost nearly two years ago. The search for a dean is nearing completion and a new dean is expected to start in summer 2014. The interim dean's goal has been to bring faculty together around a process of setting priorities in preparation for campus-wide strategic planning. The priorities that have been established – such as partnerships, research projects, and purposeful placement in clinical sites, and are grounded with faculty and aligned with the field. An Associate Dean supports all the programs in the college as well as the assessment and accreditation process.

Programs within the GCOE are designed to meet state standards and university guidelines. Interviews and document reviews confirm that each program reflects the college's vision of preparing "reflective and innovative professionals as leaders to ensure the educational development of diverse populations within dynamic educational contexts."

The college's governance structure is inclusive of faculty, staff, and P-12 stakeholders. The dean meets weekly with either the Chair Council, the College Council, or with individual department chairs to ensure a strong flow of communication. The dean regularly emails the faculty with campus updates to make sure they know how the campus is working. The associate dean meets once a month with the Staff Council to exchange information and address concerns.

Department Chairs and program coordinators are actively involved in the ongoing design, implementation, and assessment of programs, and in maintaining systems of student support and success. They are also responsible for leading their programs in review and analysis of data, and in applying findings to program improvement.

Faculty and P-12 partners collaborate for program design and improvement through a regular IHE Collaborative meeting convened by San Francisco Unified School District, as well as several advisory boards and councils. Interviews with members of these groups showed a high level of commitment to the GCOE and its faculty and students. Members also described a

sustained relationship that is expanding to include other districts and counties. They were able to cite specific examples of collaboration around program design and fieldwork placement.

The All Campus Teacher Education Committee (AUTEK) has recently been reconstituted under the leadership of the dean, and membership includes associate deans from each college. This committee serves the campus by providing a forum for discussing education-related issues that affect all programs.

The dean of the GCOE has the authority to make the operational and personnel decisions necessary to advance the interests of the college. With the campus reorganization of colleges two and a half years ago, the GCOE remained a stand-alone college, and has become one of the smallest colleges on campus. Still, the dean represents its needs and goals to the Provost and collaborates with the other deans to ensure that the college receives its share of support and recognition. Interviews with university administrators confirm that the GCOE has received ongoing support relative to its size and its mission of preparing educators.

The college's faculty advisors, program coordinators, and Credential and Graduate Service Center collaborate to ensure that each candidate meets all requirements for admission, and meets all credential requirements before being recommended for licensure.

The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The assessment system for the credential programs at San Francisco State University (SFSU) is designed to provide a unified assessment and evaluation system to be used by all credential programs offered by the Graduate College of Education, College of Health and Social Sciences and the College of Science and Engineering. The system is tiered and provides data for unit, program and individual candidate decision-making.

At the unit level, the assessment system integrates the requirements for the California Commission on Teacher Credentialing (CTC). The system brings together data across all programs and provides a data set that is aggregated and summarized to determine program effectiveness and needed program improvements. Included in this data set are summative measures in seven categories focusing on foundational content knowledge, specific skills required for instruction of students, and professional codes of conduct and ethics. These seven categories reflect common themes unifying the programs across the Unit evaluation system.

This system was initiated in 2007 and has evolved from concept to design to functioning evaluation system. Students and faculty both addressed the system in interviews and confirming documentation was found in program materials. Work continues within the various programs to maximize the use of the data generated for candidate and program improvement. Maximizing the use of this data is an on-going goal of the three colleges offering credentials.

As part of this unified system, each course includes an overarching goal aligned to a CTC standard and evaluated by a key assignment or culminating assignment. These assignments are incorporated into the data system using a common rubric. A report is downloaded from the Student Information Management System (SIMS) at the end of each semester that lists individual data for each student by course and program assessment category. Data is further aggregated by student performance on key assignments. This information is provided at the unit level (all credential and courses for the semester), program level (all courses for a semester for each credential) and program-individual (each course offered in a semester for a particular credential). At the end of the semester, department chairs are provided with the data described above. Each chair meets with faculty to discuss these data. Discussions may focus on individual candidates, program or course alterations or improvements. Examples cited during interviews included the individual use of candidate data to improve performance on the PACT by the Department of Elementary Education and the redesign of courses by the Department of Secondary Education based on candidate performance data.

Faculty members receive the rubric data as part of the Web-grade system. This system also includes individual candidate grades. This permits the faculty to compare and contrast performance on the unified system assessments and program requirements.

In addition to the data available through SIMS, candidates are also evaluated using course assignments, competency based observation checklists for field experiences, advisement and faculty review sessions conducted at the conclusion of each semester, Credential Approved Program (CAP) forms, and evaluations during student teaching, or final internship for Pupil Personnel Services (PPS) candidates.

Candidates in the multiple subject and the single subject credential programs must pass the Performance Assessment for California Teachers (PACT) to be recommended for their preliminary credential. The PACT is administered at the end of the credential program. Multiple subject candidates must pass three Content Area Tasks (CATS) in literacy, science and social studies. Candidates in the Pupil Personnel Services program in psychology must pass the PRAXIS.

Interviews with program coordinators and with the assessment coordinator confirm that the evaluation system encompasses both an on-going assessment of individual candidates' performance within a program, and program level performance and unit level performance assessments through the SIMS database.

Standard 3: Resources**Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

The team was provided with detailed budget information showing trends over the last seven years. The college is served by an Academic Budget Manager who tracks all aspects of revenues and expenditures, as well as personnel and workload costs. She serves as a member of the College Council, and supports the dean and chairs in making decisions related to resources.

The Graduate College of Education operates on a baseline budget of about \$5 million, with nearly 95% of the budget allocated for personnel. Operations, travel, student assistants, and some lecturers are funded from the college reserves, which consist of Trust and Revenue funds. The college can request temporary augmentation funding from the Academic Resources division, and has received such funds for expenses such as PACT scoring and calibration, instructional equipment, and computer refresh for faculty. These requests for augmentation are developed collaboratively by the dean, associate dean, and chairs through the Chairs Council.

In 2009 the California State University system experienced a series of severe budget cuts, and the College of Education was cut by nearly \$1 million over a period of four years with the most extreme reduction made in 2009 (\$730,000). The impact to the college was evident in the president's decision not to replace retired or departing faculty, and to reclaim all FERP savings from colleges. Over that time, FTEF (Full Time Equivalent Faculty) dropped from 51.6 to 45.4. At the same time, enrollments declined at a similar pace, from 1,331 FTES in 2009-10 to 1,090 in 2013-14.

Interviews confirmed that although the budget situation has been dire over the last five years, it seems to be slowly improving. Although there are fewer funds available now, the budget allows the college to offer solid programs for candidates. Enrollment targets are set centrally, and to date the college has not been penalized for failure to achieve these targets. As funding is restored, the college looks forward to hiring more faculty in support of candidates and programs.

The GCOE is housed in Burk Hall, where most credential program instructional activities take place. There are three computer instructional classrooms in Burk Hall, as well as a Clinics Complex and the Cahill Learning Resources and Media Library. Nearby is the newly renovated J. Paul Leonard Library containing a large computer lab for students, and a variety of collaborative work environments. Candidates have access to excellent media and technology resources through the new library.

The GCOE currently has 55 tenured and tenure-track faculty (or 47.6 FTE) in four departments. There are three faculty searches underway, an increase from just one last year. The college also has 71 lecturers, which include long-term faculty and short-term replacement faculty. The ratio of part-time to full-time faculty for 2013-14 is 45:55. Each department has a Chair and a full time office coordinator staff position. There are 24 FTE staff positions, and recently a staff member was hired to do outreach for the college. As noted earlier in the response to Common Standard 1, a search for a new dean is nearing completion, and an expected start date of July 1 is anticipated.

The GCOE has a full time IT Coordinator who reports directly to the dean. The coordinator supports faculty instruction, hardware and software improvements, faculty computer refresh, and the college website. The IT coordinator collaborates with the university's DoIT (Department of IT) to update software licenses, update classrooms with new IT equipment, and introduce faculty to new teaching and learning tools. Over the past year the coordinator has done an assessment of faculty and department needs, and has worked with the dean and the Academic Budget Manager of the college to find funding for essential improvements such as smart classrooms. As the campus completes its conversion from SIMS to the CMS academic technology support system in Fall 2014, the GCOE's IT coordinator will be exploring a bolt-on program that will allow the college to track its credential candidates from admission through completion. The college's IT coordinator is a member of the Campus Technology Council.

Interviews with campus IT and finance administrators confirm that the GCOE receives a similar level of IT and technology support as other colleges in the university. Academic Affairs Operations works to meet all IT requests from the GCOE. Equipment is also being standardized across campus to streamline tech support needs, such as faculty laptops purchased during the refresh process. Areas of focus for campus IT, which affect GCOE faculty and instruction, include security and server management, accessibility, data management, and wireless network improvements.

As the 2014 GCOE Budget Analysis Report shows, resources for faculty travel to conferences have been fairly constant, with funding provided by the dean through college reserves. Requests for faculty sabbaticals have also been funded (four in 2013-14). Most of the emphasis on faculty professional development has been on opportunities outside of the GCOE, including workshops and trainings with district partners, or conference participation. Opportunities within the college for faculty to collaborate across programs for professional development are less frequent.

Faculty in GCOE, especially in the Department of Special Education, have successfully applied for numerous grants. Faculty explained in interviews that grant funds supported the enhancement of programs, including providing a 2:1 supervision ratio, creating unique opportunities for candidates and students, and supporting faculty travel and collaborative exchanges. The GCOE Budget Analysis Report also confirms the amount of grant reimbursement used for personnel and operating expenditures.

The GCOE allocates resources for coordination and advisement, as well as supervision and assessment. Coordination of programs is done by faculty with assigned time. Faculty advisors

provide candidates with information about course sequence during courses and office hours, but also through extensive email communications. The Graduate and Credential Services Office provides candidates with more detailed advising about admissions and credential application, with two credential analysts and one admissions coordinator.

The college supports most field supervision at a 3:1 ratio, meaning that for every unit of workload, a supervisor works with three student teachers. The Special Education programs are able to reduce the ratio to 2:1 using grant funding. The team understands that supervision can be one of the major costs of credential programs, and interviews highlighted this issue.

Some concerns related to resources emerged in interviews and document review about how intern programs have had to change the way university intern support providers are compensated due to the lack of state funds for this work. For example, the special education intern program provides on-site supervision when candidates enroll in fieldwork courses, through which faculty supervisors are compensated. Previously, extra on-site supervision was covered through intern grant funding. Similarly, coordinators and their district partners noted the lack of funding to compensate master teachers and district support providers.

Standard 4: Faculty and Instructional Personnel

Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

The San Francisco State University faculty are qualified through their P-12 experience, scholarship, and teaching, and represent the demographics of the Bay Area. In interviews with candidates and graduates the faculty were commended for their knowledge of their field of study and uniformly for the supportive and caring environment they create. Full-time, tenure track faculty members in the Graduate College of Education (GCOE), College of Science and Engineering (COSE) and Health and Social Science (HSS) possess either a Ph.D., an Ed.D., or a terminal degree appropriate to their field. Faculty who have not yet completed their final degree are hired as lecturers, as are temporary faculty. These individuals must possess a Master's Degree and have successful experience in their field. Field or Clinical Supervisors who are hired as temporary faculty must have the same qualifications as other temporary faculty.

The faculty of SFSU maintain current knowledge in the content they teach and develop an understanding of the context of public schooling through active engagement in the Bay Area community. In interviews, several faculty members referenced the ongoing Education Consortium sponsored by the San Francisco Unified School District. This Consortium meets bi-monthly. At these meetings faculty share information about the content of course work, effective practices, and provide feedback from fieldwork and practicum settings. They receive information about changes in credentialing, selection of new curricula, and new professional development opportunities being offer by the district.

Faculty members from the College of Science, Math and Engineering, the Early Assessment Program and Single and Multiple Subject credential departments attended professional development related to common core implementation at the Jefferson Union High School District. Faculty also provided professional development for several school districts in the Bay Area. An important community partnership to the university is the Bridge to Success partnership with the City and County of San Francisco and the City College of San Francisco to ensure youth have improved post-secondary outcomes such as retention rates and completion rates.

Documents reviewed indicate that full-time faculty are assigned a workload of 15 Weighted Teaching Units (WTUs) per semester. Full-time faculty are responsible for a teaching load of 12 WTUs per semester and 3 WTUs of additional activities such as advisement, committee work, research and community engagement.

For the past two decades the Graduate College of Education has included the need for recruiting and hiring faculty with the knowledge and skill in teaching multilingual and ethnically diverse populations. The mission statement of the university and the faculty contract, Faculty Recruitment and Hiring Manual, and Faculty Manual outline the processes used by the institution in hiring. Interviews confirm that the documented hiring processes require that all positions are posted in a variety of newsletters, journals and online professional recruitment sites serving diverse populations. Each announcement for available positions states the criteria for the position describing the professional background, experience, knowledge, and skills required to teach in the diverse community of San Francisco. Recruitment requirements include letters of recommendation, records of experience, and interviews. Vitae are used to assess the educational and experiential background of the applicant and to determine what each applicant can bring to the areas of teaching, supervision, research and university and/or community service.

Numerous projects reflect the collaborative efforts of faculty within and beyond the University. Internally, the Graduate College of Education and the College of Science and Engineering have partnered to increase the number of math and science teachers available to schools and have developed courses in scientific inquiry. The College of Ethnic Studies has collaborated with the Graduate College of Education on writing subject matter standards in science. Collaboration efforts beyond the university include the Education Consortium and Bridge to Success programs previously described in this section. Finally, interviewees from multiple departments reported the strength of relationships developed in field, clinical and student teaching settings to ensure experiences that were rigorous, yet supportive of students.

The university has maintained support for faculty development through conference attendance, travel and sabbaticals. The Graduate College of Education has purchased the Quality Online Learning and Teaching (QOLT) program which allows faculty access to a wide variety of online training on diverse topics. There is an annual faculty retreat sponsored by the university and the Center for Teaching and Faculty Development provides professional development in areas required for promotion and retention.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

The Graduate College of Education employs a multifaceted approach to attracting a wide variety of students including those of color and underserved populations. Opportunities are provided to attend informational meetings led by staff and faculty from the appropriate department and colleges offering professional preparation programs. The website contains additional information which further describes the process for program admission. Candidates must obtain both university admission as well as program admission. Those applying to programs in conjunction with advanced degrees must apply to their desired degree program using published criteria.

Although the exact process may vary slightly from department to department, all programs follow California State University Executive Orders as well as CTC requirements relating to program admission and exceptional admission. Through a review of admission policies and procedures it is apparent that selecting and retaining candidates with suitability for the profession is a priority. The Credential Center provides assistance to students needing help compiling their admission packet. This center also follows up with potential candidates to insure that they are fully informed about the credential application process.

