

Program Summary

San Diego State University Imperial Valley Campus, Teaching Credential Program

The Program Summary is designed to provide contextual information to the program reviewers and site visit team members. The summary should be no more than 2-3 pages in length and address each of the three categories below. **Embed links to appropriate evidence in the narrative.**

The Program Summary may also be used by the site visit team members as the initial basis for the Program Report.

1. Program Design

- a. Describe the location of the credential program within the larger unit/institution, as well as the structure and reporting relationships of the leadership team for the credential program. (Do not include names).

The SDSU-IV Multiple Subject Credential Program is housed within the Division of Education. In the absence of a dedicated chair, the program is managed by the SDSU-IV academic advisor for education, who also serves as the credential analyst for all education programs at SDSU-IV. The academic advisor collaborates closely with key education faculty to ensure the effective administration of the program. The advisor/credential analyst reports to the Division of Education Programs Coordinator, who, in turn, reports to the SDSU-IV Dean. Additionally, the academic advisor works in partnership with the School of Teacher Education (STE) and the Department of Dual Language and English Learner Education (DLE) at the Mesa Campus to align and coordinate fieldwork and coursework.

- b. Describe each pathway and delivery model the program offers for the intended credential.

The SDSU-IV Teacher Education Program offers a structured graduate-level course sequence designed to prepare candidates for a Preliminary Teaching Credential in California's K-12 public schools. The program adheres to the California Commission on Teacher Credentialing (CCTC) guidelines to ensure candidates meet all state-mandated requirements before entering the profession.

Credential Pathways and Delivery Model - [See Student Teaching Handbook for reference.](#)

The program provides two distinct credential pathways:

- **Multiple Subject Credential:** Designed for candidates preparing to teach in **self-contained classrooms**, typically found in elementary schools. This pathway equips candidates with the knowledge and skills needed to deliver instruction across multiple subject areas.
- **Single Subject Credential:** Designed for candidates specializing in a specific content area, preparing them to teach in departmentalized settings at the middle or high school level. This pathway ensures candidates develop subject-specific expertise and effective instructional strategies tailored to adolescent learners.

Delivery Model

Candidates admitted to the program follow a structured 1.5-year pathway that integrates coursework and field experiences to prepare them for professional teaching roles. The delivery model consists of:

- **Year One:** Candidates engage in coursework focused on pedagogy, subject-matter instruction, and classroom management while simultaneously participating in fieldwork experiences. This blended approach allows candidates to apply theoretical knowledge in real classroom settings.
- **Final Semester:** Candidates complete full-time student teaching, where they take on increasing teaching responsibilities under the guidance of experienced mentor teachers. During this phase, candidates also participate in a seminar course that provides structured support and prepares them for the Teacher Performance Assessment (edTPA).

The program is offered in-person at the SDSU-IV campus, with on-site fieldwork experiences conducted in collaboration with local school districts. This model ensures candidates receive hands-on training, mentorship, and direct engagement with K-12 students, aligning with the program's emphasis on developing effective, reflective, and culturally responsive educators.

- c. Describe how program leadership regularly communicates and collaborates with program staff/faculty, and with the larger education unit/institution.

Program leadership maintains regular communication and collaboration with program staff, faculty, and the larger education unit through a variety of structured processes. Faculty and administrative personnel oversee admissions, coursework, field placements, and credentialing, ensuring that all aspects of the program align with institutional goals and state requirements.

To facilitate communication, leadership works closely with the Division of Education, student advising teams, and university support services to provide candidates with the necessary guidance and resources. Regular faculty meetings, advisory sessions, and professional development workshops allow program staff to collaborate on curriculum updates, student progress, and fieldwork coordination.

The program also utilizes digital communication platforms to maintain consistent dialogue among faculty, staff, and program leadership. This ensures timely dissemination of information regarding program policies, student concerns, and academic planning.

- d. Describe how the program seeks input and feedback from internal constituents and external community partners.

The program actively seeks input and feedback from both internal constituents (faculty, staff, and candidates) and external community partners (local school districts, mentor teachers, and school administrators) to ensure program effectiveness and continuous improvement.

