

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	CSU Channel Islands	Program	PRELIMINARY MULTIPLE and/or SINGLE SUBJECT
Date of Review	November 2023		

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 the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	4, 6
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General Comment: Please note that there are a number of instance of the TPEs being introduced, practiced, and/or assessed that are not linked the matrix. Although reviewers were sometimes able to locate these TPEs being introduced, practiced, and/or assessed, this took considerable time. Please ensure for the site visit that all provided instances are linked within the matrix.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Curriculum	6.3.1 link inaccessible. Provide access. Evidence is needed in the SS Program’s curriculum of, “... human learning theory.” Clarity is needed of how both MS and SS Programs address “...knowledge of the range of positive behavioral supports for students.”	Active link for 6.3.1 New Narrative with links here EDSS 415: Signature Assignment requires application of human learning theory

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Readings include extensive coverage of human learning theory, such as Module 1 EDMS 422/EDSS 424 links and highlights for knowledge of positive behavioral supports for students: EDSS 424: Classroom Environment, Norms and Routines; Intervention and Prevention Strategies Assignment; 424 Module and Readings on Positive Behavior Support Strategies EDMS 422: Classroom Management Plan Sample Student Classroom Management Plan Module and readings on Positive Behavioral Support Systems
Standard 2: Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)*	Evidence needed of how the MS and SS Programs "...prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments."	Student Teaching Seminars EDMS & EDSS 587 and EDMS & EDSS 593 provide continual support throughout the semester for CalTPA preparation. There is an expectation that all students submit CalTPA at the end of the semester. Cal TPA Cycle 1 Assignment Cal TPA Module 2 introduction Cal TPA information Modules 4-15
Standard 3: Clinical Practice* A. Organization of Clinical Practice B. Criteria for School Placements C. Criteria for the Selection of Program Supervisors	A. Organization of Clinical Practice Clarity needed, "The program provides initial orientation for preparation program supervisors and district employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations." Evidence provided of orientation for Mentor Teachers but not program supervisors.	Link to 6.3 new narrative: https://docs.google.com/document/d/1Cfocia2jZWGnlmHTkqnvoHw_hMiE7-fS3EBMfFA1IAA/edit?usp=sharing Links to agendas and slides Agenda August 2021: https://docs.google.com/document/d/15mdmgGezwF9d45eHuci9U5x4zVBhG4v6/edit?usp=sharing&oid=101224918166029265400&rtpof=true&sd=true Supervisor Orientation Fall 2022

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
D. Criteria for the Selection of District-Employed Supervisors	Evidence needed, “The minimum amount of district-employed supervisors’ support and guidance must be 5 hours per week.” Evidence needed of how the program archives observations “...either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.” B. Criteria for School Placements Evidence needed of how the Program ensures fieldwork placements, “demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.” Clinical practice agreements do not specify the latter. C. Criteria for the Selection of Program Supervisors	https://docs.google.com/presentation/d/1FOOt8aVTxzyS2DItA0HunQrtY2Kikxl_gCvwLZimpYo/edit?usp=sharing Presentation Supervisor Orientation Fall 2023: https://docs.google.com/presentation/d/1yxVzr-3CKTfVtq_z40fIHOMrPx9t2Txp-H21YvL-47c/edit?usp=sharing Fall 2024 Supervisor and Liaison Orientation SL&L our assessment platform allows for aggregation of individual and student data. See example from SPED 586 midterm evaluation of student teaching. 6.1. MS Table denoting number of hours of fieldwork, clinical practice SS Table denoting number of hours of fieldwork, clinical practice 6.2. Signed Student Teaching Agreements for each placement; 6.2 Updated Placement Letter: This letter is sent to each district, principal, and site-based supervisor (mentor teacher) Link Verification of Fieldwork form—clarify in narrative

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	Evidence needed of how, “The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student population. The program provides supervisors with orientation to the program’s expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content specific pedagogy and instructional practices.” D. Criteria for the Selection of District-Employed Supervisors Evidence needed of how, “The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12	Sample job ad text for Supervisors Lecturer Faculty- Supervisor- Job Description Program supervisors are invited to participate in the same trainings on coaching, mentoring, adult learning, content-specific pedagogy and instructional practices as our DES’s. Intersegmental program has info on the current knowledge base for mentoring. We are considering this training for our university supervisors and inviting mentor teachers to training for RMTs.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program. The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.”	
Standard 5: Implementation of a Teaching Performance Assessment A. Administration of the Teaching Performance Assessment (TPA) B. Candidate Preparation and Support C. Assessor Qualifications,	Evidence needed of how the Program, “The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.” Evidence needed of how the Program:	Previous narrative is here: https://docs.google.com/document/d/1by_al4lu9Z3_EnjQvpxifEW6-KLTeorFu2MRmahfo2s/edit?usp=sharing