Candidates are considered for admission using a multiple measures. Although some admission requirements do not have flexibility, the personal statement, letters of recommendation from the early field experience site, and face to face interview process allows for consideration and weight to be given to potentially good candidates. Use of CSU Executive Order 1077, which establishes standards for entrance to and continuation in preliminary programs, allows some specific admission requirements to be delayed while still allowing admission to the program for candidates who possesses compensating strengths in other required areas.

A system is in place for candidates in the basic credential programs to experience strong connections with faculty, supervisors, and coordinators from the onset of their program. Students typically begin by attending an information session to become informed about the

requirements of the program they plan to apply to. After submitting their application packet a staff member keeps them updated on the progress of their application. Once initially selected for admission, they are scheduled for an interview with a faculty member in their credential area. The rigorous interview process allows the faculty and the program an opportunity to have a robust conversation with the applicant prior to making a final admission decision. The programs seek candidates who are committed to completing their program, earning their credential, and who have an openness to embracing the social justice philosophy of the college. Multiple measures are employed to insure a diverse student population. Faculty and program coordinators reflect pride and ownership for the communities that are served by the students from the programs.

Elementary Education offers programs that are organized into cohorts, either in a one year or three semester program. Students admitted to the one year model were carefully screened for suitability of the rigors of a one year program. Candidates admitted to the bilingual Spanish program follow a one year model while candidates in the Mandarin and Cantonese bilingual program complete the three-semester program option. The coordinator for the bilingual program reported a carefully planned program with very specific immersion schools used for bilingual placements. Candidates are placed in schools with strong administrator site collaboration.

Secondary Education admits candidates to the one year cohort program using a rating system to score applications prior to a final admission decision. Once admitted, candidates receive continual advising through their methods course instructor, cohort instructor, and the university supervisor. Special Education programs are not cohort based. Candidates must attend a mandatory orientation and are assigned to a faculty member for advising based upon their specialization.

In each of the basic programs, new candidates are assigned their observation/student teaching school site soon after formal admission. This provides plenty of time for the candidate and the master teacher to meet prior to their assigned school beginning its new academic year. Candidates are encouraged and expected to be part of the preparation for the new school year.

A comprehensive process is in place to help candidates who may be experiencing difficulties. Candidates are given every opportunity to address and correct problems prior to adverse actions being taken. If minimum standards of the program are not met, candidates are counseled out of the program, not recommended for a credential, or put on probation until minimum competences have been demonstrated. Individual assistance is provided as needed.

Applicants seeking an education specialist added authorization follow a similar process with information meetings serving as the beginning point of the admission's application process. Each appropriate department interviews and selects candidates once the candidate has met admission application requirements. Departments housing these credential candidates provide appropriate advising.

It is important to note that in interviews with site administrators and human resource personnel from the local district, SFSU candidates in the credential programs were held in high regard. In

interviews, site administrators reflected upon candidates' willingness to fully immerse themselves in their assigned school. When asked what attributes they might use to describe the SFSU candidate they listed the following: technology proficient, flexible, exuberance, grit, willingness, social justice and camaraderie. Administrators and human resource personnel also stated that the candidates not only understand the textbook explanation of social justice but embrace and own it. Based upon interviews with LEA personnel, SFSU students are enthusiastically welcomed at school sites and are highly desired as teachers once they have completed their program.

Standard 6: Advice and Assistance

Met with Concerns

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

The University bulletin offers information to prospective applicants on admission and program requirements including a directory that shows prospective applicants and/or current candidates how to locate and identify program specific information and assistance.

Program admission requirements and information for the completion of all credential programs, including those programs not housed in GCOE (i.e., PPS and APE), are available in regular information sessions provided by the Credential and Graduate Services Center (CGSC) staff. Department chairs and faculty in each department provide specific information about professional placement and details about the content of individual credential program programs.

The CGSC also provides a handout for approved subject matter programs which lists faculty advisors and their contact information. The faculty advisors review potential applicants' university transcripts to determine whether previous coursework meets the requirements for subject matter that allow applicants to waive the California Subject Examination for Teachers (CSET).

The college has deliberate processes in place to admit and advise candidates. The admission process is clear and can be found on the website, and staff are available to assist candidates who have questions. Interviews with Credential Center staff, confirmed that rigorous, clear admission criteria are used.

Some highlights of advisement opportunities provided outside of the College of Education include:

- Through interviews with constituencies, the team found that the Pupil Personnel Services Credential programs have thorough advising processes in place. Although these

programs are housed in other colleges significant collaboration takes place with the Graduate College of Education and deliberate program planning and sharing is evident.

- The College of Math and Engineering has a Center for Math and Science that promotes both rigor in the programs and outreach to the community. The Secondary Education students benefit from this collaboration in subject specific advisement through faculty with expertise in subject specific areas.
- The campus library employs a librarian dedicated to credential and Master's programs affiliated with the GCOE. The librarian is available for classes as well as for candidates, to conduct research strategies as well as to seek out information. The librarian is sensitive to candidates who need assistance during non-typical hours and is also available two Sundays a month as well as other hours. The library provides an environment that is very student centered.
- The Cahill Lab is rich in media resources for candidates to work on their PACT assessment. Additionally, the lab is central to the America Reads program. Tutors use the lab to plan lessons, collaborate, and use the large variety of materials. Assistance and advisement is available from the staff regarding literacy and media.

Although most programs employ effective advisement processes, the team found that in some areas the admission process is either not used uniformly by the program or information is difficult to find. The team noted the importance of having programs and departments led by faculty with deep experience and understanding of content, curriculum, standards, and processes. In instances where this is not the case, as it appears to be in the Adapted Physical Education Added Authorization program and the Clear Education Specialist Induction program, candidates may not be receiving the support and advisement that they need to be successful.

Through interviews with candidates, the team found the following concerns:

- Students who believe they are in the Adapted Physical Education Added Authorization (APE AA) program and are enrolled in APE AA courses were scheduled for interviews; however, two of the three individuals interviewed are ineligible for admission to the APE AA program because the individuals reported that they have not yet earned a bachelor's degree and both stated that they are undecided about whether or not they will earn a teaching credential and enter the teaching profession. It must be noted that individuals interviewed were extremely enthusiastic about the program instructor and what they have learned thus far in the program. Nevertheless, this is a significant concern as the requirements for the authorization clearly state that the authorization is an added authorization and candidates participating in the APE AA program must possess a pre-requisite credential that authorizes the teaching of physical education. Also, the team was unclear whether the students were formally admitted to the APE AA program even though the students inclusion in the interview schedule implies that they are program candidates.
- Some special education working candidates, particularly interns or those who are employed in outlying areas, expressed frustration in securing faculty advisement or required signatures after office hours. Although the department has a commitment to meet with students beyond 5:00 pm, candidates reported that not all faculty or advisors

are committed to this practice. Candidates stated that they would like to see more use of online forms of support.

- Some students enrolled in the Reading and Literacy program expressed that they did not have a clear understanding of the program requirements, particularly the activities candidates are required to complete at the lab school. They additionally reported that they were unclear regarding program expectations, and expressed frustration with the advising process. They report that they are expected to complete two research courses but are unclear about why the two courses are required.
- The team found that some program handbooks were not readily available during the visit. Although in some instances the program webpage title indicates handbooks are linked, the handbooks are not posted. Additionally, program chairs reported that handbooks are no longer posted on the website. After speaking with some department chairs it was still unclear where the candidates in these programs receive program advice and information if the candidate does not attend the orientation.

Standard 7: Field Experience and Clinical Practice

Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

The core values and beliefs of the Graduate College of Education, according to its mission statement - “Preparing reflective and innovative professionals as leaders to ensure the educational development of *diverse* populations within dynamic educational contexts” - address directly the GCOE’s intention to be fully involved with schools and school personnel in a mutual enterprise to improve the education of all children, especially those in urban schools.

Full-time and part-time faculty members in all GCOE departments have been continuously and extensively engaged in cooperative projects, curriculum development, and grants that positively influence the quality, integrity, and reputation of the university in the P-12 community. In addition to involvement in school projects, faculty members conduct research and write publications that directly influence their knowledge and skills and, in turn, the quality of the credential and advanced degree programs. These activities are fully documented in the faculty vitae and the faculty diversity matrices, available by program, on the institution’s accreditation website.

Interviews with the field placement supervisors, human resource personnel, and site administrators provided robust accounts of diligence in placement and support from the university. They stated that candidates were well prepared, enthusiastic and very open to

suggestions for improvement.

One field placement supervisor reported that she looks for candidates to have an “RH” balance of respect and humility. Candidates appear to be closely supervised and supported as needed. In asking the school site administrators what might be expected if a candidate flounders or experiences challenges, the site administrators reported that SFSU field placement supervisors provide quick response and assistance. In the unusual occurrence that a candidate needs to be reassigned to a new site or classroom, the change takes place with careful consideration and dialog with the university supervisor, candidate and site administration.

SFSU is engaged in many partnership activities. Elementary and middle school students come to the university to participate in learning activities. University students go out into the local schools to provide additional learning, tutoring and enrichment.

SF State is located in one of the most diverse cities in the United States. The wealth of diversity in the greater Bay Area means that candidates must be well prepared to serve diverse school populations. Educating students on the respect for diversity and its importance to one’s connection in the community is central to the mission of the university: *‘The mission of San Francisco State University is to create and maintain an environment for learning that promotes respect for and appreciation of scholarship, freedom, human diversity, and the cultural mosaic of the City of San Francisco and the Bay Area..’*

The GCOE mission statement also emphasizes diversity in educational contexts. Thus, an emphasis on diversity is the hallmark of all credential programs at SF State. The primary consideration in selecting a placement site, for example, is whether the site represents the type of context described in the statement “Represent the gamut of the urban, demographic, and geographic diversity of the Greater Bay Area.” This emphasis was confirmed in interviews with the dean, faculty, and candidates.

The university is committed to providing their candidates with rich, diverse placement opportunities that reflect the population and ethnicity of the Bay Area. Conversations with constituencies across all areas confirmed this commitment over and over. Candidates reflect on a regular basis on the research-based strategies and are given opportunities to use the strategies. The field provided confirmation that candidates are reported to be well prepared and ready to participate in clinical practice.

Standard 8: District-Employed Supervisors

Met with Concerns

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

The programs in the GCOE collaborate with local districts in the selection of district-employed supervisors and the “purposeful placement” of student teachers, which was how this work was

articulated in several interviews. Evidence of this includes minutes of San Francisco Unified's regular IHE meetings, interviews with district employers and supervisors, and interviews with program coordinators. District-employed supervisors, called support providers, on-site mentors, or master teachers, depending on the program, are selected based on criteria that are well-defined in each program. At a minimum, they must have a license in the area in which they are supervising, and two to three years of experience. Programs also ask districts to identify strong supervisors with the understanding that not every great teacher is a great coach. Employers, including HR administrators and superintendents, noted the strong relationship they have with SFSU. They also reported that they were included in the dialogue regarding the placement of student teachers.

Through interviews and review of documentation, the team found that each program provides the district-employed supervisor with a detailed handbook outlining the requirements for candidates and supervisors. Programs orient the supervisors in different ways, including bringing them together for trainings and holding individual meetings.

A recurring theme in interviews was that many of the district-employed supervisors were themselves graduates of programs at SFSU, and thus were highly supportive of the candidates and of the values and goals of the programs. This generational preparation pattern was emphasized as a strength in the college. Graduates and district partners described it as a strong community that supports the development of future teachers.

Rationale:

One area of concern that surfaced during the visit is the uneven assignment of district support providers to interns in each intern program. In standards, this is described as a joint responsibility of participating programs (university and district) to provide regular site-based support and supervision. While some interns reported that they have both a university supervisor and an on-site support provider, others explained that they had to look for assistance and support on their own. The concern is especially strong in the Education Specialist intern programs, as the candidate numbers are much larger in these programs than the other programs (140 interns). It is clear that program coordinators and district personnel are working closely together on this issue. Interviews showed that at the district level, support providers for Ed Specialist interns are particularly difficult to find and retain. At the same time, the district views its relationship with SFSU as extremely collaborative, and both partners are committed to continued work in this area.

Standard 9: Assessment of Candidate Competence

Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

A review of documents and interviews with candidates, graduates, staff and faculty confirm that candidates are prepared to serve as professional school personnel and possess the knowledge and

skills needed to educate and support students in meeting the state-adopted academic standards. This begins with the admission process which is designed to ensure applicants possess effective communication skills, personal characteristics and prior experiences that demonstrate potential for effectiveness in a professional role in an educational setting.

Once candidates are admitted they are informed of program requirements at a Mandatory Orientation Meeting. Candidates are provided with information on course and fieldwork requirements and the criteria that will be employed in assessment.

Candidates are assessed on Unit wide and program assessments which include the Unit-wide key assignments and the program assessments including written assignments, performance assessments, classroom demonstrations of proficiency, and evaluations of field work. Additional assessments include the Performance Assessment of Student Teaching (PACT) and the RICA where appropriate. The GCOE uses the PACT to assess candidate competence for Multiple and Single Subject programs. The PACT is effectively coordinated, and candidates must pass the Teaching Event before they can be recommended for licensure. Culminating assessments in each program are used to demonstrate candidate knowledge and skills necessary to support all students in meeting state-adopted academic standards.

Written documents and interviews with staff and faculty indicate that candidates must maintain a 3.0 grade point average in all coursework completed for the credential. Candidates who fall below this grade point average receive an e-mail notice from the Dean of the Graduate Division and are placed on academic prohibition. The institution has recently shortened the number of semesters a candidate can continue on probation without improving their grade point average and being counseled from the program.

Written documents and interviews with faculty confirm the importance of field work in the structure of the program. Multiple and Single Subject candidates complete a total of 445 hours of field experience, Education Specialist candidates complete 315 hours, Orientation and Mobility candidates complete 620 hours, School Counseling completes 820 hours, and School Psychology candidates complete 1296 hours. Candidates who are not successful in field experiences are supported and mentored to be successful. After multiple attempts at support, candidates who continue to be unsuccessful are counseled out of the program as reported by graduates, employers and faculty.

Courses are aligned to the Teacher Performance Expectations and Teacher Performance Assessment. Employers, both Human Resources Administrators and building principals, indicated that candidates trained in the San Francisco State University are well prepared to meet the needs of diverse learners in the Bay Area.

PROGRAM REPORTS

Preliminary Multiple Subject, with Internship and Bilingual Authorization

Program Design

Both the MSC and bilingual emphasis programs are housed in the Department of Elementary Education with a chair who oversees undergraduate courses in early childhood education and four distinct MA programs in addition to the credential programs.

