



California Commission on Teacher Credentialing Educator and School Personnel Preparation Accreditation Advisory Group

Spring Retreat Minutes April 2022

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X	Blake Beecher Social Work PPS Credential	X	Nina Khatibi, Staff School of Education
X	Suzanne Moineau Speech-Language Pathology		

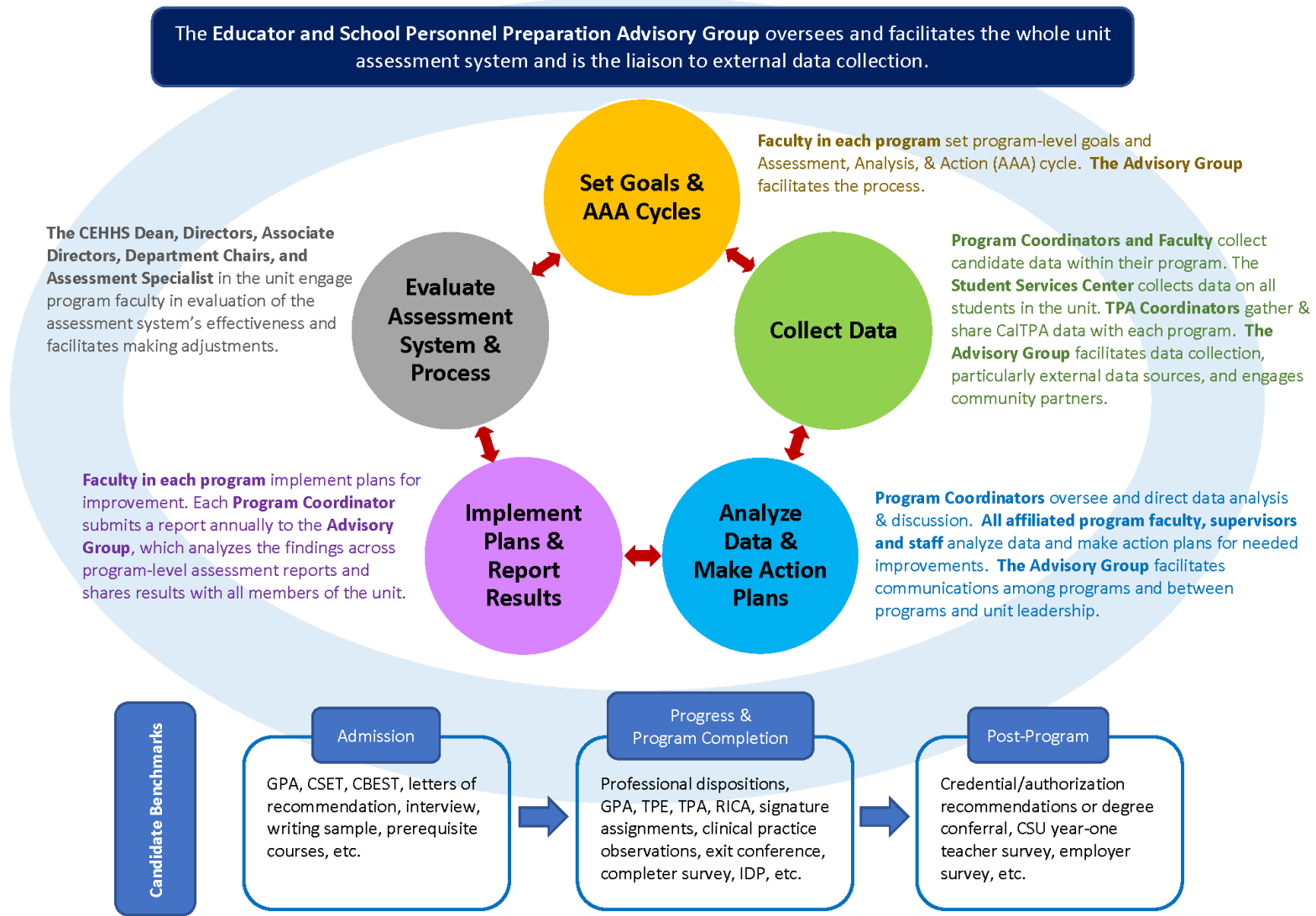
Unit Wide Assessment Guided By CCTC Common Standards and our Continuous Improvement Cycle depicted below:

- Common Standard 1 – Institutional Infrastructure to Support Educator Preparation
- Common Standard 2 – Candidate Recruitment and Support
- Common Standard 3 – Course of Study, Fieldwork and Clinical Practice
- Common Standard 4 – Continuous Improvement
- Common Standard 5 – Program Impact

CCTC-AG Report and Recommendation April 2022

Common Standard 4 – Continuous Improvement

4.1 Graphic depiction of the unit assessment system including the roles and responsibilities of personnel in the unit and programs



Unit-Wide Data Overview

1. CTC ADS Dashboard-guided exploration/demo. (Kyle Landin)

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). The accreditation system is implemented to collect and provide reliable candidate and program data from a variety of sources that can be used to efficiently conduct a comprehensive institution and program review by identifying poorly performing programs and those with exemplary practices and outcomes. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview	About Institution	Approved Programs	Annual Data & Analysis	Annual Report Card	Assessments	Surveys	Credentials
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Descriptions of the dashboard sections are provided below. Navigate to specific sections by clicking the icons above.

Sections:

About Institution
This section provides information about the institution's accreditation information, location, and contacts. The institution's accreditation activity link to its submission documents can be found in this section.

Approved Programs
This section provides a list of the institution's Commission-approved educator preparation programs and subject matter preparation programs.

Annual Data & Analysis
This section provides data on the institution's admission standards, program requirements, enrolled candidates and program completer data by program level, pathway and delivery method for active and inactive educator preparation programs during the reporting year.

Annual Report Card (Title II)
Also known as Title II, this section provides data annually reported by the institution about its initial teacher preparation programs. Section 205 of Title II of the Higher Education Opportunity Act is a federal mandate that calls for program accountability that prepare teachers. Data on state assessments, standards for teacher certification and licensure, and the performance of teacher preparation programs are collected and submitted to the U.S. Department of Education annually in October.

Assessments
This section provides the institution's pass rate data for the Reading Instruction Competence Assessment (RICA), Teaching Performance Assessment (TPA), and the Administrative Performance Assessment (APA). The RICA and TPA pass rates are provided at the institution-level, and reported in the Annual Report Card (Title II).

Surveys
This section provides institution and state-level survey results for 9 surveys that are administered by the Commission. The surveys are listed below.

- 1) Preliminary Multiple Subject
- 2) Preliminary Single Subject
- 3) Preliminary Education Specialist
- 4) Preliminary Administrative Services
- 5) Teacher Induction
- 6) Clear Administrative Services
- 7) Other Educator
- 8) Master Teacher
- 9) Employer

Credentials
This section provides data on credentials recommended by the institution and issued by the Commission in the last five years. Data do not include intern, permits and waiver documents.

Additional Resources:

7 Year Accreditation Activities		
Cohort: Indigo		
Cohort Consultants: William Hatrick and Bob Loux		
Year	Cycle	Activity
2021-22	Year 5	Annual Data Submission, Common Standards Review, Program Reivew
2022-23	Year 6	Annual Data Submission, Site Visit
2023-24	Year 7	Annual Data Submission, Follow-up
2024-25	Year 1	Annual Data Submission, Preconditions Review
2025-26	Year 2	Annual Data Submission

2. Examining Unit Wide Data (Small group discussions in break out rooms)

- A. Three questions were explored using the CTC ADS Dashboard. Each group interrogated one set of data (rather than moving through all three topics):
1. What can we learn from the demographics of our programs?
 2. What can we learn from the employer perception data?
 3. What can we learn from the students' perception of their fieldwork experience from exit survey data?

B. Each group used the following **Data Walk Protocol** to inform their data analysis.

Data Walk Step #1 – Understand.

Look at the data without conclusions.

Data Walk Step #2 – Describe.

What do you notice?

Data Walk Step #3 – Interpret.

What wonderings do you have?

What explanations do you have about what you see?

Data Walk Step #4 – Act.

What do you see as areas that need attention?

What actionable next step do we need to take?