Candidate feedback is collected through surveys, advisory committees, and structured reflection meetings. These mechanisms allow program leadership to assess candidate experiences, address concerns, and refine program components based on student needs.

Externally, the program collaborates with local school districts, mentor teachers, and school administrators to evaluate field experience quality and ensure placements align with credentialing requirements. Input from these stakeholders is gathered through advisory board meetings, school site visits, and direct communication with mentor teachers and district leaders.

These feedback mechanisms provide valuable insights that help the program enhance coursework, improve fieldwork experiences, and strengthen partnerships with the local education community, ultimately ensuring that teacher candidates are well-prepared for their future roles.

2. Coursework and Field Experience

a. Describe the process for placing candidates in each of their field experiences.

Student placement is facilitated by the Division of Education Programs Coordinator, who also serves as the University Supervisor, in collaboration with local school districts to ensure alignment between candidates' credential pathways and appropriate classroom settings. The placement process considers school district availability, mentor teacher qualifications, and candidate needs to create a meaningful and supportive field experience.

Before candidates can begin field experience, they must complete specific clearance requirements, including:

- Fingerprint Clearance/Certificate of Clearance
- Proof of a clear TB skin test
- SPLIP Certificate of Liability Insurance for SDSU Students
- Signed Release of Liability Waiver Form

These documents are collected and processed by the Division of Education, and candidates receive placement approval once all clearances have been verified. Faculty members may direct students to program staff for assistance with the clearance process, as it takes approximately 2-3 weeks for students to gather and submit the required materials.

Each candidate must also complete the following forms before beginning fieldwork:

- **Placement Approval Letter** – Finalized with specific details and signed by the school principal or designee.
- **Student Service Learning Plan** – Completed collaboratively by the candidate, faculty instructor, and placement school personnel, outlining expectations for fieldwork.
- **Observation Log** – Used to track field experience hours, requiring signatures from the mentor teacher and university supervisor.

Before candidates begin fieldwork, instructors must confirm that both the Placement Approval Letter and Student Service Learning Plan are signed. Candidates cannot receive course credit without completing the required observation hours, as verified by their signed Observation Log.

As the University Supervisor, the Division of Education Programs Coordinator ensures that candidates are placed in environments that align with credentialing requirements and support their professional growth. If concerns arise regarding placement, the Coordinator/University Supervisor works closely with school administrators and mentor teachers to assess the situation and make any necessary adjustments.

- b. Describe the connection between coursework and field experiences in preparing candidates for the intended credential.

The SDSU-IV Teacher Education Program is designed to provide a seamless integration between coursework and field experiences, ensuring that candidates develop the knowledge, skills, and competencies necessary for effective teaching. Coursework provides theoretical foundations and instructional strategies, while field experiences offer practical application in real classroom settings.

Throughout the program, candidates engage in coursework that emphasizes:

- Lesson planning and instructional delivery aligned with California content standards
- Student assessment and differentiated instruction to support diverse learners
- Classroom management strategies and positive behavior interventions
- Culturally responsive teaching and equity-focused pedagogy

As part of their preparation, candidates apply these concepts during field experiences, where they work closely with mentor teachers and university supervisors to refine their teaching practices. They begin by observing experienced teachers, then gradually take on more teaching responsibilities, allowing for a gradual release model that supports professional growth.

Additionally, candidates participate in weekly seminar courses that serve as a bridge between coursework and student teaching. These seminars provide opportunities to:

- Reflect on teaching practices and receive feedback from peers and faculty
- Discuss challenges encountered in the classroom and develop solutions
- Prepare for the Teacher Performance Assessment (edTPA), a state-mandated requirement for credentialing

The structured alignment between coursework and field experience ensures that candidates gain hands-on experience applying educational theory to real-world teaching scenarios. This comprehensive approach supports candidates in developing confidence, instructional effectiveness, and the ability to meet the diverse needs of K-12 students as they progress toward earning their Preliminary Teaching Credential.

- c. Describe how candidates are supervised (by program and district-employed supervisors), advised, and evaluated during fieldwork.

Candidates are supervised and evaluated by university supervisors, mentor teachers (guide teachers), and school administrators throughout their field experience to ensure they meet credentialing requirements and develop essential teaching competencies.