The department has a part-time field coordinator who oversees candidates in the three-semester programs and a tenure-track faculty member who coordinates the one-year program, including field placements. The PACT coordinator oversees the scoring of the PACT teaching events. The chair oversees the scoring of the Content Areas Tasks.

On the basis of interviews with program faculty and university committees, the team determined that communication within the credential programs is primarily accomplished through regularly scheduled committee meetings and faculty meetings. The chair works closely with the field coordinator, the bilingual coordinator, and the faculty member who oversees the one calendar year program. Within the Graduate College of Education (GCOE), there are regularly scheduled meetings with the chairs from the other four departments, the Associate Dean, and the Dean.

Communication within the institution takes place through the Teacher Credential Committee (TCC), the All University Teacher Education Committee (AUTECE), and the Liberal Studies Council (LSC). The chair of the department is a permanent member of TCC and AUTECE and an elected member of the LSC. All three committees are composed of SF State faculty members who are connected to P-12 teacher credentialing either through courses or special programs. Interviews with the various constituents indicate substantial collaboration across the institution regarding the development of the credential programs.

Program modifications continue to be made to address areas of improvement revealed by the PACT. For example, candidates have needed, and have received, additional support in teaching mathematics conceptually, as well as addressing the needs of English learners and academic language. Also, establishing the one calendar year program in its present form has been a welcomed modification while maintaining quality within the shortened timeframe.

Multiple Subjects

Based on review of program documents and interviews, the team found that the MSC program provides multiple pathways through which a candidate can earn a credential. Each pathway follows a cohort model whereby candidates move through the coursework and fieldwork as a group. The majority of candidates follow a three-semester program option (fall-spring-fall), including candidates interested in obtaining a bilingual authorization. The MSC program also offers a one-calendar year intensive program option (summer-fall-spring). The program also

includes an intern option. Candidates on intern credentials complete the program in two years and one summer. Regardless of the program option, all candidates are required to complete the same credential courses and fieldwork.

Bilingual Authorization

Based on review of program documents, the team determined that the Bilingual Authorization (BA) program is known as *Bilingual Educators for Social Transformation (BEST)*. The program embraces broad concepts of social justice and equity with a focused philosophical stance of critical pedagogy and rooted in bilingual education. Faculty members work with bilingual teacher candidates in Cantonese, Mandarin and Spanish, and believe that educators are crucial in supporting the educational development of immigrants. The program believes that immigration is a process that can disrupt cultural norms, impact heritage language maintenance, affect identities, and often transform cultural practices. Without cultural and linguistic understanding and respect, teachers can severely limit their capabilities in fostering the growth and academic enhancement of their students.

A review of the program documents shows that the department is currently offering a modular instructional program for Spanish bilingual candidates. It is a one-year program. These Spanish bilingual candidates participate in a separate cohort as courses are offered in Spanish or bilingually.

Based on review of program documents, the team determined that the Mandarin and Cantonese bilingual authorization is delivered as a three-semester option program that incorporates a modular structure in which course content is integrated and rotated on a predetermined schedule. For the current cohort of eight candidates, Chinese candidates are taking one section of *Teaching Reading / Language Arts*, in Chinese and a second section in English. They also have an additional literacy course in Chinese, Cantonese and Mandarin are used as target languages.

The purpose of the program structure is to allow bilingual candidates to build their competencies through a continuum of coursework and structured fieldwork while being supported by faculty members and supervising teachers. Because the bilingual authorization is offered as part of the multiple subject program, bilingual candidates are required to complete multiple subject credential program requirements.

Course of Study

Multiple Subjects

Referred to as foundational, the first three courses of the MSC program focus on areas such as developmental learning and the English learner. Candidates then begin their methodology courses in literacy, mathematics, science and social studies/literacy.

In addition to the second language acquisition course, all courses emphasize the English learner (EL) within the context of candidate assignments. From observing the EL to explaining learning outcomes of the EL, to the lesson accommodations in all methodology courses, the EL is central to the program. In the area of special needs, the department collaborates with tenured/tenure-track

faculty in the Department of Special Education to include important content and knowledge in serving students with special needs.

Candidates are placed in two different grade level spans (K-3 and 3-6,) during the credential program. Candidates in the one- year program complete the lower span in the first semester and the upper span in the second semester. Candidates are placed in schools with diverse student populations, including classrooms with ELs and students with special needs.

Candidates enrolled in the methodology course that focuses on emerging/beginning literacy are placed in grades K, 1 or 2. Candidates enrolled in the social studies/literacy methodology course are placed in grades 3, 4 or 5. Candidates are required to meet with their supervising teachers at the start of the semester for the purposes of reviewing field assignments. University field supervisors are informed about candidates' courses at supervisors meetings and/or via the placement coordinator.

During interviews, both the supervising teacher (ST) and the university supervisor (US) reported that they play a role in mentoring candidates. The US is required to debrief after each formal observation and the ST is asked to join them whenever possible. The candidate is required to submit a formal lesson plan to his/her US, as specified by the US. The three formal lesson plans focus on literacy, mathematics, and a third mutually agreed upon subject area. The team found, through review of documentation and interviews, that candidate advisement takes place through the ST on a daily basis and the US during formal visits. The ST and US inform the placement coordinator about major issues with the candidates' performance. The placement coordinator is central to solving reported problems and in most cases consults with the department chair. Both the ST and the US play a role in evaluating the candidates.

Bilingual Authorization

Spanish and Chinese bilingual candidates are placed in two different grade level spans (K-3 and 3-6). Spanish bilingual candidates are placed one grade level in the first semester and another grade level in the second semester. Candidates are required to meet with their supervising teachers at the start of the semester to review fieldwork assignments. Bilingual university supervisors observe candidates a minimum of three times during each semester. After each observation the supervisor debriefs with the candidate, focusing on the Teacher Performance Expectations (TPEs) to identify strengths and areas of improvement. Besides the TPE content, candidates are guided in adhering to the core values in culturally responsive teaching. Supervising teachers also observe and provide feedback to candidates, basing the candidate's progress on the TPEs.

Assessment of Candidates

Based on review of program documents and an interview with the department chair, the team determined that candidates are assessed throughout their coursework through assignments that are based in the elementary classroom and at the university. Each course and seminar has an Embedded Signature Assignment (ESA), which highlights either the central focus of the course or an important element of the overall program. Evaluation of each ESA is based on a

rubric. In addition, candidates complete a Content Area Task in literacy, social studies, and science. Candidates must also pass the PACT teaching event in mathematics.

Bilingual candidates are required to demonstrate proficiency in listening, speaking, reading, and writing proficiency in the target languages of Cantonese, Mandarin or Spanish. The Spanish bilingual program document describes that, prior to program admission, candidates are interviewed in Spanish, and also write an essay and a statement of purpose in Spanish. Cantonese and Mandarin candidates are required to do the same in their target language.

Candidates are also assessed on their fieldwork performance. They receive ongoing feedback from their ST and they debrief with their US (and the ST when possible) after each formal observation. Candidates are given their US' notes concerning each formal observation. At the end of the first and second semester, candidates receive an evaluation of their field performance from their ST and US. In the last semester of the program, candidates are evaluated at mid-semester and at the end of the semester by his/her ST and US.

Candidates receive information about assessment in the programs at the orientation meeting in the spring before the summer or fall in which they begin the program. Faculty members are present to describe the purpose of the foundational and methodology courses, including the sequence in which courses are taken and the grading policies. The function of the seminars, as well as the time commitment to the elementary classroom, is also emphasized. Likewise, candidates listen to how they will be formally observed in the classroom and the expectations of planning and debriefing with their supervising teachers on a constant basis. Also included at orientation is a brief overview of the PACT TPA.

During the program, candidates receive feedback about their ESAs and CATs (and all other course assignments) via their course instructors. The CATs are typically assigned with enough time in the semester for the candidate to re-take and resubmit his/her work if it does not meet the established expectations. The results from the PACT teaching event are not released until all scoring, including double and triple scoring, is complete. Also, the results are not released to the candidates (electronically) before the chair has made phone contact with those candidates who do not pass the teaching event. During interviews, the MSC and SSC department chairs explained the PACT/TE remediation process, including how candidates are supported in their efforts to successfully complete the assessment.

Bilingual program documents state that, in addition to completion of all other multiple subject program requirements, bilingual credential candidates must pass CSET LOTE upon program completion before they can be awarded the bilingual authorization.

Credential candidates, program completers and stakeholders expressed satisfaction with the quality of the multiple subject and bilingual programs. On the basis of interviews with program completers, the team determined that there was great satisfaction with the responsiveness of the faculty and the quality of instruction that they received.

Findings on the Standards

After review of institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Preliminary Single Subject, with Internship

Program Design

The San Francisco State University's Department of Secondary Education's Single Subject credential program is based on the theme of the Graduate College of Education: "Preparing reflective and innovative professionals as leaders to ensure the educational development of diverse populations within dynamic educational contexts."

In interviews with the various constituent groups the team learned that an elected chair reports to the college dean and provides leadership for the single subject credential program. The chair holds monthly department meetings on the first Monday of each month. Faculty reserve the remaining Mondays of the month for sub-committee meetings, such as program curriculum, student field placements, and candidate assessment. The chair supervises a full-time staff person in the position of field placement coordinator who works with the chair, faculty, and credential candidates in placing candidates in public schools. The secondary education field placement coordinator also serves as the program's first contact with district administration, master teachers and other school personnel. The field placement coordinator represents the chair at various district meetings and events.

Interviews and document review confirm that the single subject credential program elects a faculty member who serves on the Teacher Credentialing Committee (TCC). This committee makes recommendations to the college dean regarding credentialing programs. The TCC committee has membership from across the university representing colleges and departments with a vested interest in the state certification of candidates. These colleges/departments represent majors for which SFSU/Secondary Education have approved credential programs by the CTC. The chair of the department serves on the All University Teacher Education Committee, (AUTECE). A faculty member from the department serves as the liaison to all curriculum and instruction faculty from across the university who teach content area pedagogy courses for single subject candidates.

A review of program documents and documentation included in the SFSU virtual evidence room shows that the single subject credential program at SFSU is a one-year full time program that always begins with the fall semester. Single subject candidates are placed in public schools with an assigned master teacher during both semesters of the program. Candidates take credential courses concurrently while working in public school classrooms with a master teacher.

Seminar courses are taken concurrently with both semesters of student teaching. The seminars are important in providing feedback and support for candidates during their student teaching.

Credential courses are offered morning, early afternoon, early evening, and late evening in order to accommodate the university's candidate population. Because single subject credential candidates teach full-time during spring semester, all spring credential courses are scheduled to begin at 4:30 pm.

The team was advised during interviews that San Francisco Unified School District (SFUSD) is the largest district where SFSU single subject candidates are placed for field experience and most of the single subject candidates are placed in SFUSD. The fieldwork coordinator attends the monthly SFUSD advisory board meeting. Similar meetings take place with San Mateo School District. District staff from Oakland Unified School District also meet with university representatives at least once each academic school year to discuss program issues.

Candidates provide input in a number of ways, including the evaluation of credential courses and university supervision each semester. Evaluation results are tabulated and analyzed by the department, then provided back to each faculty member for program and instructional improvement. The fieldwork coordinator is in daily contact with principals, master teachers and other school site personnel. This affords school site personnel the opportunity to provide feedback to the department representative on any matter related to the placement of candidates or information the LEA needs to communicate.

As is required for multiple subject candidates, single subject candidates must pass the Performance Assessment for California Teachers, or PACT. All faculty in the Department of Secondary Education are trained PACT scorers who calibrate every year. Review of program documents and interviews confirmed that course content has been changed to reflect activities to support candidates in successfully completing the PACT. Additionally, the department has held annual assessment reviews of candidate performance on the college-wide assessment system developed for the Graduate College of Education and for PACT scorers. As a result of these reviews, changes were made in both course content and in the sequencing of courses, specifically regarding the timing of the course in second language development.

A review of documentation confirms that an internal evaluation of the strengths and weaknesses of the program was conducted as a result of candidate input and faculty analyses. Based on the evaluations, the Department of Secondary Education decided to provide release time for a faculty member with expertise in inclusive education to plan and teach four special education modules in each of three faculty member seminars during 2012-2013. The modules offer an overview of a range of strategies, discussion around how to implement inclusion in classrooms and support individual students with disabilities. Session topics included: background on inclusion and special education law, implementing individualized education plans, creating universally-designed learning environments, using accessible communication, and planning classroom accommodations.

Course of Study

Review of program documents and interviews with constituent groups revealed that single subject candidates take courses in educational foundations, adolescent development, literacy across content areas and their first subject specific curriculum and instruction methods course

during the first semester. In addition, candidates take their first semester field experience/student teaching while enrolled in a student teaching seminar.

Interns complete the program in two years as part-time students. Candidates in the intern program take only two courses during the first semester: a seminar course with a focus on classroom management and the first subject-specific curriculum and instruction methods course. These two courses are taken concurrently while the candidate is also enrolled in the first student teaching course. These three courses fulfill the 120 clock hour pre-service requirement. The intern applies for the internship credential once the courses have posted to their university transcript. Interns are employed under the internship for the remaining three semesters of the program.

Traditional candidates, in the second and final semester of the single subject credential program, complete an advanced subject-specific curriculum and instruction methods course and full-time student teaching along with the seminar that accompanies student teaching.

All traditional and intern candidates also take a course in teaching second language learners in the second semester of the program. One of the requirements in the course is for the candidate to tutor an English learner (EL) for forty hours. The knowledge gained from this one-on-one experience allows the candidate to construct learning activities that focus on the needs of English learners for use in their classroom. In addition to the second language development course, all single subject courses emphasize EL within the context of candidate assignments by requiring candidates to observe ELs, focus on EL learning outcomes and develop lesson accommodations.

Single subject credential program candidates are placed in urban middle and high schools to satisfy their student teaching requirement. SF State also admits a small number of intern candidates each year. Most interns are employed by San Francisco Unified School District.

Candidates and program faculty report that all courses in the single subject credential program have activities related to the candidate's field experience. A review of syllabi shows that the TPE's are embedded in all courses and evident in the rubrics for the Embedded Signature Assignments. Candidates share experiences from their student teaching/field assignment in their seminar courses and receive feedback and support from their peers and their instructors. Seminars focus on such topics as classroom management, student behavior/discipline and student diversity. All seminar and credential program faculty are also university supervisors, so they know firsthand what the candidates are experiencing in the field.

Assessment of Candidates

A review of program documentation and an interview with the department chair found that the Evaluation Report for Observation and Documents (EROD) form is used to evaluate student teacher and intern performance during two visits per semester. The form is designed for use by university supervisors, master teachers, and university instructors and advisors. It measures candidate competence in the 13 TPE's that are assessed by the PACT. Although this evaluation form can be used during all observations, the form is required for a formal mid-term and final observation. These two observation reports must be on file in the SFSU field placement office

to document student teaching performance and completion of the requirement of two formal observations per semester.