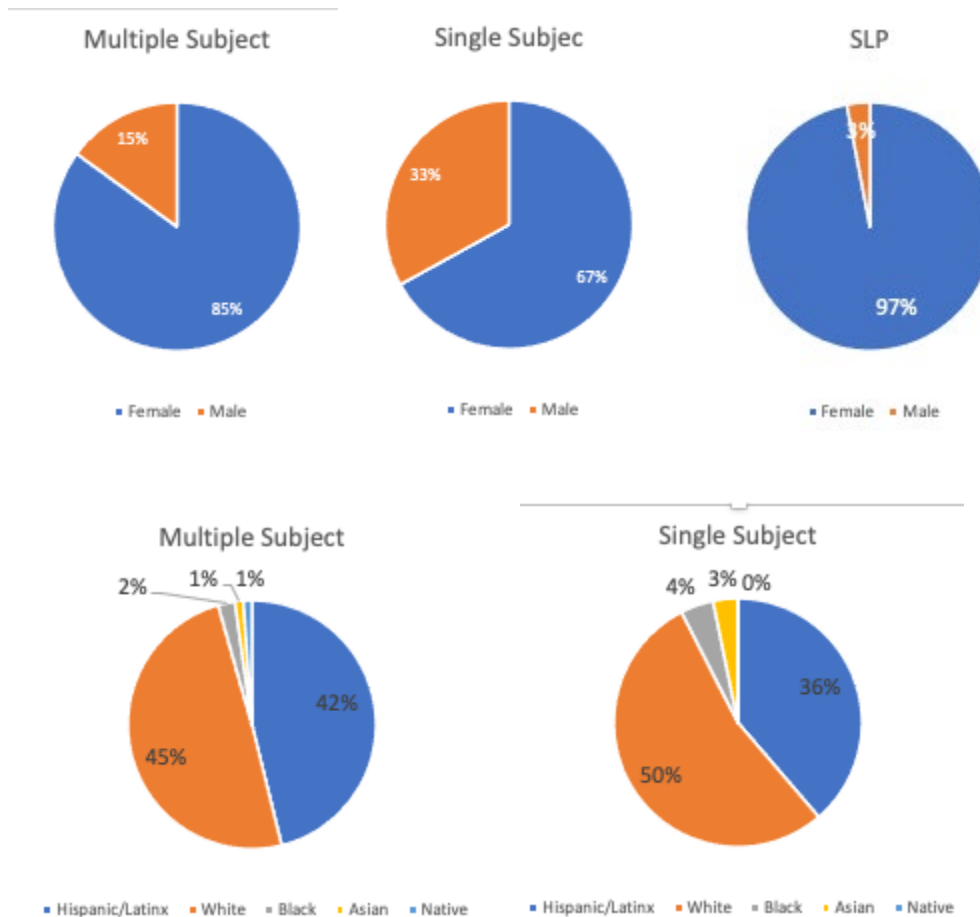
What additional data might you need?

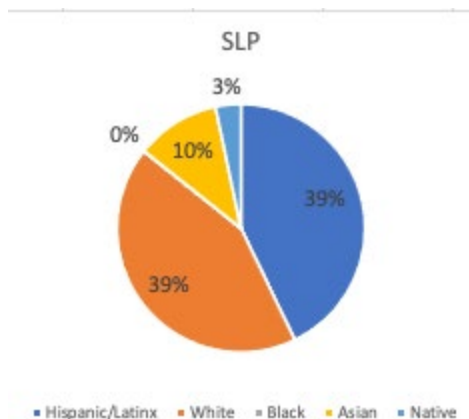
3. Group Findings. When looking at CTC-ADS dashboard unit-wide data, what did you see/what did you learn?

- **Demographic Data**

Findings: large percentage of women in most programs; range 39-50% white, 36-42% Hispanic/Latinx. Asian American and African American students seem to be underrepresented across program, with SLP being the exception. Multiple Subject demographic data aligns more closely with the CSUSM undergraduate population, with some room for growth. Ed Amin online program showed differences in modality demographics. Online enrollment was much more diverse than in person (to examine this they looked at stateside vs. EL enrollment). Overall, credential enrollment is not as diverse/representative of the undergraduate population or the region we serve.

Questions: When are data collected? How closely do they align to the program enrollment? Does this data factor in attrition, or are they gathered at the start of the year? Do we have demographic data on attrition? Why are we not as diverse as our undergraduate population? What does the research say about the role gender impacting student success? Does modality affect students' choices in enrollment? Are the program modality/designs that are less diverse create a barrier to admission/potential enrollees?





