

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

Institution	CSU East Bay	Program	Preliminary Multiple and Single Subject Subject
Date of Review	January 2024		

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	1, 6
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General Comments:

In [Single Subject course matrix](#), several links in the syllabi do not work. I.e. Candidate Self Evaluation in 581 and 586

Please provide bookmarks that link more directly to the appropriate evidence, so reviewers do not need to infer or search through the syllabus. Link directly to the assignment description, not the topic/assignment listed in the syllabus schedule.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)*	Multiple Subject Course Matrix TPE 1.2-Communication with students and families I/P/A inconsistent or not evident... (501 EB 1; 510 Math; TED 509..) MS Course Matrix TPE 5.6 - is missing P & A (Single Subject) The methods courses' I/P/As are not linked in the course matrix. The reviewers based our evaluation upon the links that were available. (Single Subject) TPE 1.2- the course matrix links to the TED 575 syllabus assignments should be accessible for review. (Multiple Subject/Single Subject) Evidence for assessments (A) in fieldwork should be linked to candidates' observation/evaluation forms, not just to the 581/586 fieldwork syllabus in the course matrix. (Single Subject) TPE 1.3- Assessments evidence should link to the lesson plan template and/or rubric. The evidence provided should more clearly address all the components in the TPE. (Single Subject) TPE 1.5- A link to discussion board topics or syllabus topics is not sufficient evidence for this TPE: "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." Assignment guides, samples of candidate work, or lecture slides would provide stronger evidence. TED 575 syllabus assignment	Course Matrices have been updated with missing links and appropriate content Multiple Subject Single Subject

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	links should be accessible to the reviewer if these are provided as evidence. (Single Subject/Multiple Subject) TPE 2.1- Evidence should address all components of this TPE, including conflict resolution practices to foster a caring community (Single Subject/Multiple Subject) TPE 2.3- Evidence linked in the course matrix did not address how candidates should recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (Multiple Subject) TPE 2.4- Not evident from course matrix. (Single Subject/Multiple Subject) TPE 2.5- Assessment evidence should provide detailed assignment guide and/or rubric that addresses how high expectations are maintained and how appropriate support is provided for the full-range of students in the classroom. (Single Subject) TPE 3.1 and TPE 3.3- No evidence for (I) provided in the course matrix. Inadequate evidence for (P) and (A). (Single Subject) TPE 3.5- Assessment evidence should provide detailed assignment guide and/or rubric that addresses all the components of this TPE.	

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	(Single Subject/Multiple Subject) TPE 3.7- The assessment evidence should provide detailed assignment guide and/or rubric that addresses all the components of this TPE. (Single Subject) TPE 4.1- No evidence for (I) provided in the course matrix. Inadequate evidence for (P) and (A). Evidence should address how to locate information about students, in addition to how to apply information. (Multiple Subject) TPE 4.3- Evidence was provided for all the content courses in the course matrix except mathematics methods. (Single Subject) TPE 4.3- Inadequate evidence for (I). An evidence bookmark for (P) links to edTPA webinars, which is not accessible to the reviewer. Evidence for (P) and (A) should be tasks or assignments that demonstrate how teacher candidates practice and apply all the components of this TPE. (Single Subject) TPE 4.5- Evidence for (P) links to 576 Syllabus 3/1 edTPA webinars, which the reviewers cannot access. (Multiple Subject/Single Subject) TPE 4.5- Evidence should address how to assist students with specific learning needs to successfully participate in transition plans. (Multiple Subject) TPE 4.5- No evidence link for (A)	

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	(Single Subject) TPE 4.7- No evidence link for (I); Evidence for (P) and (A) should clearly address the planning of instruction, not just summarizing strategies or reflecting on the strategy. The link to the lesson plan requirement for fieldwork does not provide sufficient evidence for how candidates 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. Assignment links in TED 575 syllabus should be accessible to the reviewers. We are unable to open them. (Multiple Subject) TPE 4.7- Evidence for assessments (A) should be linked to lesson plan assignment or evaluation form, not just to the section of the 581/586 fieldwork syllabus that states lesson plans are required. We are also unable to open the “Spring Candidate Self Evaluation” form. (Multiple Subject)- TPE 5.3- Evidence should be more directly bookmarked to assignments, observation forms, practice, or assessments that address student self-assessment and opportunities for students to revise their work based on feedback. (Multiple Subject) TPE 5.5- Evidence should clearly address how assessment information is shared with students and families. (Multiple Subject) TPE 5.7- I/P/A was not indicated in any course in the matrix. (Multiple Subject) TPE 6.3- There is no introduction (I) of this TPE in any course listed in the matrix. We	