Candidates must pass the PACT before they can apply for a credential. Candidates are assessed in their credential courses via assignments from their course instructors. A signature assignment for each course focuses on the TPE's.

All single subject credential candidates attend a mandatory new candidate orientation held in the spring. This orientation includes a brief introduction into the way candidates will be assessed in the program, specifically the PACT. During interviews, the department chair thoroughly explained the PACT process to team members. The chair also explained that assessment information is covered in the seminar course and in candidates' student teaching handbook. Each October, the department chair attends all seminars and provides candidates an orientation to the TaskStream system. TaskStream is used for submitting the PACT/TE – Teaching Event. During the seminar, the department chair explains the scoring process and how and when candidates will be informed whether or not they pass. The PACT remediation model is reviewed and assessment rubrics for the PACT are introduced and discussed in class. During interviews, the MSC and SSC department chairs explained the PACT/TE remediation process, including how candidates are supported in their efforts to successfully complete the event. Course faculty also addresses candidate assessment in candidate seminars.

Findings on Standards

Credential candidates, program completers and stakeholders expressed satisfaction with the quality of the single subject program. On the basis of interviews with program completers, the team determined that there was great satisfaction with the responsiveness of the faculty and the quality of instruction that they received.

After review of institutional reports and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Reading and Literacy Added Authorization Reading and Literacy Leadership Specialist

Program Design

The philosophy of the Reading and Literacy Added Authorization (RLAA) program and the Reading Literacy Leadership Specialist credential (RLLSC) program at San Francisco State University is based on a vision of preparing candidates (e.g., in-service teachers) to be literacy professionals as reflected in the California Preschool Learning Foundations and Frameworks and the California Reading Language Arts Frameworks.

The RLAA program prepares candidates to design literacy programs that support the development of lifelong readers and writers with emphasis on the importance of competence, motivation, accessibility, and experiences with print to support student achievement. Candidates

become aware of their role in promoting fundamental democratic values that hinge upon students' acquisition of both primary and target language skills, literacy development, and the development of critical thinking skills.

Based on review of program documents, RLLSC's 30 unit program is an extension of the 15 unit RLAA program in that it broadens candidates' knowledge of assessment and instructional methods related to literature study, writing, technology and advanced issues in curriculum development, assessment, and research. The RLLSC program requires candidates to show evidence of professional leadership by conducting professional development workshops at a school site, performing an assessment analysis of school-wide student data, and increasing their knowledge of instructional needs and preparation for second language learners. The RLLSC program provides candidates with an advanced professional leadership perspective, adding depth and breadth to the preparation required by the RLAA.

The RLAA and the RLLSC programs have a partnership with a local school district. Both clinical courses and fieldwork take place at a school site and candidates serve both elementary and middle school aged students.

Candidates receive academic advising from one of two program coordinators. The coordinators meet with program faculty to discuss curriculum, state requirements, admissions criteria, academic advising, etc. One of the coordinators is a member of the department's Graduate Committee and serves as a liaison between the Division of Graduate Studies and the department.

Course of Study

RLAA Program

Review of program documents and interviews confirm that candidates in the RLAA program must complete 15 units of study. Together, the courses and fieldwork provide a foundation for specialist study, as conceptualized in the Commission standards. The program provides candidates with multiple opportunities to appreciate the importance of creating a culture of literacy in the classroom and to use culturally appropriate and relevant texts to coach strategic behaviors that build literacy competencies.

RLLSC Program

Review of program documents and interviews confirm that candidates in the RLLSC program complete 30 units of study. Together, the courses and fieldwork provide a coherent and logical foundation for specialist study, as conceptualized in the Commission standards. The program provides candidates with multiple opportunities to appreciate the importance of creating a culture of literacy in the classroom and to use culturally appropriate and relevant texts to coach strategic behaviors that build literacy competencies. Candidates learn how language and cultural differences affect school performance, including bilingualism and second language acquisition and dialectic differences. Candidates come to understand the connection between motivation and literacy development, including the balance between authenticity and readability.

Candidates learn how to formulate research questions and ways of collecting data related to the issues they are investigating. Candidates learn about reliable instruments and sources of literacy information that will assist them in their analyses. Candidates engage in small-scale evaluation research projects, in which they assess student performance, analyze materials, interview teachers, students, and administrators. Candidates learn to recognize small and large-scale assessments that are reliable and valid including those used by school districts to gauge student progress in literacy. Candidates write academic essays and connect theory to practice by incorporating research findings into instructional design for fieldwork, assessments summaries and other course assignments.

Interviews confirmed that the credential candidates were very satisfied with the quality of the program. They felt well prepared to serve as reading specialists. However, some credential candidates expressed concern with the quality of their field practicum experiences at the Bayshore School District. The field experiences were at a Boys Club in Bayshore School District, where the children came after school to take part in a “book club.” They shared that the experiences in the “book club” did not relate as well with the goals of the reading specialist program and did not provide sufficient opportunities to experiment with diagnostic skills and strategies required of a reading specialist.

Assessment of Candidate Competence

Candidates in the RLAA program must demonstrate a number of competencies through coursework and fieldwork. In the area of reading and literacy research and assessment, candidates review current literature and use this information to support their understanding of language and literacy development, effective literacy instruction, and culturally and linguistically relevant pedagogy. Candidates review, analyze and interpret school-wide data as it relates to student achievement in literacy development.

Candidates demonstrate their competencies by completing a number of course assignments in which assessments are effectively administered and results are analyzed and communicated to various audiences, e.g. parents, teachers, etc.

With regard to instruction and intervention, candidates are evaluated on their abilities to assess and design instruction for a student designated as an English Learner. As previously mentioned, through fieldwork assignments, candidates demonstrate their abilities at using assessment tools effectively and then using the results to guide students in improving literacy skills.

Candidates in the RLLSC program must show competency in planning, organizing, and providing and leading literacy instruction. Candidates demonstrate these competencies through the following assignments/activities/events:

- Case studies and student portfolios
- Participation in family literacy events
- Ability to assess and provide specialized instruction to all K- 8 students, e.g. native English speakers, non-native English speakers, students with IEPs, gifted and talented students, etc.

- Selection and effective use of culturally responsive curriculum based on assessments implemented during fieldwork
- Implementation of state and district adopted literacy curricula
- Knowledge of digital literacies

In the areas of assessment and research, candidates demonstrate their competencies through the following assignments/activities/events:

- Literature Review that reflects an understanding of the power and limitations of educational research and will become informed consumers of educational research.
- Assessment of students' literacy levels using Informal Reading Inventories (K-12), Clay's, Observation Survey (K-2) and Goodman's Kidwatching (PreK-3rd)
- Understanding of adult learning theory, as shown through an intensive professional development workshop

In the areas of professional development and leadership, candidates demonstrate their competencies through the following assignments/activities:

- Identify areas of growth (via feedback), including remaining current with the teaching profession as demonstrated through workshop content
- Portfolio—representative of work in the RLLSC program in such areas as fieldwork, assessment data, instructional planning and research
- Research papers focused on models of reading research, family literacy patterns, and assessments from fieldwork, all of which encompass research-based instructional strategies.

In the area of literacy program evaluation, candidates demonstrate their competencies through major research projects, a culminating portfolio, and the design and implementation of a professional development workshop school site and identify its strengths and shortcomings and the effects these might have on students' overall academic achievement.

Findings on Standards

After review of institutional reports and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Preliminary Education Specialist: Mild to Moderate, with Internship

Program Design

Document review indicates that the elected chair of the Department of Special Education is responsible to provide oversight and leadership for the implementation of all credential programs offered within the department, with input from each area program coordinator. The department chair is responsible to inform all credential faculty regarding any required changes in CTC

regulations and standards and to assist program faculty to continually improve and to align program with current standards. In the Department of Special Education, faculty coordinators are given non-instructional assigned-time by the Department chair to manage their credential programs. Ongoing oversight and ultimate responsibility for all credentials offered by the Department of Special Education rests with the Dean of the Graduate College of Education.

The SFSU offers an Education Specialist Credential in Mild/Moderate Disabilities program. Document review and interviews with administrators, program directors, and faculty indicates that this program prepares teachers to provide educational services to students with special needs from culturally and linguistically diverse backgrounds. The program provides teachers and prospective teachers with the preparation they need to work with the wide range of learners who may be in general, inclusive, or special education settings.

A review of documentation shows that the preliminary credential is a four semester program consisting of three semesters of coursework and an additional semester of student teaching experience. Candidates in the program complete 43-45 units in coursework including, but not limited to, the nature of disabilities, autism, assessment, positive behavior supports, health, and communication. Course requirements include instructional strategies in core academic areas, cultural and linguistic diversity and strategies for teaching English learners, transition planning, and special education law and ethics. Coursework incorporates supervised fieldwork and observations. Included in the course units are 12 units of student teaching experience.

Document review and interviews with faculty, supervisors, and candidates showed that an intern option is available. University supervisors indicated that candidates who begin student teaching and obtain teaching positions during the semester can convert to intern status mid-semester. Over half of the mild/moderate credential candidates exercise this option and obtain teaching positions prior to or during their traditional student teaching experience.

Interviews with advisors and candidates indicated that candidates receive regular advisement and support throughout the program with an orientation meeting prior to beginning the program.

Course of Study (Curriculum and Fieldwork)

Document review and interviews with faculty showed that the program includes requirements in common core coursework in special education, instructional strategies to assist students in accessing core curriculum, technology, field-based activities, and a student teaching experience. Document review and interviews with faculty showed that courses are designed to actively engage candidates in learning course material through instructional modes including: lecture, modeling and demonstration, guided participation in group discussion, small group and paired activities, and hands-on field experiences.

Syllabi reviews showed that candidates engage in coursework related to education theory, law and ethics, human development and health, pedagogy, behavior management, communication, assessment, case management, cultural and linguistic diversity, teaching special populations, strategies for instruction in core subjects aligned with the Common Core State Standards.

Culturally responsive teaching and knowledge of specific strategies for working with culturally and linguistically diverse populations is infused in each course. A semester course on English language development and instruction of English language learners is required of candidates. The program includes fieldwork experiences that ensure opportunities to engage with culturally and linguistically diverse students and families.

Interviews with candidates and university supervisors and document reviews of syllabi and handbooks showed that the field experiences facilitate meaningful collaborative instruction, allowing candidates to acquire skills to serve students across a range of age and grade levels through participation in and reflection on a variety of activities representing different roles of special educators. Candidates in field experiences engage and collaborate with other professionals, families, community members and other stakeholders as they develop skills and competencies in pedagogy, behavior management, communication, collaboration, and specific instructional strategies supported by university supervisors and university-vetted site support providers.

Assessment of Candidates

Document review and interviews with faculty and candidates demonstrated that candidates are assessed in coursework using a variety of methods including examinations, individual and group projects, group participation, paired activities, and field experiences. Written assignments emphasize critical and reflective thinking as well as analysis and synthesis of course material. Courses include a key assignment that demonstrates the candidate's synthesis and competency in the course content. Faculty and supervisors indicated that courses with a significant field experience component have as much as 40% of the grade based on successful completion of the field experience, a written assignment related to the experience, and reflection. Faculty and advisors stated that candidates are assigned specific faculty advisors. Advisors and course instructors meet with candidates who are struggling with academic and practicum work. Candidates receive mentoring from faculty and field supervisors to improve performance and competence, and may ultimately be counseled toward related careers or dismissed from the program.

University supervisors and candidates stated that candidates engaged in student teaching receive formative and summative assessments based on observations by university and site supervisors. As with academic coursework, student teaching seminars include a signature or key culminating assignment. Key assignments require the candidate to synthesize coursework and experience as a component of competency demonstration.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Preliminary Education Specialist: Moderate/Severe, with Internship

Program Design

Education Specialist Credential in Moderate/Severe Disabilities teachers use research-based curricula and pedagogy to provide quality educational services to students from culturally and linguistically diverse backgrounds. Credential candidates in the program demonstrate their competence in providing quality educational services to students with moderate/severe disabilities using a systematic, data-based approach to instruction and models of curricular adaptation.

The preliminary Moderate/Severe Education Specialist Credential is a four semester program consisting of three semesters of coursework and an additional semester of student teaching experience. Courses in the second and third semesters include observations and supervised field work that aligns with course content. The program is a 54 unit program that includes 12 units of student teaching and related seminar. Coursework includes, but is not limited to, the nature of disabilities, autism, assessment, positive behavior supports, health, and communication. Course requirements also include instructional strategies in core academic areas, cultural and linguistic diversity and strategies for teaching English learners, transition planning, and special education law and ethics. Coursework incorporates supervised fieldwork and observations particularly in the second and third semesters.

The program offers an intern option. The team found in interviews with faculty that 60% of the candidates for the moderate/severe credential participate in the intern program. Interviews with candidates in the intern program and university faculty and supervisors showed that interns are supervised by university personnel with site and district-level support. Interns participate in the same university coursework as those in the traditional student teaching program. Students who begin student teaching and obtain teaching positions during the semester can convert to intern status mid-semester.

Course of Study

The coursework is designed to provide credential candidates with the knowledge and skills needed to develop competency in all areas, including educational and social/behavioral assessments that involve families in the assessment process, curriculum development, data-based instructional planning, program management, and collaboration with general educators to provide access to general education settings, curriculum, and activities. Coursework addresses the instructional and support needs of students with movement, mobility, and sensory disabilities and specialized health care needs; and strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools.

Students engage in coursework related to education theory, law and ethics, human development and health, physical, health, and sensory disabilities, pedagogy, behavior management, communication, assessment, case management, cultural and linguistic diversity, teaching special populations, and strategies for instruction in core subjects aligned with the Common Core State Standards. Courses in the second and third semesters of the program heavily emphasize

supervised field experiences and provide opportunities for candidates to apply theory, skills, and strategies presented in courses.

Interviews with full-time and part-time faculty and candidates showed that culturally responsive teaching and knowledge of specific strategies for working with culturally and linguistically diverse populations is infused in each course. A team review of the course sequence revealed a semester course on English language development and instruction of English language learners is required of all candidates. The program includes fieldwork experiences that ensure opportunities to engage with culturally and linguistically diverse (CLD) students and families. Although department faculty indicated that they infuse the new English Language Development terminology and standards into their courses, candidates indicated that they were not aware of the new standards and terminology.

Interviews with candidates and supervisors showed that candidates participate in two semesters of supervised, weekly fieldwork experiences of approximately 84 hours per semester. Additionally, one semester of student teaching provides further opportunities for candidates to apply theoretical constructs, conduct and interpret assessment results, develop goals and Individualized Education Plans (IEPs) and apply curriculum and instructional strategies in educational settings.

