Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	San Diego State University	**Program**	**PRELIMINARY SINGLE SUBJECT w/ Bilingual Authorization**
Date of Review	April 2026		
Link to Submission	Program Documents | CCTC Accreditation | College of Education | SDSU		

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must 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 program review document and feedback from the program reviewers. Please do not resubmit your response to the items below; responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	2, 6

Standards Requiring More Information	**Comment from Program Reviewers**	**Response from Program**
Standard 1: Program Design and Curriculum	Program pathway differences for Classified Employee Grant Pathway in Program Summary appears to be incomplete (page 2 1c).	We just wanted to double check it. The Classified Employee Grant Pathway coordinator verified that the information there is correct. *** SDSU participates in a grant program for classified staff across three counties. The grant provides extra support and stipends. When candidates are in the San Diego area, they follow the same pathway as traditional candidates. When candidates are out of area, there are slight variations, for example, they may take the same course but online. First semester, classified employee grant candidates are placed

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		at the school site where they work. If their existing placement is not bilingual, they are moved to a bilingual placement for the second semester. Student teaching observations for most classified employee grant candidates are conducted via Zoom. Student teaching observations for those in San Diego County or sites that are close to a Northern or Central California supervisor may include on-campus visits. Their pathway is otherwise the same as the traditional pathway. For online grant candidates who do not meet the proficiency requirement in the language and culture of emphasis, there is a Dual Language Partner program, compatible with each pathway. Such candidates receive a single subject credential without the bilingual authorization.
Standard 2: Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs)	For some TPEs, assessment was not clear. Rubrics linked but it is not clear what activity or practice assignment was being assessed. Some links directed to broad topics and unable to determine coverage of the content. Other links may not have directed to the intended evidence. Additionally, EdTPA resources were noted in course materials (program uses CalTPA). Note on assessment links: Lesson Plan and rubric (EdTPA) in 914 not accessible.	Initially, in many cases the assignment was under practice and the rubric under assessment. In revisiting the program feedback, we have tried to be methodical about placing them together or cross-indexing rubrics and assignments. Please also be aware that the bookmarks are not always reliable and don't always update, sometimes staying in place physically even when the text has been edited and the original content is now on another page. Since there are sometimes dozens of bookmarks on a single syllabus, sometimes with the same link embedded in three matrices and no way of knowing exactly where the link to the bookmark has been used, it is not possible to update every bookmark every time a document is edited. We try to minimize editing but it is sometimes necessary. We

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		apologize for the trouble; we haven't found a good solution to this yet. *Coordinator's note:* Class assignments are used to assess students' knowledge of a TPE (s)/BTPEs. The TPE element is referred to as part of the introduction in class as well in reviewing the assignment. For example, Funds of Knowledge DLE 954 assignment
Standard 3: Clinical Practice A. Organization of Clinical Practice B. Criteria for School Placements C. Criteria for the Selection of Program Supervisors D. Criteria for the Selection of District-Employed Supervisors	*A. Organization of Clinical Practice Experiences* Program summary indicates candidate and university supervisor meet at least 6 times; Supervision Cycle-"POP" indicates 4 observations per semester, provide clarification on observations.	The six meetings include two walk throughs, two POP Cycles and two follow-up lessons. Supervision Cycle
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements		
Standard 5: Implementation of a	5A: 1 Provide evidence of program level and candidate level TPA data.	5A:

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Teaching Performance Assessment A. Administration of the Teaching Performance Assessment (TPA) B. Candidate Preparation and Support C. Assessor Qualifications, Training, and Scoring	5B: No access to bilingual SS CalTPA Support Website Appropriate Use of Materials Guidelines links to Education Specialist CalTPA Policies CalTPA is identified as the model TPA, course documents refer to EdTPA blank lesson plans as well as CalTPA resources.	Here is an example of the types of data views that we use to inform program improvement. Data is on a SharePoint site which we will share during the site visit. For information on use of materials, link to the syllabus where the information is included: Syllabus CalTPA cycle 1, version 1 FAll 2025 MS *Links in syllabus take you to Policies for Appropriate Use. 5B.Here is the new link to the Single Subject CalTPA support website for students: https://sites.google.com/sdsu.edu/dlecaltpa-support-version-1?usp=sharing And the version for biSS World Language CalTPA Support Site.https://sites.google.com/sdsu.edu/wldlecaltpasupportver52022-202?usp=sharing CalTPA Assessments General page Appropriate use of materials guidelines. Prepare Policies Link to CalTPA centralized platform for students to view all information about version 1: https://www.google.com/search?client=firefox-b-1-d&hs=J5c&q=caltpa+version+1+website&spell=1&sa=X
Standard 6: Induction Development Plan		

Preliminary General Education (Multiple and Single Subject) Teaching Performance Expectations Matrix Addendum

In the matrix below, indicate with an E each place where the competency/performance expectation is evidenced as being either Introduced (I), Practiced (P), and/or Assessed (A). Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY
E: Evidenced/preliminarily aligned
(Blank): More evidence needed

General Teaching Performance Expectations	**I**	**P**	**A**
1. Engaging and Supporting All Students in Learning. Beginning teachers:			
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	**E**	**E**	S.T. Eval. DLE 963/4 W …
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress	**E**	**E**	962/964 Supervision Rubric
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	**E**	**E**	S.T. Eval. DLE 963/4
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	E	E	E