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	cannot view the “IDP E portfolio”, which was linked as evidence of (P) and (A) for this TPE. We cannot view the “Candidate Self Evaluation” form in its entirety, which was linked as evidence of (P). (Multiple Subject) TPE 6.5 and 6.7- Evidence is bookmarked to topics in a discussion board, course schedule topic, or tasks that do not clearly address these TPEs. (Single Subject) Matrix links should be available for all the (I), (P) and (A) of TPEs. Syllabus links to assignments that are provided as evidence should be accessible to the reviewers. Evidence should clearly address all TPE components. For example, reviewers should not need to infer that this course learning objective in TED529 “Candidates will provide written evidence of how they apply the CSTPs to their teaching practice” addresses how candidates will 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 (TPE 6.7)	

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
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	3A- Cannot find information about candidates working in private schools needing <u>at least 150 hours</u> in a diverse school setting. No evidence for CTs needing to provide support at least 5 hours/week. 3B- No evidence of criteria for school placements addressing everything in Program Standard 3B. 3C- Met 3D- Please provide evidence for how district employed supervisors (CTs) are selected.	3A- additional information added to program handbook https://www.csueastbay.edu/ted/student-handbook/internships.html (Item #3 Employment) https://www.csueastbay.edu/ted/student-handbook/fieldwork-policies.html (Under Placements)--we do not place students in private school settings https://www.csueastbay.edu/ted/student-handbook/departments-organization-contact-information.html (under Cooperating Teacher) 3B- additional information added to program handbook https://www.csueastbay.edu/ted/student-handbook/departments-organization-contact-information.html (under Placement Coordinator) Placement tracking—included in original submission 3D - additional information added to program handbook

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		https://www.csueastbay.edu/ted/student-handbook/department-organization-contact-information.html (under Placement Coordinator) Letter to Site Administrator
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	Is the Candidate Improvement Plan used by both the supervisors and the instructors of the course when there is a need for the candidate to be on a plan? More evidence is needed for this standard. What is the system in place to support candidates?	additional information added to program handbook https://www.csueastbay.edu/ted/student-handbook/candidate-support-and-evaluation.html
Standard 5: Implementation of a Teaching Performance Assessment A. Administration of the Teaching Performance Assessment (TPA) B. Candidate Preparation and Support C. Assessor Qualifications, Training, and Scoring	Identification of TPA model to be used “Performance Assessment Model” link does not open. 5A(2)- Where is program assurance that school/districts have a recording policy in place? Does the program require <u>candidates to affirm</u> that the candidate has followed all the video policies for the TPA? (Is the Parent letter supposed to address this?) 5A(4)- Provide evidence of how program maintains individual and aggregate results of candidate TPA data over time, and how the program documents the use of these data for Commission reporting, accreditation and program improvement purposes.	Implementation of a Teaching Performance Assessment (TPA) 5A(2) Principal Authorization Form Classroom Video Permission 5A(4) Data is stored within a shared Google Drive with faculty. Only people with the link have access. Below is a sample of data that is shared and discussed during department meetings: • Aggregate and Disaggregate Individual Data • edTPA Pass Rates 2019-2023 • edTPA mean scores by Subject-CSUEB vs State vs National

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	5A(5)- Provide evidence of TPA appeals policy and informing of candidates about this policy prior to the assessment.	• Data Dive Example 5A(5) additional information added to program handbook https://www.csueastbay.edu/ted/student-handbook/edtpa.html

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

MS - Black

SS – Green

Red text – indicates specific areas of focus/ concern for reviewers

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 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			
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 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 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	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 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
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.			
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.			
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.			
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	E 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	
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	
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 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	E E	E E	
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.			
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 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.			
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	E E	E E
• appropriate use of instructional technology, including assistive technology;	E	E	E
• applying principles of UDL and MTSS;	E	E 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			
• use of community resources and services as applicable.			
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.)			
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
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	
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.			
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.			
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.			
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.	E		
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.			
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

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	E
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.			
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.	E	E	
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.			
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.	E	E	
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.			

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		
1. Teaching English Language Arts in a Multiple Subject Assignment	Y	Y
2. Teaching Mathematics in a Multiple Subject Assignment	Y	Y
3. Teaching History-Social Science in a Multiple Subject Assignment	Y	Y
4. Teaching Science in a Multiple Subject Assignment	Y	Y
5. Teaching Physical Education in a Multiple Subject Assignment	Y	Y
6. Teaching Health Education in a Multiple Subject Assignment	Y	Y
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment	Y	Y
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	NA	
10. Teaching Business in a Single Subject Assignment	NA	
11. Teaching Health Science in a Single Subject Assignment	NA	
12. Teaching Home Economics in a Single Subject Assignment	NA	
13. Teaching Industrial and Technology Education in a Single Subject Assignment	NA	
14. Teaching English Language Development in a Single Subject Assignment	Y	Y

(Addressed by program but not in the above table)

Teaching Dance in Single Subject Assignment Y/Y

Teaching Theatre in a Single Subject Assignment Y/Y