University supervisors stated that they observe and provide formative feedback to candidates in collaboration with cooperating teachers six times per semester. These observations occur during course-required fieldwork activities. Students receive midterm and final assessments, and course assignments are aligned with both field experiences and course content.

Interviews and document review showed that candidates in the student teaching program receive support from their site master teachers, other district personnel, and university supervisors. University supervisors and faculty stated that master teachers are predominately experienced, fully credentialed graduates of the SFSU program who meet criteria outlined in the university supervisor handbook and receive additional training through the university program. Graduates of other programs may also serve as master teachers. University and site cooperating teachers conduct observations and assessments of student teachers three times and conduct midterm and final assessments in collaboration with the master teachers. University supervisors stated they are available for more frequent observations and support if student teachers or their master teachers request support.

Assessment of Candidates

Interviews with candidates, faculty, and supervisors as well as document reviews showed that candidates are assessed in coursework using a variety of methods including examinations, individual and group projects, group participation, paired activities, and field experiences. Written assignments emphasize critical and reflective thinking as well as analysis and synthesis of course material. Different formats used in classes include: lecture, modeling and demonstration, guided participation in group discussion, small group and paired activities, and hands-on field experiences. Written assignments and group projects emphasize critical thinking through analysis, synthesis, and appraisal of course material. Courses in the second and third

semesters of training have major emphasis on practicum experience, as well as written assignments aligned with the field experience. Reflective thinking is a critical component of the assignments.

Assigned advisors and course instructors stated that they discuss and meet with students who are struggling with academic and practicum work. Candidates are supported and mentored to improve performance and competence, and may ultimately be counseled toward related careers or dismissed from the program.

University supervisors, candidates, and completers stated that comprehensive evaluations of candidates' teaching performance during the two semesters of practicum and student teaching are completed jointly by the candidates' cooperating teachers or master teachers and university supervisors and reviewed with the credential candidates during meetings scheduled for mid-term and the final weeks of the semester. Evaluation areas addressed for candidates teaching with an intern credential include professional behavior; scheduling to structure curriculum and instruction; instruction; curriculum development; inclusion/mainstreaming support role; management and staff training; evaluation of student progress; and collaboration with general educators. Evaluation areas addressed during student teaching include professional behavior; scheduling; curriculum and instruction; inclusion/mainstreaming support role; social interaction with peers; collaboration with general education, school staff, and the community; staff training; program management; and self-evaluation. Finally, course assignments implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards.

University student teaching supervisors and faculty stated that candidates engaged in student teaching receive formative and summative assessments based on observations by university and site supervisors. As with academic coursework, student teaching seminars include a signature or key culminating assignment. Key assignments require the candidate to relate coursework and experience as a component of competency demonstration.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards were **Met**.

Preliminary Education Specialist: Early Childhood Special Education, with Internship

Program Design

The elected chair of the Department of Special Education & Communicative Disorders is responsible to provide oversight and leadership for the implementation of all credential programs and authorizations offered within the department. Ultimate responsibility and oversight for all credentials offered by the Department of Special Education rests with the Dean of the Graduate College of Education.

The credential programs in the department are further communicated with the GCOE and University through several ways. Regular and as needed meetings between the Department Chair and Dean take place in three venues: (a) bi-monthly meetings with the Dean and all Department Chairs; (b) individual budget meetings with the Dean and Department Chair to request and negotiate resources; and, (c) individual meetings with the Dean and Department Chair on an "as needed" basis to deal with immediate issues as they develop. Further, a faculty representative participates on the Teacher Credentialing Committee (TCC), an Academic Senate Committee that serves as a recommending body to the dean of the GCOE regarding state certification processes. The department also regularly interacts with the Credential and Graduate Services Center in the GCOE to assure that all credential candidates meet requirements for each credential program.

The Education Specialist Credential in Early Childhood Special Education (ECSE) is designed to prepare professional educators to provide quality early intervention and early childhood special education to young children, birth to 5, who are at risk or have disabilities, and their families. ECSE program faculty work closely with other special education programs, and with many of the districts in the area to provide experiences for candidates in a variety of settings including but not limited to home-based and inclusive settings. The program prepares candidates to collaborate with professionals in other disciplines to meet the individual needs of children and families. In addition, the program trains candidates to use evidence-based and developmentally appropriate practices to foster children's growth and development. Coursework and fieldwork are also closely integrated to facilitate the application of theory to practice.

Course of Study

The team found that ECSE coursework includes typical and atypical development of young children, family systems, assessment and program evaluations, intervention models and strategies for infants and preschoolers, leadership and coordination. Candidates are prepared with the knowledge of developmental sequences in all areas. Coursework prepares the candidate to understand family systems, caregivers and related topics. Based on team interviews with candidates and graduates, the faculty uses the information to design culturally sensitive and meaningful intervention programs. According to candidates and graduates, the assessment course addresses the topics of using curriculum-based assessment tools to develop functional and appropriate instructional goals. The two intervention courses provide candidates with information on routine-based and activity-based intervention, focusing on embedding developmentally appropriate learning objectives. Candidates and graduates report cultural competence and effective communication is infused in all coursework. Candidates and graduates were very complimentary about the accessibility by all faculty including instructors, advisors, and, during fieldwork, supervisors both at the university and district level.

Candidates, graduates and faculty expressed that by providing fieldwork experiences from the beginning of the program, the candidates have an advantage in demonstrating appropriate teaching expectations. Placements are based on candidate needs for exposure in various settings. Candidates are required to complete two student teaching (fieldwork) experiences in two separate semesters: one with children younger than 36 months and one with children 3 to 5 years of age. The infant/toddler experience requires a minimum of 120 contact hours, and the

preschool experience requires a minimum of 200 hours. In addition to working with young children and their families under the supervision of master teachers and university supervisors, candidates complete assignments including analysis of physical and social environments, comprehensive assessment reports, intervention program development, evaluation systems to monitor children's progress, and reflections of working with families. The university supervisor visits students at the site a minimum of 3 times during the semester and keeps close contact with the master teacher to respond to the candidate's need. Candidates are enrolled in a student teaching seminar where students are supported through the discussion and analysis of important issues related to the fieldwork experience.

Candidate Competence

It was confirmed during site interviews that candidates are assessed by demonstrating skill in assessment and evaluation that leads to appropriate interventions, and reflects an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches. Strategies, influence of specific disabilities on development and learning and the role of the interdisciplinary team are also addressed. Each candidate is expected to demonstrate skill in utilizing multiple sources of developmentally and standards based assessment instruments and practices determining the child's development functional behavior.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Preliminary Education Specialist: Physical and Health Impairment, with Internship

Program Design

The elected chair of the Department of Special Education & Communicative Disorders is responsible to provide oversight and leadership for the implementation of all credential programs and authorizations offered within the department. The specific leadership of the Education Specialist: Physical and Health Impairments (PHI) is provided by the Program Coordinator for the PHI Program. Ultimate responsibility and oversight for all credentials offered by the Department of Special Education rests with the Dean of the Graduate College of Education.

The credential programs in the department are communicated with the GCOE and University through regular and as-needed meetings between the Department Chair and Dean. Further, a faculty representative participates on the Teacher Credentialing Committee (TCC), an Academic Senate Committee that serves as a recommending body to the dean of the GCOE regarding state certification processes. The department also regularly interacts with the Credential and Graduate Services Center in the GCOE to assure that all credential candidates meet requirements for each credential program.

The PHI Education Specialist Credential prepares teachers to provide quality educational services to students who are orthopedically impaired, health impaired or with traumatic brain injury from birth to age 22. Graduates may assume positions in a range of educational settings such as pre-school programs, special day classes, resource programs, itinerant programs, community-based programs, home teaching programs, and hospital instructional programs. This specialist credential program includes competencies generic to the teaching of all children with disabilities, as well as those specific to the preparation of teachers of students with physical and other health disabilities.

The Program Coordinator for the PHI Program shared during various interviews that the coursework is designed to provide credential candidates with the knowledge and skills needed to develop competency in all areas addressed by the credential program standards including characteristics of PHI, historical foundations of PHI, specialized assessment, planning and program development, instructional strategies and adaptations, and assistive technology options to provide access to the general education curriculum. In addition, coursework addresses the development of augmentative and alternative communication systems to support participation, communication, language and literacy development. Finally, coursework addresses the physical and specialized health care needs and supports of students with PHI in the classroom. According to interviews, the candidates are required to display through their theoretical and practical application, a thorough understanding of the course content and required competencies, including communication skills, professionalism, self-initiation and responsibility for meeting objectives, as well as a sense of self improvement and advocacy.

Candidates and faculty report that one semester of observation and participation in a range of settings that serve students with PHI and one semester of student teaching comprise the experiential basis for candidates to apply theoretical constructs, conduct and interpret assessment results, and apply curriculum and instructional strategies in educational settings. Fieldwork sites include a range of educational settings that deliver educational services to students with PHI. A university supervisor observes the candidate at the student teaching site at least three times during the semester and maintains weekly communication with the candidates to provide mentoring to individual teacher candidates and to evaluate student performance. According to vitae, university supervisors have teaching experience. They also mentor credential candidates.

Candidates not employed on an intern credential complete eight weeks of student teaching (4 days per week) with a master teacher in an educational setting educating students with physical and health impairments. Master teachers are credentialed in PHI. Master teachers meet with the teacher candidate(s) for at least 30 minutes daily during the practicum to answer questions, to guide them in completing their coursework assignments related to assessment and instruction of students, and to discuss issues related to educational practices. In addition, master teachers collaborate with the supervisors to complete the formal student evaluations conducted at the end of the semester. The student teaching seminar and fieldwork is the culminating experience in the PHI program. Candidates teaching with an intern credential complete student teaching requirement at the site where they are employed.

According to faculty and candidate interviews, each student teacher must demonstrate proficiency in all aspects of teaching students with physical and health impairments including specialized assessment, planning and program development, specialized health care and physical supports, instructional strategies and adaptations, student communication skills and augmentative and alternative communication, and assistive technology.

Candidate Competence

It was stated during interviews that evaluations of candidates' teaching performance during student teaching are completed jointly by the candidates' master teacher and university supervisor. Evaluation areas addressed during student teaching include professionalism and interpersonal behavior; specialized assessment, planning and program development; specialized health care and physical supports; instructional strategies and adaptations; student communication skills; assistive technology, instructional service delivery models. This was also verified in the Student Teaching Handbook. In addition, observational evaluations of teaching performance are completed during fieldwork site visits by the university supervisor. Supervisors review with the candidates their observational notes that highlight areas of competence as well as areas that require additional development. Following the observation, the candidate and supervisor select two to four areas on which the candidate will focus before the supervisor's next site visit.

According to interview findings, course assignments implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Preliminary Education Specialist: Visually Impaired, with Internship

Program Design

The elected chair of the Department of Special Education & Communicative Disorders is responsible to provide oversight and leadership for the implementation of all credential programs and authorizations offered within the department. The specific leadership of the Education Specialist: Visually Impaired Credential Program is provided by Program Coordinator of VI. The department chair is responsible to inform all credential faculty regarding any required changes in CTC regulations and standards and to assist program faculty to continually improve and to align program with current standards. Ultimate responsibility and oversight for all credentials offered by the Department of Special Education rests with the Dean of the Graduate College of Education.

The credential programs in the department are further communicated with the GCOE and University through several ways. Regular and as needed meetings between the Department Chair and Dean take place in three venues: (a) bi-monthly meetings with the Dean and all Department

Chairs; (b) individual budget meetings with the Dean and Department Chair to request and negotiate resources; and, (c) individual meetings with the Dean and Department Chair on an "as needed" basis to deal with immediate issues as they develop. Further, a faculty representative participates on the Teacher Credentialing Committee (TCC), an Academic Senate Committee that serves as a recommending body to the dean of the GCOE regarding state certification processes. The department also regularly interacts with the Credential and Graduate Services Center in the GCOE to assure that all credential candidates meet requirements for each credential program.

According to interviews, the Education Specialist Credential Visual Impairments program prepares candidates using research-based curricula and pedagogy to provide quality educational services to students from culturally and linguistically diverse backgrounds. This was also supported by review of course syllabi. A variety of approaches to meet the range of potential placement options and curricular needs of learners with visual impairments were discussed in interviews with the program coordinator, adjunct faculty, candidates and graduates. Candidates are required to demonstrate skills in working with an array of professionals as well as families in order to facilitate learner participation and growth within the context of their educational experience. According to the program coordinator, learners with visual impairments are guided to take into account their unique learning needs requiring the acquisition of knowledge and skills in alternative ways including tactile, visual, and auditory. Candidates and graduates reported they have/had to demonstrate competence in assessment and instruction to promote functional literacy in Braille, print, and auditory methodologies, and to design educational environments utilizing the most appropriate media to promote learning.

Course of Study

The program coordinator explained during the interviews, that coursework is designed to provide credential candidates with the knowledge and skills needed to develop competency in all areas addressed by the credential program standards including the ability to provide appropriate assessment and instruction using a variety of techniques in all areas of expanded core curriculum such as methods to promote academic and learning skills, social interaction skills, recreation and leisure skills, use of assistive technology, basic orientation and mobility, independent living and self-advocacy skills, career education including transition, and optimization of visual functioning to promote learner competence. The coursework also focuses on an individual differences approach to developmental issues related to visual impairment, looking at both learner characteristics and environmental circumstances, consultation and collaboration with teachers, students, families, administrators, specialists, and other related service and agency personnel. Coursework also includes working with English learners through knowledge of school-based structures to promote English language learning, interpreting assessment results of English learners, and using instructional practices that make curriculum content comprehensible to English learners.

Faculty described in interviews and review of syllabi confirmed that field experiences in the VI program include observations and practice in a variety of education settings with students who are culturally diverse, at risk, and/or have multiple disabilities. Each candidate has experiences with and across grade/age ranges (0-22 years) including preschool, elementary, secondary and/or

postsecondary students according to candidates and graduates. Student teaching, provides information concerning a candidate competence in providing services to students with visual impairments. The focus of the student teaching evaluation is an assessment of the candidate's performance on TPEs as in other teacher training programs offered at SFSU. University supervisors observe the candidate 2 to 4 times during their student teaching experience. Supervisors verified that during each visit, the supervisor meets with the candidate prior to the lesson to be observed, records comments during the actual observation on an observation document, and debriefs with the candidate following the observation. At the conclusion of each observation session, the university supervisor and student teacher collaboratively review the observation document and identify a goal toward which the student teacher will work during the time prior to the next visit. District supervisors are also required to observe the student teacher, completing an observation document that references TPEs. The district supervisor is instructed to meet with the student teacher following the observation to discuss any comments and/or suggestions as verified by the program faculty. Candidates also said they engage in consultation and collaboration with teachers, students, families, administrators, specialists, and other related service and agency personnel during their field experiences.