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Training, and Scoring	5A.2 For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.” This is evidenced in the handbook, but not in agreements with partner districts. Evidence needed of how the Program: 5A.4 The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.” 5B. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.	5A.2 The Verification of Fieldwork form is completed in the first two weeks of the field placement by the University Supervisor to determine suitability for a student teaching site for the student to complete the CalTPA videotaping required. Seminar the students are asked to engage in video release forms; In student teaching seminar courses for initial and advanced student teaching, in both Multiple and Single Subject programs, candidates are required to create an appropriate video permissions form, and submit the forms to their instructor. EDMS 587 Video Permissions Forms Due Date EDSS 587 Video Permissions Forms Districts, principals and teachers are provided with a letter explaining a range of components of our clinical practice requirements, including candidate requirements for CalTPA completion and school site requirements for CalTPA recording. 5.A.4: SL&L our assessment platform allows for aggregation of individual and student data. See example from SPED 586 midterm evaluation of student teaching. 5A.4: CalTPA Executive Data Summary 5B 1-3: Candidates not passing the CalTPA are contacted by the CalTPA coordinator for assistance over the summer.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	5B.1. Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work). Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring. 5B.2. (2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs). 5B.3. (3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.	5.B.1 & 5.B.2 Candidates receive extensive formative experiences in developing their TPA submissions during student teaching seminars. See: 2024 Working Tentative Course Schedule and CalTPA Evidence

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	E
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	MS: A SS: A, A
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	E
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.	E	E	E
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.	E	E	E
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.	E	E	E
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, and are culturally responsive.	E	E	E
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.	E	E	E
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.	E	E	E
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	E	E	E

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	E
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.	E	E	E
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.	E	E	E
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. <i>(See Subject- Specific Pedagogical Skills in Section 2 for reference)</i>	E	E	E
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.	E	E	E
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.	E	E	E
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.	E	E	E
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	MS: I, I SS: I	MS: P SS: P	MS: A SS: A
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	E	E	E
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.	MS: I SS: I	MS: P SS: P	MS: A SS: A
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	E	E
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.	E	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:	X EDSS 550 , 560 MS: I SS: I	X EDSS 550 , 560 MS: P SS: P	X EDSS 550 , 560 , 586 , 592 MS & SS: A
• appropriate use of instructional technology, including assistive technology;	E	E	E
• applying principles of UDL and MTSS;	E	E	E
• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;	E	E	E
• appropriate modifications for students with disabilities in the general education classroom;	E	E	E
• opportunities for students to support each other in learning; and	E	E	E
• use of community resources and services as applicable.	E	E	E
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.)	MS & SS: I	MS & SS: P	MS & SS: A
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.	MS: I SS: I	MS: P SS: P	MS & SS: A

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	E	E
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	E	E
5. Assessing Student Learning. Beginning teachers:			
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	E	E	E
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	E	E	E
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	E	E	E
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	SS: I MS: I	SS: P, P MS: P	MS & SS: A
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	SS: I MS: I	SS: P, P MS: P	MS & SS: A
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	SS 550	SS 550	SS 550
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	E	E	E
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	E	E	E
6. Developing as a Professional Educator. Beginning teachers:			

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	E	E	E
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	E	E	
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	SS 587, 593	SS 587, 593	MS & SS A
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	SS 587, 593	SS 587, 593	MS & SS A
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	E	E	E
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	SS 530	SS 530	MS & SS A
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	E	SS 550	SS 550

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		
English Language Development in Relation to Subject-Specific Pedagogy		
Subject Specific Methodology		
Multiple Subject		
1. Teaching English Language Arts in a Multiple Subject Assignment	Y	
2. Teaching Mathematics in a Multiple Subject Assignment	Y	
3. Teaching History-Social Science in a Multiple Subject Assignment	Y	
4. Teaching Science in a Multiple Subject Assignment	Y	
5. Teaching Physical Education in a Multiple Subject Assignment	Y	
6. Teaching Health Education in a Multiple Subject Assignment	Y	
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment	Y	
Single Subject		
1. Teaching English Language Arts in a Single Subject Assignment	Y	
2. Teaching Mathematics in a Single Subject Assignment	Y	
3. Teaching History-Social Science in a Single Subject Assignment	Y	
4. Teaching Science in a Single Subject Assignment	Y	
5. Teaching Physical Education in a Single Subject Assignment		
6. Teaching Art in a Single Subject Assignment		
7. Teaching Music in a Single Subject Assignment		
8. Teaching World Languages in a Single Subject Assignment		
9. Teaching Agriculture in a Single Subject Assignment		
10. Teaching Business in a Single Subject Assignment		
11. Teaching Health Science in a Single Subject Assignment		
12. Teaching Home Economics in a Single Subject Assignment		
13. Teaching Industrial and Technology Education in a Single Subject Assignment		
14. Teaching English Language Development in a Single Subject Assignment		