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	**DLE 954** C...	DLE 954 C...	DLE 965 **DLE 954** C...
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	**E**	**E**	**E**
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	**E**	**E**	**E**
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	DLE 915	**DLE 954** W ***a...***	W **a...** **DLE 954**
2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:			
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	**DLE 954** C... **DLE 960** D... **DLE 524** ...	**DLE 960** D...	**DLE 960** D... DLE 524
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives[***DLE 524***], and are culturally responsive [***DLE 915***].	**E**	**E**	DLE 915 DLE 524

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	**DLE 954** **C…** **C…** SPED 450: inclusion	**DLE954** C… **DLE960** C…	**DLE954** C…
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	***DLE 524*** ***F…*** ***DLE 954*** ***…***	**E**	**E**
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	**E**	DLE 915	DLE 915
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	**E**	**E**	524
3. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:			
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (***SS Only)***	DLE 915, **TE 914** **Fin…** , DLE 604.	DLE 915, **TE 914** **Fi…** , DLE 604,.	DLE 915, TE 914, **Fina…** DLE 604, **etc.**
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	SPED 450 DLE 604 **DLE954** **D…**	DLE 915, TE 914 , **v…** ***DLE954*** ***D…***	DLE 915. ***DLE954*** ***Q…***

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject- Specific Pedagogical Skills in Section 2 for reference)*	**DLE 954** **Cop…**	***DLE 960*** ***A…*** ***DLE 961/2*** Student Teaching Syllabus	***DLE 954*** F… ***DLE960*** ***A…*** Student Teaching Syllabus TE 914 Fi… DLE 604 for WL Span. **Art 385** **SD…**
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	**DLE 653** I **D…**	DLE **653** P (Week 8); Group Lesson Plan	**DLE 653** A Grading Criteria/ Rubrics (Criterion 2)
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	SPED 450	DLE 915	DLE 915
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	**DLE 653** I	**DLE 653** P; Weekly Assignments (Week 8)	**DLE 653** A;

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security	***DLE954*** ***C…***	**DLE 954** **C…**	**DLE954** **C…**
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	***DLE960*** ***e…***	***DLE 960*** **e…**	***DLE 960*** ***A…***
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:			
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	**E**	**E**	**E**
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	**E**	SPED 450	SPED 450
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	***DLE 954*** ***u…***	**E**	**E**
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:	**E**	**SS** **S…**	**SS** **DLE 960** **…**
• appropriate use of instructional technology, including assistive technology;	**E**	**SS** **C…**	**SS DLE 954** **C…**
• applying principles of UDL and MTSS;	**E**	DLE 954	**SS** **DLE 960** **…**
• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;	***DLE 915***	DLE 915, ED 451	DLE 915 ED 451

• appropriate modifications for students with disabilities in the general education classroom;	SPED 450	SS DLE954 u…	SS DLE 960 …
• opportunities for students to support each other in learning; and	SS DLE954 C…	SS DLE954 D…	DLE 954
• use of community resources and services as applicable.	SS DLE954 C…	SS DLE954 D… DLE 960 A…	SS DLE 960 …
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	SPED 450 What is an IEP? Video	SPED 450 Analyze the IEP checklist	DLE 954
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	E	E	E
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	E	DLE 915 *DLE960* *Cl…*	DLE 915
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	E	ED 451 DLE 960 C…	DLE 961 DLE 960 C…
5. Assessing Student Learning. Beginning teachers:			

Teaching Performance Expectations: Part 2 – Subject-Specific TPEs

In the table below, programs were asked to provide the course(s) number/name in which the content of each subject-specific TPE and methodology is being covered; and to provide the name of the faculty member who teaches the course(s). Please use Y (Yes) to indicate that the requested information has been provided for each TPE and/or methodology. Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY

Y: Evidenced was provided

(Blank): Evidence needed

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	Y	Y
English Language Development in Relation to Subject-Specific Pedagogy	Y	Y
Subject Specific Methodology		
~~**Multiple Subject**~~	N/A	N/A
~~1. Teaching English Language Arts in a Multiple Subject Assignment~~		
~~2. Teaching Mathematics in a Multiple Subject Assignment~~		
~~3. Teaching History-Social Science in a Multiple Subject Assignment~~		
~~4. Teaching Science in a Multiple Subject Assignment~~		
~~5. Teaching Physical Education in a Multiple Subject Assignment~~		
~~6. Teaching Health Education in a Multiple Subject Assignment~~		
~~7. Teaching Visual and Performing Arts in a Multiple Subject Assignment~~		
Single Subject		
1. Teaching English Language Arts in a Single Subject Assignment	Y	Y
2. Teaching Mathematics in a Single Subject Assignment	Y	Y
3. Teaching History-Social Science in a Single Subject Assignment	Y	Y
4. Teaching Science in a Single Subject Assignment	Y	Y
5. Teaching Physical Education in a Single Subject Assignment	Y	Y
6. Teaching Art in a Single Subject Assignment	Y	Y
7. Teaching Music in a Single Subject Assignment	Y	Y
8. Teaching World Languages in a Single Subject Assignment	Y	Y
9. Teaching Agriculture in a Single Subject Assignment	N/A	N/A
10. Teaching Business in a Single Subject Assignment	N/A	N/A
11. Teaching Health Science in a Single Subject Assignment	N/A	N/A
12. Teaching Home Economics in a Single Subject Assignment	N/A	N/A
13. Teaching Industrial and Technology Education in a Single Subject Assignment	N/A	N/A
14. Teaching English Language Development in a Single Subject Assignment	Y	Y