Candidate Competence

According to faculty interviews and program documents, prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine, on the basis of thoroughly documented evidence, that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes by supervisors. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. SFSU requires at least one assessor to hold an authorization in the candidate's credential area. An individual development plan is written before the candidate exits the Preliminary Credential Preparation Program and includes recommendations for further study during the candidate's Induction Program.

Disability-specific field experience prior to student teaching is monitored through structured journal records and projects related to specific observation assignments and direct supervision within the context of specific courses as verified through syllabi. Grades for these assignments are incorporated into each course-grading scheme.

Evaluation of student teaching is accomplished using several methods including joint formal evaluations by the on-site supervisor and the university supervisor. Feedback is provided to the candidate and the master teacher through an observational report and discussion immediately following each observation by the university faculty supervisor. There is an on-going dialogue is maintained among these individuals throughout the candidate's assignment. All observational reports are included in the candidate's file. The student, university, and on-site supervisor meet to identify specific strengths and to identify outcomes of the formal evaluations. Some distance education students may be assigned field placements in areas too far away for university faculty to travel on a regular basis. In such cases, students send a videotape bi-weekly for the university

faculty supervisor to observe and rate. Feedback is provided to the candidate and master teacher through an observational report and via telephone. On-going meetings to identify specific strengths and to identify outcomes of formal evaluations are conducted by telephone. As verified in interviews with faculty, course assignments implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards. Each course includes key assignments, key indicator, and key course objective for each standard area.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Education Specialist Added Authorization: Autism Spectrum Disorders

Program Design

Document review indicates that the elected chair of the Department of Special Education is responsible to provide oversight and leadership for the implementation of all credential programs offered within the department, in accordance with standards set by the CTC. The leadership of the Mild/Moderate Education Specialist Credential is coordinated across all program areas and is provided direct oversight by the chair, with input from each area program coordinator. The department chair is responsible for informing all credential faculty regarding any required changes in CTC regulations and standards and to assist program faculty to continually improve and to align program with current standards. In the Department of Special Education, Faculty Coordinators are given non-instructional assigned-time by the Department Chair to manage their credential programs. Ongoing oversight and ultimate responsibility for all credentials offered by the Department of Special Education rests with the Dean of the Graduate College of Education. The specific leadership of the ASD AA is provided by a faculty member who directs ASD studies in the Department. The program director has direct access to the department chair.

Interviews with faculty and students and document review showed that the ASD AA prepares candidates to demonstrate comprehensive knowledge and skill in providing competent, humanistic and meaningful support to learners on the autism spectrum representing diverse ages, abilities, languages, cultures, economic backgrounds and socio-cultural experiences.

Document review showed that the ASD AA consists of three-unit courses totaling 9 semester units. Each course has a fieldwork component requiring a minimum of 25 hours experience per course with individuals with ASD, their families, and professionals supporting individuals with ASD.

Course of Study

Document review and interviews with candidates, graduates and faculty confirmed that the ASD AA offers a cross-disciplinary perspective that provides candidates with theory, research and evidence-based practices for understanding the complex nature of and addressing the multi-

faceted needs of those affected by autism. Courses focus on a foundational content about ASD and specific content regarding characteristics of students with ASD, and strategies to support these students in the areas of academic instruction, behavior, communication, socialization, and sensory needs. Activities, assignments and associated field experiences reinforce the knowledge and skill needed to effectively interact and collaborate as a member of a multidisciplinary team while engaging with families of children across the spectrum in humanistic, responsive and culturally sensitive ways.

Through document review, the team found that the university offers an ASD certificate program for teaching credential candidates and a program that articulates with the speech-language pathology program to augment their knowledge and skill in working with individuals with ASD. According to ASD AA faculty, enrollment in the program has decreased significantly due to decreased demand for the authorization. At the time of the visit, only one candidate is enrolled in the program, a candidate who came to California from another state.

Assessment of Candidates

Document review and interviews with candidates and faculty showed that assessment of candidates in the ASD AA program is both formative and summative. In each course, candidates complete key assignments that correspond to professional competency areas. Candidates in the ASD AA document their professional competencies based on the evolution of their knowledge and skill through participation in courses and field experiences. Assignments integrate classroom work and field experiences. Assignments may include both individual and small group collaborative experiences. All are written and may also include a class presentation or activity. Feedback is provided through scoring rubrics or personal conversation. Scores are based on content knowledge, integration, competency demonstration, and writing proficiency.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards were **Met**.

Education Specialist Added Authorization: Adapted Physical Education

Program Design

The elected chair of the Department of Kinesiology is responsible to provide oversight and leadership for the implementation of all credential programs and authorizations offered within the department. Ultimate responsibility and oversight for all credentials offered by the Department of Special Education rests with the Dean of the Health and Social Sciences.

After interviews with the Department Chair of Kinesiology, the Program Coordinator for the Physical Education Subject Matter Program, the full time lecturer for Adapted Physical Education and department identified Adapted Physical Education Added Authorization candidates, the team determined that it is not possible to make standard decisions and that the

findings on Program Design, Course of Study, and Candidate Competence are currently inconclusive.

Rationale

The team recognizes that, at the time of the visit, Program Assessment of the Adapted Physical Education Added Authorization Program is still being conducted separate of this accreditation review. The team also realizes that to be equitable, and as is done for all other programs completing Program Assessment, the SFSU APE program must have the opportunity to fully complete the PA process and respond to all PA requests for additional information. However, there are two identified concerns which the team feels need immediate attention. The team feels responsible to share these findings with the Committee on Accreditation for consideration. They are:

- 1) Based on candidate interviews conducted, the interviewers found that two students are ineligible for the program based on the fact that the students have not earned a bachelor's degree and yet they were identified as enrolled in the APE AA Program by the faculty when interviews were scheduled for this visit. The students understand they are in the program and yet, they said they have not made a decision about whether they want to earn a teaching credential.
- 2) Due to the retirement of both the Department Chair and APE Program Coordinator, the Adapted Physical Education Program was placed on hold as of the 2007-08 school year. A new Department Chair of Kinesiology was appointed for the 2012-13 school year, who assigned the program coordinator of the Physical Education Subject Matter Program, who stated during the interview that they do not have knowledge in APE, to write to the APE AA Standards. It was noted that the decision to restart the program at this time was partially made due to the knowledge that a major school district served by San Francisco State University has 25 APE job openings.

Education Specialist Added Authorization: Orthopedic Impairments

Program Design

The elected chair of the Department of Special Education & Communicative Disorders is responsible to provide oversight and leadership for the implementation of all credential programs and authorizations offered within the department. The specific leadership of the Education Specialist: Orthopedic Impairments Added Authorization (OI AA) is provided by the Program Coordinator for the PHI Program. Ongoing oversight and ultimate responsibility for all credentials offered by the Department of Special Education rests with the Dean of the Graduate College of Education. As the lead for the OI AA, has direct access to the Department Chair to discuss credential issues that are specific to the OI AA. One example is course planning for subsequent terms where faculty submit program course requests with recommended instructors for chair review and approval.

The credential programs in the department are communicated with the GCOE and University through regular and as-needed meetings between the Department Chair and Dean. Further, a faculty representative participates on the Teacher Credentialing Committee (TCC), an Academic Senate Committee that serves as a recommending body to the dean of the GCOE regarding state certification processes. The department also regularly interacts with the Credential and Graduate Services Center in the GCOE to assure that all credential candidates meet requirements for each credential program.

Candidates need to hold a Preliminary Education Specialist Credential in one of the following areas in order to apply for the OI Authorization: Deaf/Hard of Hearing, Early Childhood Special Education, Mild-Moderate Disabilities, Moderate-Severe Disabilities, or Visual Impairments. Based on interviews, faculty in the Department of Special Education routinely advise candidates who are pursuing Clear Education Specialist Credentials to consider completing one or more of the department's approved added authorizations. Faculty stated in interviews that in the authorization specific courses, attention is devoted to train candidates to evaluate formal assessment, adapt standardized assessment tools, and construct informal assessments, including environmental inventories and portfolio assessment.

The course of study in the OI AA program provides foundation and advanced application of knowledge and skills to support students with physical disabilities to access the general education curriculum. According to syllabi and interviews, candidates take four courses for the OI AA credential.

Candidate Competence

Coursework learning and fieldwork application are directly linked throughout the OI AA curriculum. Each of the courses required in the OI AA program include culturally appropriate content and curriculum modifications for students who are English language learners of diverse abilities, languages, cultures, economic backgrounds and socio-cultural experiences.

According to faculty and candidates interviewed, school sites are identified throughout the San Francisco Bay Area with programs for students with physical disabilities in school settings and general education classrooms. Fieldwork application is required in the completion of each course assignment. Candidates are required to identify classroom settings where students with physical disabilities are placed and work within the school environment. Mentor teachers are also identified throughout the San Francisco Bay Area who specialize in supporting students with physical disabilities. The mentor teachers provide regular feedback to candidates based on the requirements of each assignment. Collaboration between faculty, mentor teachers and candidates is maintained throughout the semester. The faculty conducts at least one site visit each semester with students in the field site to provide feedback to both the candidate and mentor teacher regarding the completion of assigned projects and potential adjustments needed to support the candidate's successful performance.

The program coordinator stated that assessment of candidates in the OI AA program is both formative and summative. In each course, candidates complete key assignments that provide indicators of how well the candidate is meeting each OI AA standard or competency area. In

addition, candidates present their completed work and receive feedback from faculty and peers. Course assignments implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the OI AA program standards as verified by faculty, mentor teachers and candidates.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Clear Education Specialist Induction

Program Design

Through document review and interviews with the department chair, the team found that the elected chair of the Department of Special Education is responsible to provide oversight and leadership for the implementation of all credential programs offered within the department, in accordance with standards set by the CTC. The leadership of the Clear Education Specialist Induction program is coordinated across all specialty program areas and the program is provided direct oversight by the department chair, with input from each area program coordinator. The department chair is responsible to inform all credential faculty regarding any required changes in CTC regulations and standards and to assist program faculty to continually improve and to align program with current standards. Ongoing oversight and ultimate responsibility for all credentials offered by the Department of Special Education rests with the Dean of the Graduate College of Education.

Document review and interviews further showed that the credential programs that are operated in the department are coordinated across programs with regular communication mechanisms. All program coordinators meet monthly throughout the academic year with the department chair to discuss various aspects of their credential programs. These monthly meetings are used to make credential program decisions that impact all program areas, such as planning the structure for a new clear credential program or a review of the content of generic courses required in common across credential areas. In addition, each faculty coordinator has direct access to the Department chair to discuss credential issues that are specific to their program area. One example is course planning for subsequent terms; faculty coordinators submit program course requests with recommended instructors for the chair's review and approval.

Document review and interviews with the department chair and candidates confirm that, during an initial induction seminar course, candidates self-assess to determine areas of need and then develop an Individualized Induction Plan (IIP). The team further found that candidates attend five on-campus seminar meetings distributed across the first semester of the program during which the education specialist teachers collaborate and reflect on implementation of goals through interaction with teacher-peers and SFSU professional development providers. The team also found that, similar to the first semester, during the second semester candidates attend five seminar meetings to review the participating teachers' progress toward their IIP goals and to set

new instructional goals to add to IIPs. As during the first semester, seminar meetings provide an opportunity for candidates to interact with SFSU professional development staff.

Course of Study

Document review and interviews with the department chair and supervisors showed that the course of study consists of two, three-unit semester long seminar courses, taken over the course of one year. Seminars meet five times during the course of each semester. Although candidates draw from their classroom experiences for strategy implementation and data collection, there does not appear to be a clear link to their preliminary preparation programs.

Team review of course rosters showed that teachers from all specialty area credential programs are enrolled in the same seminar courses each semester. The team could not identify how the institution differentiates for the various areas. However, there was no evidence that the employer was actively involved with the design of the program.

Assessment of Candidates

Documentation review and interview with the department chair found evidence of summative candidate assessment on the CSTPs in the exit seminar.

Findings on Standards

The team finds that all standards are met with the exception of Clear Education Specialist Induction Program Standard 1: Program Design, which is **Met with Concerns**.

Rationale

The team is aware that this program was approved in June of 2012 but is concerned that this program is not as far along in its growth and development as would be expected. While there is mention of the CSTP, review of documents and interviews showed that the program design is unclear and is superficial in its approach to induction.

Team review of documents and interviews with the department chair and faculty did not show articulation with the Preliminary Credential programs and program-specific design of courses through separate sections of the seminar course for candidates in each of the various credential areas.

Team review of course syllabi and IIP documents showed superficial design of IIP development documents and course structure and sequence. Syllabi that the team reviewed do not provide evidence of a specific curriculum or “a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all students in each of the categories under IDEA including birth to age 22 and retain high quality teachers.” as is required by Clear Education Specialist Induction Program Standard 1.

Additionally, the team did not find evidence of “collaboration between the approved clear credential program and the employer, offering multiple opportunities for support and

professional development of Education Specialist candidates in their early years of teaching.” which is also required by Clear Education Specialist Induction Program Standard 1.

Other Related Services: Speech and Language Pathology

Program Design

The Communicative Disorders program is one of seven programs within the Department of Special Education. The CD program is approved by the American Speech and Hearing Association (ASHA) and the curriculum includes all academic and clinical experiences necessary for ASHA certification in speech-language pathology, the State of California license to practice speech-language pathology, and the CTC-approved Speech-Language Pathology Services credential.

Individuals wishing to earn a CTC approved SLP credential must complete a Master’s degree in Communicative Disorders. Prior to entry into the MS program in CD, students are required to complete a bachelor’s degree in CD or the equivalent, totaling 36 semester units of prerequisite coursework. At the graduate level, ten academic courses totaling 30 units are required for the Master of Science degree in speech-language pathology. Clinical practicum requirements range from 21 to 28 units, based on the number of experiences necessary for the student to obtain the 375 clinical clock hours, plus 25 observation hours required for ASHA certification.

As the result of interviews with candidates, faculty, employers, completers, supervisors, and review of syllabi and department documentation, the team found that the Communicative Disorders (CD) program curriculum includes all academic coursework and clinical experiences necessary for candidates to qualify for the CTC credential in Speech and Language Pathology.

Program faculty reported that the dean of the Graduate College of Education is responsible for ongoing oversight and responsibility for all credentials offered by the Department of Special Education. The chairperson of the CD department provides leadership for the program and has direct communication with the GCOE dean. The Chair of the Department of Special Education gives the CD program coordinator non-instructional assigned-time to manage the SLP program. All program coordinators meet monthly with the Department chair throughout the academic year to discuss the credential programs and to make program decisions that impact all program areas such as review and approval of content of generic courses required in common across all programs.

