Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	San Diego State University	**Program**	**PRELIMINARY ADMINISTRATIVE SERVICES**
Date of Review	January 2026		
Submission Link	San Diego State University		

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	Standard 1 Standard 3 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8 Standard 8A Standard 8B Standard 9

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Rationale		
Standard 2: Collaboration, Communication, and Coordination	The program summary indicates that SDSU engages in "healthy and robust collaboration" with other surrounding districts. It states that there are monthly sessions to review the current program and that it has developed a survey to gather input on the overall quality of and intent of the fieldwork experience. The reviewers could not find specific evidence that corroborates these claims. Perhaps agendas and minutes from the monthly sessions or survey results and evidence of how the survey results in turn were utilized would be helpful.	The monthly meetings mentioned in the summary were in reference to the work that took place as part of the Wallace Foundation funded University Principal Preparation Initiative through which SDSU partnered with three surrounding districts to engage in the Quality Measures framework. The results were contributions into the development of the program's definition of equity index, five types of equity-driven leadership thinking, and leadership dispositions. The survey referenced has been designed and has initially been piloted with limited responses and opportunities to further improve its reach and influence on clinical revisions. The program checks in with district partners on a regular basis,, minimally once a semester. These can occur by phone, over email, through Zoom, or in-person. (Link to agenda/minutes)
Standard 3: Development of Professional Leadership Perspectives		
Standard 4: Equity, Diversity, and Access		
Standard 5: Role of Schooling in a Democratic Society		
Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)		
Standard 7: Nature of Field Experiences		

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 8: Guidance, Assistance, and Feedback	**Note:** While the standard is found to be preliminarily aligned, to best support reviewers, provide direct links to supporting evidence that aligns with program standards.	
8A: Administration of the Administrator Performance Assessment (APA)		
8B: Candidate Preparation and Support		
8C: Assessor Qualifications, Training, and Scoring Reliability	Could not find evidence of the following: "For programs electing to use the CalAPA local scoring option, the program identifies potential assessors based on selection criteria established by the assessment developer."	We do not use the local scoring option; we use Pearson. We support each CalAPA cycle through a specific course: Cycle 1 - EDL 630 Cycle 2 - EDL650 Cycle 3 - EDL 652 Instructors in each course review all CalAPA steps, and provide guidance in alignment with the respective rubrics provided by CTC. Example of support materials have been provided in the Addendum folder.
Standard 9: Assessment of Candidate Performance		

Preliminary Administrative Services Program Standards
Addendum Matrix

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

California Administrator Performance Expectations (CAPE)	I	P	A
1A: Developing a Student-Centered Vision of Teaching and Learning	E	E	660A (See rubric for learning walk) 610 (See rubric for platform)
1B: Developing a Shared Vision and Community Commitment	E	E	640 (See Final Course Assignment- Letter)
1C: Implementing the Vision	E	E	650 (See Data/POP/Strategy Exercise)
2A: Personal and Professional Learning	E	E	660B (See Assignment Overview Document)
2B: Promoting Effective Curriculum, Instruction, and Assessment	E	E	652 (link to simulation description) (link to simulation template)
2C: Supporting Teachers to Improve Practice	E	E	E

2D: Feedback on Instruction	E	E	652 (link to simulation description) (link to simulation template)
3A: Operations and Resource Management	E	E	E
3B: Managing Organizational Systems and Human Resources	E	E	E
3C: School Climate	E	E	E
3D: Managing the School Budget and Personnel	E	E	E
4A: Parent and Family Engagement	E	E	E
4B: Community Involvement	E	E	E
5A: Reflective Practice	E	E	E
5B: Ethical Decision-Making	E	E	E
5C: Ethical Action	E	E	E
6A: Understanding and Communicating Policy	E	E	E
6B: Representing and Promoting the School	E	E	E

Note: To best support reviewers, provide direct links to supporting evidence that aligns with CAPE skills, specifically links to the actual assessments for the evidence marked for assessment (rather than a link to the title of the assessment on the syllabus).