# Commission on Teacher Credentialing
## Common Standards Preliminary Report of Findings

| Institution | CSU Fresno |
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| **Date of Review** | April 30th 2021 |

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) is allowable but response <u>must</u> include links to evidence that address the issue identified by the reviewers.

*Posting the Addendum*
Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original Common Standards document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution's accreditation website in preparation for the 2018-19 Site Visit.

| Standards Found to be Preliminarily Aligned | 1, 2 |
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| Standards Requiring More Information | More Information Needed: Part(s) of the standards for which more information is needed | Additional Specific Evidence Needed for the Site Visit | Response from Program (Addendum) |
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| **Standard 3: Course of Study, Fieldwork, and Clinical Practice.** | ● Reviewers found inconsistent evidence of how: <br> a) *Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential* <br> b) *How the process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.* | ● This information (a, b, and c in the column to the left) is needed for the following programs specifically: <br> ○ PASC <br> ○ RLAA/RLLS <br> ○ DHH <br> ○ ECSE <br> ○ PPS: SC <br> ○ PPS: SP <br> ○ School Nurse (only missing "recognition of supervisors" in c) | **PASC:** <br> Details of the fieldwork experience can be found in the Program Handbook. <br> - **Site-Based Field Mentor Qualifications** <br>   ● Hold a California CLEAR administrative services credential; <br>   ● Currently serve in leadership role with recent principal experience (within 3-years), and; <br>   ● Approved by district/organization leadership to support the PASC candidate as a mentor. <br> - **Selection of site-based supervisors:** The program coordinator communicates via email with district superintendents regarding the mentors and assigned students in each |

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| c) *Site-based supervisors* are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner. | o BILA: ELA | district. The updated district partnership MOU indicates the roles and expectations of the district partners and the program.<br>- **Training/Orientation/Recognition of site-based supervisors:** The fieldwork mentors are trained through Zoom orientation seminars. All mentors meet together and discuss their roles and their responsibilities. These roles and responsibilities are also outlined in a email. In addition, a PASC Mentor Stakeholder Feedback survey is distributed and utilized by faculty for continuous improvement.<br>At the end of the program, the program coordinator provides a letter of recognition to the mentors, thanking them for their service to the program.<br><br>**RLAA/RLLS:**<br>- **Site-based supervisor certification:** There is a site-based supervisor certification survey that RLAA/RLLSC program sends out to collect information about the person's certification and experience in Literacy. The RLAA/RLLSC faculty review the information and make sure the person is qualified to provide feedback on candidates' clinical experiences.<br>- **Selection of site-based supervisors:**<br>(1) RLAA/RLLSC program provides an information letter to candidates so they can send it to a potential site-based supervisor that they think is an ideal assessor;<br>(2) the RLAA/RLLSC coordinator sends out the survey to the potential assessor to collect information about their qualifications; |

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| | | | (3) the RLAA/RLLSC coordinator reviews the survey and decides whether the person can be selected;<br>(4) if not, the coordinator recommends a qualified supervisor to our candidates.<br>- **Training/Orientation/Recognition of site-based supervisors:**<br>Once site-based supervisors have been approved, they view an orientation that provides an overview of the program, the site-based supervisor expectations, and the site field-placement evaluation tool. The supervisor uses the tool to provide structured feedback three times during the semester.<br>At the end of the semester, the program coordinator provides a letter of recognition to the site-based supervisors, thanking them for their service to the program.<br><br>**DHH:**<br>- **Site-based supervisor certification:** Once a site-based supervisor has been nominated by a principal as a potential mentor teacher, the coordinator uses the CCTC website to verify the teacher's DHH credential.<br>- **Selection of site-based supervisors:** To select site-based supervisors, the program coordinator contacts the principal of a school that offers a Special Day Class near the candidate's local residence. The principal is invited to nominate an individual who has a DHH credential to serve as a mentor teacher (site-based supervisor). **Training/Orientation of site-based supervisors:** Once a mentor teacher agrees to serve as a site-based supervisor, the university supervisor provides them with a copy of DHH Credential |

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| | | | Handbook at least one week prior to the first day of the semester. Then, the university-supervisor schedules a virtual meeting with the mentor and the candidate to review the expectations and respond to any questions.<br><br>**ECSE:**<br>　**Site-based supervisor certification:** There is a site-based supervisor survey that ECE program sends out to collect information about the person's certification and certify their experience in ECE.<br>- **Selection of site-based supervisors:** Selection Process:<br>　(1) ECE program provides an information letter to students so they can send it to a potential site-based supervisor that they think is an ideal assessor;<br>　(2) the ECE coordinator sends out the survey to the potential assessor to collect the information about their qualifications;<br>　(3) the ECE coordinator reviews the survey and decides whether the person can be selected;<br>　(4) if not, the ECE coordinator recommends a qualified supervisor to our candidates.<br>- **Training/Orientation/Recognition of site-based supervisors:**<br>　The information letter that is first sent out to potential site-based supervisors explains the task and supervisory role. The ECE coordinator can provide an orientation about the scoring rubric if needed. The ECE coordinator will review site-based supervisors' scores to see if they are reasonable.<br>　At the end of the semester, the program coordinator provides a letter of recognition |