According to the program coordinator, in the past two years, the CD program has increased the number of district partnerships for school practicum sites from 17 to 40. All school site placements are selected by the university supervisor and contracts are signed prior to student placement. The university supervisor arranges for the student interns to meet with the site supervisor to check the caseload, get the school schedule, and identify the population served by the speech pathologist. Site supervisors are trained by university faculty on techniques of mentoring and ways to provide supports to the student intern.

The faculty noted that the CD program increased the focus within the language disorders courses to include issues related to autism. Additionally, the need for greater expertise in augmentative and alternative communication (AAC) resulted in the integration of AAC in coursework and clinical experiences. These changes were in response to recommendations from the field supervisors and the American Speech, Language and Hearing Association.

The coordinator described that CD program has a very active advisory council that meets annually. The membership includes faculty, candidates, community professionals, families and clients. This past year, the advisory council actively participated in the development of a strategic plan that established goals to improve academic performance, increase the visibility of the CD program within the university community and the community at large, and increase collaborative working relationships with other professionals.

Course of Study

As a result of the review of the course syllabi and interviews with candidates and completers, the team confirmed that SFSU CD curriculum provides a structured sequence of foundational knowledge and development of clinical skills. During the two year graduate program, candidates complete advanced coursework that focuses on school-based speech and language pathologist (SLP) services. Candidates address school age students with learning and language challenges, screening and assessment programs in school settings, and design and implementation of assessments with children from cultural and linguistically diverse backgrounds. Experiences include least-biased assessment methods and the effective use of translators to determine language needs of children who are English learners. Candidates examine school policies and procedures regarding practices to serve children with language differences versus language disorders or language delays.

Advanced coursework focused on clinical methods and advanced diagnostic processes with acquired language disorders requires candidates to demonstrate knowledge and skill to design and interpret screening and assessment processes that account for cultural and linguistically diverse profiles of each individual.

Candidates for the MS CD Degree and the SLP credential complete a successive series of clinical and internship experiences in order to obtain required clock hours for certification by ASHA, the SLP credential, and licensing by the state of California as a Speech-Language Pathologist. Prior to placement in schools, candidates are required to complete three on-campus clinical practicum experiences and one adult practicum. Beginning clinical experiences are supervised in a 1:4 ratio during which candidates receive ongoing mentoring, support, and formative assessments. Summative assessment is conducted with the clinical evaluation, based on ASHA Knowledge and Skills for clinical intervention.

Candidate Competence

As noted in the university catalog, in a review of syllabi and in discussions with faculty, the Communication Disorders program follows university policy requiring graduate students to maintain a 3.0 grade point average in all coursework. Upon admission to the program, candidates complete academic advising and attend a mandatory orientation session. Students

attend an orientation meeting at the beginning of the fall and spring semesters. Candidates are required to complete academic advising at a minimum of one time each semester.

SLP candidates are evaluated through summative and formative evaluation methods related to SLP program standard 1. The program conducts both formative and summative assessments of candidate outcomes throughout the course of study. A culminating evaluation occurs at the end of the candidate's program, including demonstration of mastery through a portfolio of graduate work.

Student performance is also assessed on an ongoing basis through the Learning Outcomes Verification (LOV) system. The faculty member in charge of the tracking process described the system as an effort to provide additional academic assistance to candidates who do not earn the required grade. All full-time and part-time faculty participate in the system. As required by the system, candidates who receive a grade of B- or below receive an e-mail stating that they have not earned the required grade as stated in the course syllabus. Instructors provide information regarding the grade and area(s) of concern, identify remedies and present the remedies to the candidate. The message notifies candidates that their advisor is also willing to provide assistance. As a result of this process, the faculty member reported that the system of tracking candidate progress throughout the program has led to improved candidate performance.

After reviewing documentation and based on reports from completers and faculty, the graduation portfolio is an important formative and summative assessment tool. Recently, the portfolio transitioned to an electronic format or ePortfolio. The portfolio is used to demonstrate professional development, showcase candidate's use of best practices, and articulate the candidate's professional philosophy.

Clinical skills are carefully tracked by a new evaluation tool developed by one faculty member. The tool reflects candidates' performance at different levels as they move through the clinics on campus and in the field. The form clearly identifies performance criteria and levels of support needed for beginning, intermediate, and advanced clinical practice. As candidates progress through clinical practice, the level of support decreases and the level of candidate independence increases. Candidates in the school practicum are carefully and slowly transitioned into taking responsibility for the entire caseload. This evaluation system has increased student satisfaction regarding the school practicum experience.

The ASHA Knowledge and Skills Form, also known as the KASA, provides a formative and summative evaluation tool to determine each student's progress and completion of the MS and SLP credential requirements. All ASHA and CTC requirements are included in one form for each candidate to track his/her progress through the program. Following successful completion of each graduate course, with a passing grade of C or better (keeping in mind that the overall GPA must be maintained at 3.0), candidates mark each completed requirement on their KASA form and review the form with CD program faculty advisors during regular candidate advising each semester and at the completion of the graduate program prior to approval by the CD program director.

Findings on the Standard

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Other Related Services: Clinical Rehabilitation Services: Orientation & Mobility Program

Program Design

The Orientation and Mobility (O&M) Program at San Francisco State University is nationally approved by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). The program prepares O&M specialists with the skills needed to work with people from infancy through adulthood who have visual impairments, including those who have multiple disabilities and those from diverse cultural backgrounds. After graduation from the program, specialists provide individualized training to clients on skills that promote independent travel and productive lifestyles.

SFSU offers two program options through which individuals can earn the authorization: 1) a Master of Arts Degree in Special Education with a specialization in O&M, and 2) the Clinical Rehabilitative Services Credential in O&M. Because course content for the two programs significantly overlap, students enrolled in the credential program option can complete course requirements for the Master's Degree by enrolling in only one additional 3-unit course.

SFSU also offers a dual certification option that results in a teaching credential to serve the visually impaired as well as an orientation and mobility authorization. To earn both authorizations, individuals must complete either one or both of the O & M options and enroll in the Preliminary Education Specialist: Visual Impairment credential program. Many of the courses taken in the O&M sequence can be applied toward the VI credential. Upon completion of the program and all certification requirements, the individual will be recommended for both credentials.

The chair of the Department of Special Education & Communicative Disorders is responsible to provide oversight and leadership for the implementation of all credential programs and authorizations offered within the department. The specific leadership of the Clinical Rehabilitation Services: Orientation & Mobility (O & M) credential program is provided by the program coordinator for Orientation & Mobility. The coordinator supervises and mentors adjunct faculty (lecturers) who teach O & M methods courses. According to team interviews, formal meetings are held at least annually to review course content, update curriculum, and review student progress. This is in addition to informal contact that occurs by nature of co-teaching assignments. Ultimate responsibility and oversight for all credentials offered by the Department of Special Education rests with the Dean of the Graduate College of Education.

Course of Study

According to interviews with the program coordinator, courses are provided in face-to-face format. iLearn is used to provide off-campus access to syllabi, and other materials. All materials and assignments are accessible to all candidates, including those with disabilities. The course content follows the CTC standards for O & M and the national Association of Education and Rehabilitation (AER). By following AER requirements, candidates qualify to apply for Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) certification. The O & M Program at SFSU is one of the few O & M programs in the United States that prepares candidates to work with both children and adults. Course content includes a focus of cultural diversity and needs of English language learners are addressed throughout. Other topics on iLearn include guest lectures that provide information about specialized topics relevant to the field of orientation & mobility, simulation and role-play activities, and use of the web to find resources. The team also was told that candidates complete 200 clock hours of hands-on instruction in O & M methods. Such hands-on experience includes traveling under sleep shade or low vision simulation and also teaching a classmate who is traveling under conditions of impaired or occluded vision. Concurrent courses teach candidates about related areas of instruction in daily living skills, assessment, program planning and working with families and other professionals. The team was told during interviews that candidates complete field observation and participation experiences at schools and agencies that serve people with visual impairments and other disabilities throughout their program. All are linked to the content being taught in each class.

During the last two terms, candidates complete 420 hour internships working side-by-side with a credentialed O & M instructor. The team found that candidates are also placed in internship placements. Each candidate is observed no less than four times and provides written feedback to the candidate and the site supervisor. Additional observations and feedback are provided if necessary. Throughout the internship, candidates have ongoing access to communicating with faculty via email, teleconference (for candidates who are placed more than 100 miles from SFSU) and face-to-face meetings. A process is in place if candidates have not met the standards of performance. Additional instruction, counseling and support is provided and the candidate is either given additional supports or counseled out of the program.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Pupil Personnel Services: School Counseling, with Internship

Program Design

Interviews with program coordinators, faculty, fieldwork coordinators and PPSC candidates confirm that there have been significant program modifications at SFSU in the past two years

due to budget constraints experienced by CSU's throughout California. Due to these circumstances, SFSU has collapsed the number of colleges from eight to six in an attempt to improve the fiscal overhead of the university. The outcome has resulted in a shift in which the PPS programs and Preliminary and Clear Administration programs are located. Therefore, the PPS School Counseling and PPS Social Work programs are now located in the College of Health and Human Services.

The Department of Counseling (DoC) at San Francisco State University offers the 60-unit Master of Science in Counseling degree with a specialization in School Counseling, which leads to the PPS credential. The school counseling program is an academic unit within the College of Health and Human Services. Most candidates complete the program in three years. The first year is dedicated to beginning coursework, including the practicum courses and the fieldwork experiences, which are integrated throughout the program. Candidates report that there is great value in completing the practicum course, as it provides candidates with practical application of skills learned during the 3-unit, concurrent, skills-based course.

The leadership in the program consists of the Chair of the DoC, a faculty member who serves as coordinator of the program, a fieldwork coordinator, faculty members and lecturers from the DoC. The program is accredited by the Council on Accreditation in Counseling and Related Educational Programs (CACREP) and the Commission on Teacher Credentialing (CTC).

The DoC holds weekly faculty meetings throughout the school year. Faculty meet every three weeks for Student Evaluation meetings, where the academic and professional progress of candidates is discussed. When necessary, faculty will create an action plan to address areas of concern for the candidate and convene more frequently, if needed, to follow up on the candidate's progress.

The coursework and field experiences are structured with a best practices model in mind. First year candidates take development and theory-based courses before or concurrent with the practicum courses. This provides candidates foundational knowledge of the school counseling profession and opportunities to become familiar with the fieldwork process and expectations. There is coordination with the fieldwork supervisor during the fall and spring semesters. Candidates apply skills learned during coursework, with PreK-12 students at the fieldwork school site.

Review of program documents, and interviews with candidates and faculty indicated that in the fall semester of 2012, the DoC added a course to meet the requirements for licensure as a Licensed Professional Clinical Counselor (LPCC). This new licensure program, governed by the Board of Behavioral Sciences (BBS), requires applicants to graduate from a 60-unit, board-approved, accredited program. To meet the mandatory minimum BBS designated core course requirements, the DoC revised existing courses and added Counseling 720, Career Counseling, to the PPSC program. In the fall semester of 2013, the DoC made Counseling 858, Couples and Family Counseling, a previously required course, into an elective course.

The Department of Counseling understands the value of providing candidates with access to practitioners who are currently credentialed and employed in the counseling field. Therefore, the DoC employs qualified lecturers to provide instruction to the PPS school counseling candidates. Interviews with fieldwork coordinators confirm that coordinators for both practica and fieldwork share specific qualifications including holding a PPS credential, employment in local school districts, and practicing in the field for a minimum of two years. Fieldwork coordinators report that an important means for stakeholder input is accomplished through supervisors' meetings, held on the SFSU campus each semester. This opportunity allows site supervisors and faculty of the DoC to discuss fieldwork issues and all aspects of program design.

Course of Study

Review of program documents and interviews with the program coordinator and PPSC candidates revealed that the PPSC program is sequenced in a way that builds on a candidate's acquired knowledge. Initially, candidates learn foundational aspects of the counseling profession, including theories of counseling. This is followed by empirically-based fieldwork experiences that allow the candidates to demonstrate applicability of theories to actual experiences working with P-12 students. Additional coursework includes exploration of the interviewing process, understanding alcohol and other substance abuse, group counseling processes, social/cultural foundations in counseling, human sexuality, law and ethics and integrative counseling.

Interviews with PPSC candidates, fieldwork coordinators, and faculty confirm the commitment toward coordination of coursework and the fieldwork experiences. Candidates are required to deconstruct, evaluate, self-assess and present multiple case studies. Site supervisors evaluate candidates at the end of each semester utilizing a rubric that is based on counseling skills required by practicum instructors.

PPSC candidates report that they feel well supported throughout the program by the site supervising counselor, program faculty and the fieldwork coordinators. The three program seminars are attended by PPSC candidates during their fieldwork experience. Candidates expressed great appreciation for the support received during the seminars as well as the weekly individual supervision and group supervision which they found most helpful as venues to discuss and seek advice about their fieldwork cases. There was great support by candidates for the opportunity to receive feedback from their site and fieldwork supervisors as well as opportunities for candidates to evaluate their supervisors in return.

SFSU PPSC candidates complete four semesters of field placements in PreK-12 schools, 12 hours per week the first year and 16 hours per week the second year. A minimum of 280 hours must be direct client contact hours and 40 of these must be completed before the end of the first semester in the field. This was confirmed in interviews and through review of program documents.

Candidate Competence

PPSC candidates are assessed in each course and during the fieldwork experience. PPSC faculty members report that PPSC candidates are assessed by completing numerous assignments including research papers, presentations, case study projects, and group presentations. They

receive mid-term evaluations, fieldwork evaluation by site supervisors, feedback during candidate evaluation meetings, culminating experience paper and during the exit survey.

Program documents show that candidates receive numerous evaluations and are informed of the results in a timely manner. Program documents indicate that candidates are informed of required assessments in the orientation meeting, in the candidate handbook, in the practicum and internship handbooks, during candidate evaluation meetings and throughout the courses. They are informed of the scores once admitted to the program, and multiple times during coursework.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Pupil Personnel Services: School Psychology, with Internship

Program Design

The Pupil Personnel Services School Psychology program at San Francisco State University is one of six graduate programs in the Department of Psychology, an academic unit within the College of Science and Engineering. The Program maintains collaborative communication between the Chair and faculty from other graduate programs in the Psychology Department, and the Chairs and faculty members of the Special Education Department (School of Education), and the Counseling Department (College of Health and Human Services), where courses in these departments are a part of the Program's curriculum.

The leadership in the program is comprised of a Coordinator, a designated faculty member in the program and other faculty lecturers from the Psychology, Counseling and Special Education Departments. Interviews with fieldwork coordinators confirm that the candidate is provided with the opportunity to work directly within schools while simultaneously completing requisite courses in relevant academic areas. This allows the candidate to immediately apply knowledge to practice. Interviews with the program coordinator, faculty, and the fieldwork coordinator, indicate that theory, research, laws, and issues of psychological practice are introduced through program seminars and courses in psychology, special education and counseling. Candidates are expected to apply knowledge learned in courses during their fieldwork experiences.