- **Employer Perception Data**

Findings: low response rates across all programs. Most employers are School Principals. Most employers hire from the CSU and have hired 2-3 candidates in the last five years. Most CSU grads work in public schools. Internal versus external surveys have increased data for the “program exit” surveys. Overall, CSUSM appears to do the same or better than state-wide data (but low numbers make any assessment suspect).

Questions: Low response rate across all CSUs? How does CCTC track employers/graduates? Does the optional nature impact low response rate? Do/will other programs have these post-employment surveys and if so, who would fill out the Preliminary Ed Admin and SW/PPS “employer” surveys? In what ways does EdQ data overlap? How do we provide support for retention in the profession?

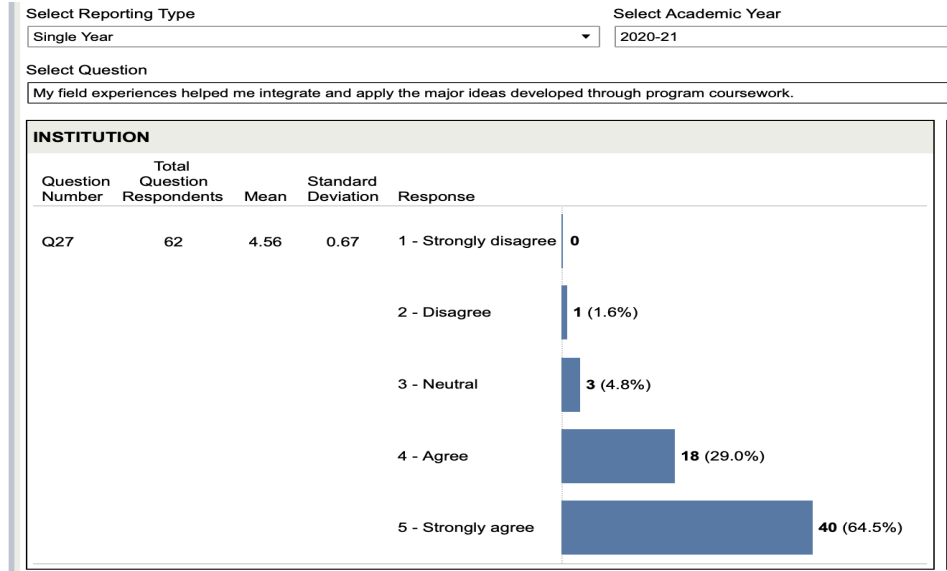
- **Student Perception of Fieldwork Experiences Data**

Findings: Not all CSUSM CCTC programs/credentials are being tracked (no report for Bilingual Authorization and Moderate/Severe Education Specialist Credential). ES Concurrent only being captured for Mild/Moderate Education Specialist Credential. Data collected during COVID-19 pandemic should be analyzed with multiple variables in mind. Multiple Subject data regarding alignment of coursework with Clinical Practice does not align with the perception of faculty or survey data gathered. Overall scores across programs are high and aligned with state scores. Concern expressed that the responses may be based on perception/beliefs/feelings regarding the program and are not always factual/realistic (e.g., indicating completing 800 hours of clinical practice is not factual). Another concern surfaced that students are/might be confused by questions and definitions of terms (e.g., field work vs. clinical practice).

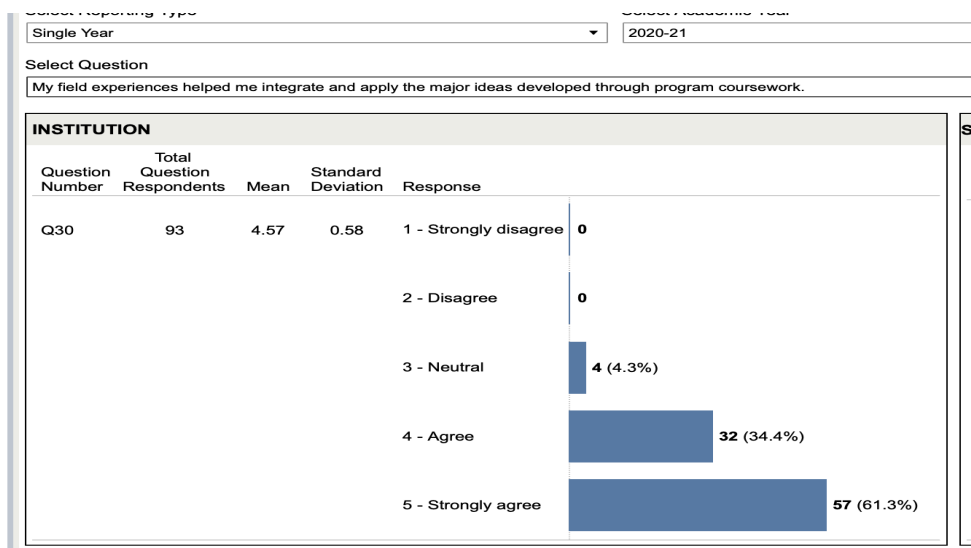
Questions: What supports could we provide candidates to better understand these questions to answer them accurately? Are there other “end of program surveys” that overlap with CCTC survey? How can we minimize the amount of surveys students receive while still gathering the data we need? Can we build in other data collecting systems like focus groups? Who administers this survey and what are the instructions they receive? Is CCTC open to allowing us to modify some of the questions?