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| | | | to the site-based supervisors, thanking them for their service to the program. |
| | | | **PPS: School Counseling:** Details of the site-based supervisor requirements and selection are provided within the training documentation. |
| | | | **Site Supervisor Requirements:** |
| | | | 1. Site supervisors (on K12 school sites) must have held a PPS credential for at least 2 years and agree to provide 1 hour of individual supervision or 1.5 hours of group supervision with their intern. Candidates obtaining hours from sites other than a K12 school (limited to 200 hours max--serving K12 age students in social emotional and educational goals), must be supervised by a supervisor with a master's level degree in counseling or related field (requiring 1 hour of individual or 1.5 hours of group supervision). |
| | | | 2. Site supervisor agrees to provide learning opportunities and direct pupil contacts for candidate (150 hours per semester). |
| | | | 3. Site supervisors agree to allow candidates to fulfill experiential activities in numerous modes of delivery (face-to-face and telecommunications such as ZOOM, email, telephone etc.) |
| | | | **Selection of site-based supervisors:** All candidates and supervisors must complete an Internship Agreement, which is then signed by the COUN 249 instructor. |
| | | | **Training/Orientation/Recognition of site-based supervisors:** To ensure that all students receive effective support by their site supervisors, we provide a supervision training. At the end of the semester, the |

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| | | | program coordinator provides a letter of recognition to the site-based supervisors, thanking them for their service to the program.<br><br>**PPS: School Psychology:**<br>**Clinical Practice Handbook**<br>　**Site-based supervisor certification:** The Program Coordinator places students on practicum each semester. Students receive field supervision from their assigned local school psychologist.  Practicum supervisors are credentialed school psychologists with a minimum of 3 years of experience.<br>　**Selection of site-based supervisors:**  Students are assigned to specific site supervisors based on their year in the program, the needs and interests of the student, and the appropriateness of the field-based site.  Field supervisors are selected who have knowledge and skills appropriate for the semester of practicum.<br>　**Training/Orientation/Recognition of site-based supervisors** includes a combination of the **Clinical Practice Handbook**, a meeting, and email communications from individual course instructors.<br>　At the end of the semester, the program coordinator provides a letter of recognition to the site-based supervisors, thanking them for their service to the program.<br><br>**School Nurse:**<br>- **Recognition of site-based supervisors:** At the end of each academic year, preceptors receive a note from program instructors thanking them for their service to the program. |

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| | | | **BiLA:**<br>**Description of clinical experiences in which candidates participate:**<br>The state of California, as acknowledged by the California Department of Education, is currently challenged by the inability to provide clinical bilingual/dual immersion classroom placements for all bilingual authorization teacher candidates. State guidelines for credential and bilingual authorization programs strongly encourage the placement of bilingual candidates in bilingual/dual immersion classrooms, but do not require it.<br>The coordinator of Fresno State BAP is working diligently with the Office of Clinical Practice (OCP) on two (2) goals: 1) to increase the number of bilingual/dual immersion classroom placements for BAP students, and 2) to hire more bilingual coaches. The BAP coordinator and the OCP staff meet regularly to discuss progress with relationship building and new partnerships to increase potential classroom placements as well as the advertising and recruitment of bilingual coaches. |
| | ● Reviewers need additional evidence of the following element of Common Standard 3: *Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based* | | Please see the attached tables detailing schools where candidates are placed for field experience.<br>Multiple Subject<br>Single Subject<br>  - In initial student teaching, SS program candidates are placed in six school districts in the surrounding region: Fresno Unified, Clovis Unified, Central Unified, Madera USD Unified, Sanger Unified, and Visalia Unified. In final |

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| | *strategies for improving teaching and student learning* as it relates to the Preliminary Multiple Subject/ Single Subject program as it was unclear aside from the narrative of program design. | | student teaching, SS candidates are placed all over the region, as shown in the linked table. Our region is home to some of the most diverse student populations in the state, meaning candidates have opportunities to develop as practitioners while working with students from diverse racial, ethnic, and socioeconomic backgrounds, as well as students with disabilities. The MS and SS Program Handbooks detail expectations that candidates will have the opportunity to implement research-based strategies.<br>- MS Program Clinical Practice Handbook<br>- SS Program Clinical Practice Handbook |
| | ● Reviewers need evidence of how, for the RLAA/RLLSC program, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards. | | All candidates in the RLAA/RLLSC programs are required to have a valid California Teaching Credential and to be working in a CA public school. Within LEE 230, all candidates complete a case study report, in which they document the context in which they are working. This provides a way for faculty to ensure that candidates are working with diverse student populations. |
| **Standard 4: Continuous Improvement** | ● Reviewers need more information on how the education unit and its programs regularly assess their effectiveness in the area of support services for candidates. For | ● What does the institution identify as support services and how are they assessed? | The staff in the **Kremen Center for Advising and Student Services** collaborate with all constituents, promote student success, and provide timely customer service. Staff work year round, learn the specifics of the many programs they serve, and provide |

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| | example, how are counseling and advising services evaluated? | | customized support to meet the unique needs of faculty and students. Services include drop-in advising and meetings with academic advisors.<br>The Advising Center administers an optional survey to all students who use its services. (2020-2021 Advising Survey Results) |
| **Standard 5: Program Impact** | ● Reviewers need additional information on the how the unit and its Preliminary Multiple Subject/ Single Subject program evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students. | ● For example, the narrative reflects the quantified data of the candidates but is there additional community/ stakeholder feedback? | The Unit, including the Multiple Subject/Single Subject Programs, rely on multiple forms of data from the stakeholders in the community.<br>- CCTC Employer Survey<br>- CSU Educator Quality Center Employer Survey (*can provide access to dashboards upon request*)<br>- Feedback shared at Advisory meetings, including the President's Commission on Teacher Education (Agenda, Minutes, Attendees), the Dean's Superintendent Advisory Group, the University Partnership Leadership Team Meeting (Sample Agenda) |