Review of program documents indicates that the structure of coursework is intentionally created to provide foundational information about the profession during the first year in the program. Interviews with the Fieldwork Supervisor, faculty, and candidates indicate that the second year in the program is comprised of fulfilling practicum requirements inclusive of gaining relevant knowledge about school psychology and skill development as well as practicing the application of those skills during fieldwork. Review of program documents illustrate that the courses in the Pupil Personnel Services Credential Internship Program is focused almost entirely on the candidate's skill development in the delivery of school psychological services.

Interviews with both the program coordinator and fieldwork coordinator and a review of program documents confirm that candidates are closely supervised throughout the three years of training. An important aspect of training, according to the fieldwork supervisor, is professional identity development. This is an ongoing developmental process as candidates move through the program.

The fieldwork supervisor indicates that the PPS SP program intentionally seeks out and employs experienced and credentialed professionals to teach in the program. Interviews with the program coordinator and faculty confirmed that to teach psychology courses, lecturers are required to hold a California Pupil Personnel Services Credential (PPS) with an authorization in School Psychology, Counseling or Social Work, and/or hold a license in psychology, MFT, social work or educational psychology (LEP). In addition to holding a PPS SP credential, fieldwork supervisors for the practica and internship placements are experienced school psychologists, who have provided a minimum of two years of service.

Interviews with the program coordinator revealed that the program has undergone some modifications. Due to the restructuring of the university, the program is now located with the rest of the Psychology Department in the College of Science and Engineering. In response to the economic challenges with the state budget, the program was forced to address unavailability of course offerings. Additionally, candidates are now required to take and receive a passing score on the PRAXIS Exam as determined by NASP's National Certification in School Psychology, to receive credit for the second semester course of the third year, *Conference to Accompany Psychology Internship*.

Course of Study

Candidates and faculty report that the coursework sequence in this 60-unit program is developmentally designed as are the fieldwork experiences. The fieldwork coordinator monitors the coordination of coursework and fieldwork experience which includes compliance of CTC and NASP standards. Courses are scheduled to meet the needs of the fieldwork placement schedules. The program's curriculum includes basic foundational courses taken during the first year of the program and advanced professional development courses during the second year of the program.

Interviews with the fieldwork coordinator confirm that further professional development occurs for the candidates in the courses and internships, which comprise the twenty-seven semester units of the PPS SP internship program. According to the fieldwork coordinator, the supervised fieldwork experience in school psychology includes the first year fieldwork experience for a minimum of 576 hours, a second year practicum experience for a minimum of 720 hours, and a third year internship for a minimum of 1296 clock hours for a total of 2592 minimum clock hours during the three year program. Of the 2592 clock hours, a minimum of 400 hours at a secondary school level (elementary, middle, or high school) is required for the three year program.

Review of program documents reveal that program applicants need to meet rigorous standards including a Master's degree in psychology with a concentration in school psychology or closely

related Master's or doctorate and completion of 720 hours of supervised field experience, completion of the GRE in last seven years, and passing scores on CBEST.

Candidate Competence

Review of program documents indicate that candidates are assessed in each course and during the fieldwork experience. Program faculty report that candidates are assessed by completing numerous assignments, including research papers, presentations, case study projects, and group presentations. Candidates must pass a comprehensive written exam as well as the PRAXIS exam. The PPS SP program handbook further illustrates that candidates are informed about how they will be assessed while participating in the program.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, interns, faculty, and supervising practitioners, the team determined that all program standards for the Pupil Personnel Services: School Psychology program are **Met**.

Pupil Personnel Services: School Social Work

Program Design

In the early 1970's, the School of Social Work developed its initial curriculum required for the Pupil Personnel Services Credential (PPSC). It has maintained an accredited PPSC program and produced school social workers for approximately 40 years. Over the years, the PPSC program design has evolved from one that had an affiliation with the university's Counseling Department to a department that is now self-contained within the School of Social Work.

Students interested in obtaining the PPSC credential must be admitted to the Master's in Social Work (MSW) program and must complete its Social Work Practice with Individuals Families and Groups Concentration. Once accepted into the program, candidates confer with the School's PPS SSW program coordinator to discuss their educational and career goals. The coordinator works with the candidates to develop an individualized plan of study that incorporates graduate courses and credential requirements. In addition, the coordinator works in cooperation with the School's Director of Field Education to develop second year field education placements for PPS SSW candidates, consistent with the requirements of the MSW program.

The PPS SSW program coordinator states that the central goal of the School of Social Work's MSW program is the education of graduates capable of advanced social work practice in and of communities that are economically disadvantaged and oppressed and in which the problems of powerlessness and disenfranchisement are endemic. This goal arose out of the conviction that racism, sexism, ageism, social inequality and injustice affect large numbers of urban families, whose major needs are for social and economic empowerment to improve their life chances and the life chances of their children. The institutional arrangements that perpetuate these egregious social conditions must, in the School's view, either be reformed drastically or radically changed within the parameters of a truly democratic society.

The design of the MSW program is both consistent with the School's mission and meets the objective of preparing candidates for advanced social work practice. All candidates complete an Urban Generalist core, consisting of 24 units, and an advanced curriculum, consisting of 36 units. The total of 60 units includes 10 units in the field practicum and 4 units in the concurrent field education seminars.

Interviews with the program coordinator indicate that the present design of the program is the result of a variety of forces, including socio-economic conditions, faculty input, consultation with school social workers in the field, public school administrators, and involvement with community based collaborations in a variety of geographic locations that are attempting to develop "wrap around" services addressing multiple issues and problems. One program modification that has recently occurred is due to budget cuts. As of the fall of 2011 candidates in the school social work program no longer complete two field instruction seminars that are school social work content-based in their second year. Instead, the seminars are now comprised of students from a variety of field settings. The seminar leader confers with the PPS SSW program coordinator periodically to provide updates about PPS SSW candidates' progress in the field.

Interviews with the program coordinator, who is also the main lecturer for the program, reveal that the PPS SSW credential program is administered by the coordinator. The coordinator meets with the Director of Social Work periodically and provides written updates to the School of Social Work faculty about the status of the credential program. The PPS SSW program coordinator also consults with the CTC/COA accreditation liaison from the Graduate College of Education. Data gathered from candidate scores on signature assignments are uploaded to the university database and reports are provided yearly.

Interviews with the program coordinator and a candidate revealed that fieldwork instructors have the opportunity to provide feedback about PPS SSW candidates and the program via field evaluation forms and field liaison visits by the seminar instructor. Candidates, in turn, complete evaluations of their field agency and field instructors. Candidates also complete an exit evaluation of the PPS SSW program via Survey Monkey.

Course of Study

A review of program documentation, information included in the website and interviews with the PPS SW program coordinator revealed that the School of Social Work has adopted social systems theory, developmental theory, social psychology and modern political-economy as the conceptual frameworks for urban practice. In the Urban Generalist core, completed within the first year of the full-time program, candidates are introduced to the basic principles and processes of these theories and are educated to apply these principles and processes to different practical situations and with different client populations.

In addition, the foundation curriculum is based on the assumption that the urban environment is an arena in which interest groups compete for resources and power. Instead of producing social workers who accept problems as traditionally defined, the SFSU MSW program strives to develop practitioners who view these problems as points of departure for working toward the

enhancement of the quality of urban life. A review of documentation shows that beginning with two courses in the second semester of the first year, MSW candidates pursue specialized practice roles. All candidates in the PPS SSW program complete the requirements of the Social Work Practice with Individuals, Families and Groups Concentration. This concentration focuses on the delivery of services to individuals, couples, families and groups in a manner that reflects the School's mission and philosophy. Personal needs and goals of clients are understood to be related to the effects of the environment in determining life's chances and structuring daily experiences. Social Work Practice with Individuals, Families and Groups candidates are taught to facilitate the satisfaction of those needs and goals in a manner that brings immediately constructive results, while promoting personal development.

Candidates also complete coursework that integrates information about how individual and family life cycle development, organizational dynamics, cross-cultural issues, and educational policy affect children's school adjustment and their ability to learn effectively. One of the required SW courses is taught by a professor who also holds a law degree and candidates receive information about legal and policy issues affecting students in K-12 settings.

Candidates complete a total of two internships over the course of the MSW and SSW programs. The first internship is a non-school based experience. The PPS SSW program coordinator stated that SSW candidates perform a school-based internship with two different age levels generally in candidates' second year of field placement. Candidates complete Social Work Practice in School Settings, the core specialized course in school social work. The graduate field seminar, which meets weekly, is a content-based seminar dedicated for school social work which candidates must also complete. The actual field placement, which takes place three days a week, provides candidates an opportunity to apply theory and practice models in service to youth and their families. Field instructors, who must hold a MSW and a pupil personnel services credential, evaluate candidates twice a year.

The School of Social Work has an active Field Education Community Advisory Board, coordinated by the Director of Field Education. The board meets four times each year to assess the field education curriculum and make recommendations to the faculty regarding changes in the field education curriculum and field education placement policies and procedures. One member of this 10 member board is a school social worker whom the School of Social Work also utilizes as field instructor for students in the PPS SSW program.

Candidate Competence

Interviews with the program coordinator and a review of documentation reveal that, in one social work course, candidates develop a group professional development presentation that is delivered to the class as if the class were filled with teachers, administrators and staff. Candidates' key assignment in this case is a research paper detailing the history of a school-related topic, the central issue or controversy, related federal, state, or local policy issues, and the role of the school social worker in the issue. Another social work course assignment is the completion of a brief related to an educational ruling.

During interviews, the program coordinator reported that once candidates are placed in their field education agencies, the coordinator consults with their faculty PPS SSW liaison, whose role is to assure the educational quality of the candidate's experience in their field education placement.

The School of Social Work maintains ongoing contacts with professional associations and the broader practice community within the social service field, in general, and the field of school-based social services in particular. Through the Field Education program, the School provides orientation seminars for field instructors (which includes content on the PPS credential and school social work) and agency executives; content seminars for issues relevant to field education which link the curriculum directly to field education, the annual Field Fair that hosts over 100 agencies in the Bay Area including several school districts. Faculty field liaisons visit the agencies on behalf of the school to assist the candidate and agency in designing and monitoring internships to meet the requirements of the credential and the School of Social Work.

In the spring semester of their second year, completion of a Verification of Standards form in which the field instructor must initial at least one area in which the candidate has demonstrated competency in a field-related PPS social work standard is required before the credential analyst can process a candidate's application for credential. The PPSC Coordinator reviews the Verification of Standards form with the student and both must sign the form. The Coordinator also completes a Credential Approved Program (CAP) form for each PPSC candidate, listing completion of required courses, and signing the form to indicate eligibility for the credential.

Findings on Standards

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

Preliminary Administrative Services Credential

Program Design

Based on documents reviewed and interviews with graduates, school district personnel and faculty the Preliminary Administrative Services program offered by San Francisco State University provides professional preparation for educational administrators. The program is designed to prepare certificated personnel to work as school site administrators, coordinators, directors, management personnel and other leadership positions in education. The program offers a Master of Arts in Education: Concentration in Educational Administration, as well as a program leading to both the Preliminary and Clear Administrative Services Credentials.

Course of Study

The program documents and interviews with the program coordinator confirm the course of study for the preliminary administrative services program has an organizational structure which is followed in sequential order. Candidates take three courses per semester as the courses build on one another.

The program is composed of eleven courses, thirty-three units in total, which align to the CTC standards. Thirty of the units are in class and three are practicum. The program seeks to develop leaders who will ensure that all students have equal opportunity and access to school success. Program documents indicate that over the course of the program, candidates are introduced to research that expands their knowledge by reviewing research on teaching, learning, motivation, and attribution theory. Coursework includes administrative processes, practicum—site administration, school administration, curricular leadership for multicultural education, education planning, technology and evaluation, human resource administration, law, change processes, special education administration, seminar in educational research. Graduates reported feeling prepared to value each child whether they have different learning styles, speak a language other than English or come from an environment of poverty.

In addition to coursework, candidates also complete an internship in educational administration. The preparation for fieldwork is overseen by the faculty of the educational administration program. Graduates reported being supported throughout the field experience process and faculty being available to discuss and analyze common concerns.

At the time of the visit, there were no candidates enrolled in the preliminary program. While an intern option is available, there are currently no candidates enrolled.

Candidate Competence

Program documents confirm that each of the eleven courses has assignments that measure multiple competencies. Summative assessment of candidates takes place at the conclusion of each course. Both the formative and summative assessments occur throughout the program. At the conclusion of the program candidates present a portfolio and participate in an oral exit interview.

In interviews with employers and graduates, the educational administration program was identified as a program which prepares candidates to work successfully in the diverse school environments of the Bay Area.

Findings on the Standard

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Clear Administrative Services Credential

Program Design

Based on documents reviewed and interviews with graduates, school district personnel and faculty, the Clear Administrative Services program offered by San Francisco State University provides professional preparation for Educational Administrators. The program is designed to prepare certificated personnel to work as school site administrators, coordinators, directors, management personnel and other leadership positions in education. The program offers a Master

of Arts in Education: Concentration in Educational Administration, as well as, a program leading to both Preliminary and Clear Administrative Services Credentials.

Course of Study

The program documents and interviews with the program coordinator confirm the course of study for the Clear Administrative Services program has an organizational structure which is followed in sequential order from self-assessment through curricular issues, systemic influence, ethics, societal/cultural changes in diverse settings and culminating in completion of a portfolio outlining the growth of the candidate over the course of the program.

The program is composed of six courses, sixteen units in total, which align to the CTC standards. Coursework includes induction, curricular policy in multicultural contexts, policy analysis for education policy development, ethics in administrative leadership for educational change, emerging complex organizations in multicultural environments and professional administration competence practicum-assessment.

Program documents indicate that field experience for the program takes place at the school where the candidate is working. Supervision of these experiences is the responsibility of the university advisor and the district representative/site supervisor. During this period candidates receive on-going guidance and feedback. Individual conferences with site or faculty supervisors, joint conferences with supervisors, group discussion in seminar and post observation conferences offer the candidate support throughout the field experience process.

Candidate Competence

Program documents confirm that each of the six courses has assignments that measure multiple competencies. Summative assessment of candidates takes place at the conclusion of each course. The Professional Administration Competence Practicum—Assessment course requires each candidate to submit an Exit Portfolio with artifacts aligned to the CTC Standards, this is the key assignment for the course.

In interviews with employers and graduates, the educational administration program was identified as a program which prepares candidates to work successfully in the diverse school environments of the Bay Area.

Findings on the Standard

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.