Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	San Diego State University	**Program**	**MS 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 the items below; responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	1, 4, 6

Standards Requiring More Information	**Comment from Program Reviewers**	**Response from Program**
Standard 1: Program Design and Curriculum	E	E
Standard 2: Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs)	Assessment of TPEs was not clear. Rubric often linked for Assessment but unclear what practice activity was being assessed. Some links directed to content not applicable to the TPE element. In some instances,	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

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	evidence was found in other sections that were not directly linked.	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 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

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	E	E
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	5A: Provide evidence of program level and candidate level TPA data. 5B: Unable to access DLE CalTPA Support Website Appropriate Use of Materials Guidelines in submission links to Education Specialist CalTPA Policies	5A: .https://sdsuedu.sharepoint.com/:x:/r/sites/coe-assessment/Shared%20Documents/Performance%20Assessments/CalTPA%20Most%20Recent%20Scores.xlsx?d=w06b58253317a41d3962359bf163b7c27&csf=1&web=1&e=MCU3rn 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 biMS CalTPAsupport website for students;https://sites.google.com/d/18D-rko-Qye1vutmcBxCXEEpcI5yfNQgH/p/1YzPatECgBf7w8NGNQjnDYh_zx2VCZzOR/edit 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

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 6: Induction Development Plan	E	E

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**	961/963 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**	DLE 954	DLE 954
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 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**	**915**	**915**
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.	DLE 911	**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.	**DLE 954 C...** **DLE 523 ...**	**DLE 960 D..**	**DLE 960 D..** **DLE 523**
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**	DLE 915 DLE 523
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	**DLE 954 C..** **DLE 960 C..**	**DLE 954 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.	**E**	**E**	**E**
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	SPED 450	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.	**DLE 954 C...**	DLE 954	523
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. *(See Subject- Specific Pedagogical Skills in Section 2 for reference)*	**DLE 954 C...**	**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.	DLE 931	DLE 931	DLE 931
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 SPED 450**	**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.	**E**	DLE 911	DLE 911
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**	**DLE 960 C..**	**DLE 960**
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.	915	DLE 954	DLE 954
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.	911	**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**	DLE 931	DLE 931
• appropriate use of instructional technology, including assistive technology;	**E**	DLE 931	DLE 931
• applying principles of UDL and MTSS;	**E**	DLE 954	DLE 931
• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;	**E**	DLE 915, ED 451	DLE 915 ED 451
• appropriate modifications for students with disabilities in the general education classroom;	SPED 450	DLE 954	DLE 954
• opportunities for students to support each other in learning; and	**Modeled in DLE** 954 with peer feedback.	DLE 954 Look under Engagement	DLE 954
• use of community resources and services as applicable.	**DLE 515**	**DLE 515**	**DLE 515**
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.	DLE 915	**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**	**DLE 960** e.. ED 451	DLE 961 **DLE 960** C..
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.	DLE 954	DLE 954	DLE 954
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.		**E**	
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.	915	DLE 915	**DLE 954**
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.	**DLE 915**	DLE 961 & 963	DLE 961 & 963
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.	DLE 954	DLE 954	DLE 954

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**	**E**
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	**E**	**E**	**E**
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**	**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.	**DLE 954**	**DLE 960**	**DLE 960**
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.	SPED 450 Media preview slides	DLE Orientation **DLE 954** Media	**SPED 450** Media
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	E	E

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	Y	Y
Multiple Subject	Y	Y
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	n/a	n/a
~~1. Teaching English Language Arts in a Single Subject Assignment~~		
~~2. Teaching Mathematics in a Single Subject Assignment~~		
~~3. Teaching History-Social Science in a Single Subject Assignment~~		
~~4. Teaching Science in a Single Subject Assignment~~		
~~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~~		

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
~~13. Teaching Industrial and Technology Education in a Single Subject Assignment~~		
~~14. Teaching English Language Development in a Single Subject Assignment~~		