Supervision and Support:

- The University Supervisor (who also serves as the Division of Education Programs Coordinator) is responsible for overseeing candidates' progress, conducting observations, and ensuring alignment with program expectations.
- Mentor Teachers (Guide Teachers) are experienced classroom teachers with a Clear Credential in their discipline. They provide daily mentorship, guide lesson planning, model effective instructional practices, and assess candidates' classroom performance.
- School Administrators may also observe candidates and provide additional feedback on their professional growth, adherence to school policies, and effectiveness in classroom instruction.

Evaluation Process:

Candidates are evaluated through multiple checkpoints during their field experience:

1. **4-week and 12-week Progress Reports** – Provide an early assessment of candidate strengths and areas for improvement.
2. **Midterm Evaluation (8th week)** – A structured review of teaching performance, classroom management, and instructional effectiveness.
3. **Final Evaluation (16th week)** – A comprehensive assessment that determines a candidate's readiness to meet credentialing requirements.

Advising and Continuous Support:

- University supervisors conduct at least six formal observations per semester and provide written and verbal feedback after each session. Observations are documented and discussed during scheduled meetings.
- Mentor teachers offer daily informal feedback and structured support through lesson planning meetings and reflective discussions.
- Candidates receive ongoing support through seminar courses, where they reflect on their experiences, discuss challenges, and develop strategies for professional growth.

This structured supervision, advising, and evaluation processes ensure that candidates receive consistent guidance, constructive feedback, and targeted support, allowing them to refine their instructional skills and successfully transition into their teaching careers.

- d. Describe how supervisors are selected, oriented, evaluated and provided feedback on their performance. Include the process for reassigning supervisor if the relationship is not effective.

Selection and Orientation:

University supervisors are credentialed educators with experience in K-12 education and teacher mentorship. They are selected based on their expertise in instructional best practices

and assessment methodologies. New supervisors receive orientation and training to align their mentorship with program goals and state credentialing requirements.

Evaluation and Feedback:

Supervisors receive ongoing feedback from program leadership, mentor teachers, and candidates. Supervisors are evaluated on their:

- Effectiveness in providing constructive feedback
- Ability to support candidate growth and development
- Communication and collaboration with mentor teachers and school administrators

Reassignment Process:

If a candidate-supervisor relationship is not effective, program leadership may facilitate a formal review and reassignment process. Candidates or mentor teachers may report concerns to the Division of Education, which will assess the situation and determine if a reassignment is necessary. If reassignment is required, a new supervisor will be assigned to ensure the candidate receives appropriate mentorship and support.

- e. Describe how the program seeks feedback from candidates and other constituents about the fieldwork experience. Briefly describe how the program analyzes and uses the feedback data for continuous improvement.

The program actively collects feedback from candidates, mentor teachers, university supervisors, and school administrators to assess the effectiveness of the field experience component. Feedback is gathered through:

- **Candidate surveys** – Administered at multiple points throughout the semester to evaluate support, mentorship quality, and field experience alignment with coursework.
- **Mentor teacher and supervisor evaluations** – Assess the effectiveness of field placements, supervision, and mentorship.
- **Structured reflection meetings and advisory committees** – Provide a platform for stakeholders to share insights and recommend improvements.

Program leadership analyzes feedback data to identify areas for improvement and implement programmatic adjustments. Continuous improvement efforts focus on:

- Strengthening coursework-fieldwork integration
- Enhancing mentor-teacher training and support
- Addressing challenges in placement assignments and supervision quality

3. Assessment of Candidates

- a. Describe the evidence the program uses to monitor and support candidates regarding performance in order to ensure they are progressing toward meeting program requirements. Describe how the program supports candidates who are not making successful progress.

The program employs multiple assessment measures to monitor candidate progress and ensure they meet both state and institutional expectations for teacher preparation. Key evaluation methods include:

- Classroom observations conducted by university supervisors and mentor teachers
- Lesson plan reviews to assess instructional design and alignment with standards
- Professional disposition assessments to evaluate professionalism and ethical conduct
- Formal performance milestones, including the edTPA Teaching Event, which serves as a key indicator of candidate readiness

Candidates receive continuous feedback throughout their field experience. Structured evaluation points include:

- 4th and 12th-week progress reports that assess early strengths and areas for improvement
- Midterm evaluation (8th week), a comprehensive review of teaching effectiveness
- Final evaluation (16th week), which determines a candidate's overall preparedness for credentialing

If a candidate struggles to meet program expectations, an intervention plan is developed. This plan outlines:

- Specific areas for improvement
- Additional support strategies, such as coaching sessions or additional observations
- Follow-up assessments to measure progress and ensure the candidate meets expectations

The intervention process is designed to provide targeted support and structured feedback, ensuring candidates have the resources they need to develop their teaching competencies.

b. Describe the information candidates receive about how they will be assessed and evaluated in relation to program competencies.

Candidates are informed about assessment expectations at the beginning of their credential program through:

- Coursework materials, which outline program competencies and expectations
- Fieldwork syllabi, detailing evaluation criteria for lesson planning, instruction, and professionalism
- The Student Teaching Handbook, which provides policies on supervision, assessment, and required performance milestones

University supervisors and mentor teachers discuss evaluation rubrics and key benchmarks with candidates at the start of their field experience. This ensures that candidates understand how they will be assessed, what constitutes successful performance, and how to meet program requirements.

For credential programs that include a Commission approved performance assessment:

- c. Describe how the program informs candidates about the performance assessment tasks and passing score standard.

The SDSU-IV Teacher Education Program provides candidates with comprehensive guidance on the edTPA performance assessment, ensuring they understand the tasks, expectations, and passing score standards. Candidates receive this information through:

- **Program Orientation** – Faculty introduce the edTPA, explain its structure, and discuss the required components.
- **Seminar Courses** – Candidates participate in structured coursework that covers each task of the edTPA, including lesson planning, instructional delivery, and student assessment.
- **EdTPA Handbooks and Rubrics** – Candidates are provided with detailed guides and scoring rubrics that outline the assessment criteria and expectations.
- **University Supervisor and Mentor Teacher Support** – Faculty and field supervisors discuss edTPA requirements with candidates, ensuring they are prepared to meet the state-mandated passing score.

Candidates are continuously informed of their progress and given clear expectations to align their work with the scoring rubrics to successfully complete the performance assessment.

- d. Describe the opportunities candidates have within the program to prepare for the performance assessment tasks/activities.

The program integrates multiple preparation opportunities to support candidates in completing the edTPA successfully, including:

- **Hands-On Field Experience** – Candidates apply instructional methods in real classrooms, developing lesson planning, teaching, and assessment skills required for the edTPA.
- **EdTPA Preparation Workshops** – Faculty conduct targeted workshops that break down each edTPA task, providing guidance on video recording, lesson design, and written reflections.
- **Video-Recorded Teaching Sessions** – Candidates practice recording their teaching, allowing them to analyze their instructional delivery and make improvements before final submission.
- **Peer Review and Collaborative Feedback** – Candidates participate in peer review sessions where they receive constructive feedback on their lesson plans and reflections.
- **Faculty and Supervisor Coaching** – University supervisors provide individualized coaching, reviewing edTPA drafts and offering targeted feedback.

These structured opportunities help candidates develop the competencies needed to successfully complete the edTPA while reinforcing best teaching practices.

- e. Describe remediation support and guidance -the program provides for candidates who:
- i. Need additional supports in preparing to complete a performance assessment.
 - ii. Fail a performance assessment and need to resubmit task components.

Candidates who require additional support before completing the edTPA receive personalized intervention plans designed to address specific areas of need. Support strategies include:

- **One-on-One Coaching** – Candidates work with faculty or supervisors for individualized feedback on lesson planning, video submissions, and reflection tasks.
- **Additional Teaching Practice** – Candidates are encouraged to conduct extra practice lessons to refine their instructional techniques before recording their edTPA submission.
- **EdTPA Review Sessions** – Faculty provide in-depth analysis of edTPA components, helping candidates identify areas for improvement.
- **Extended Deadlines (if applicable)** – Candidates struggling to complete components on time may receive accommodations to ensure the quality of their submission.

These targeted interventions ensure candidates are well-prepared to successfully complete their performance assessment.

Response to Feedback