Coursework and Clinical Practice Alignment 2020-2021:

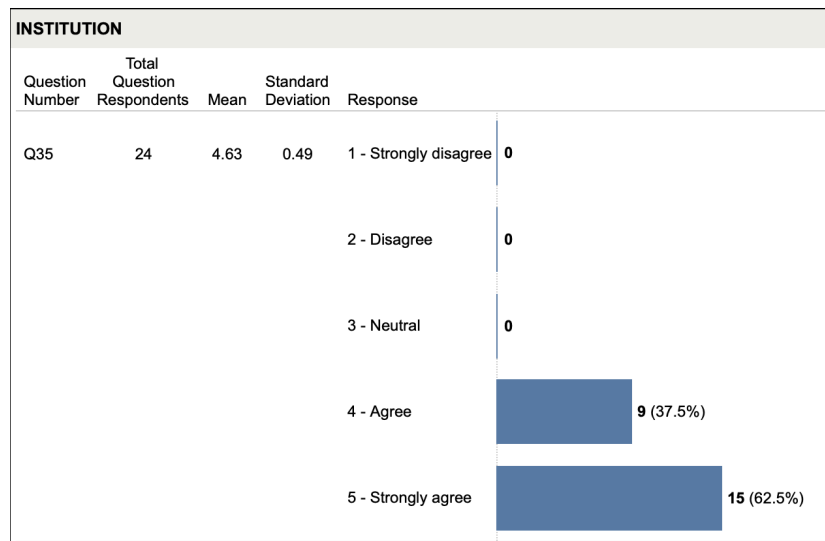
Single Subject



Multiple Subject



Education Specialist (Mild/Moderate)



Ed Amin

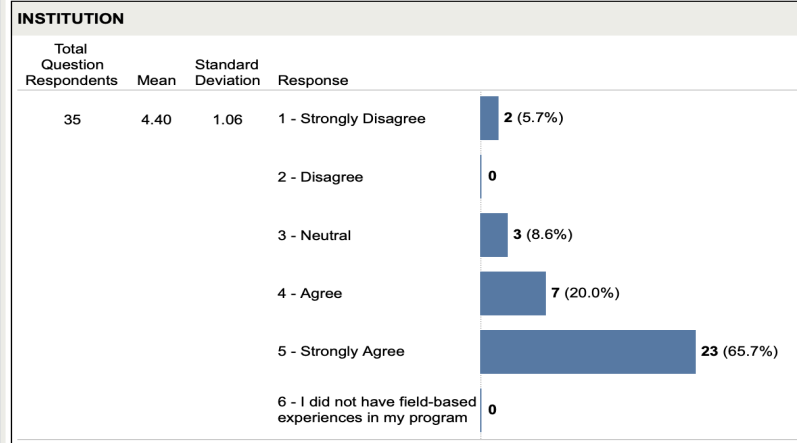
Academic year 2020-21 will not be included in the combined years data results.

Select Reporting Type

Single Year

Select Question

Q27 - My field-based experiences allowed me to practice and apply my knowledge of leadership acquired through my program



RLL

Search results by selecting the drop down menus below. Click the figures for the view Data table or hover over the t

Select Credential Program

Reading and Literacy Leadership Specialist

Select Reporting Type

Single Year

Select Question

Q12b - My field experience(s) helped me practice what I learned in my preparation program.

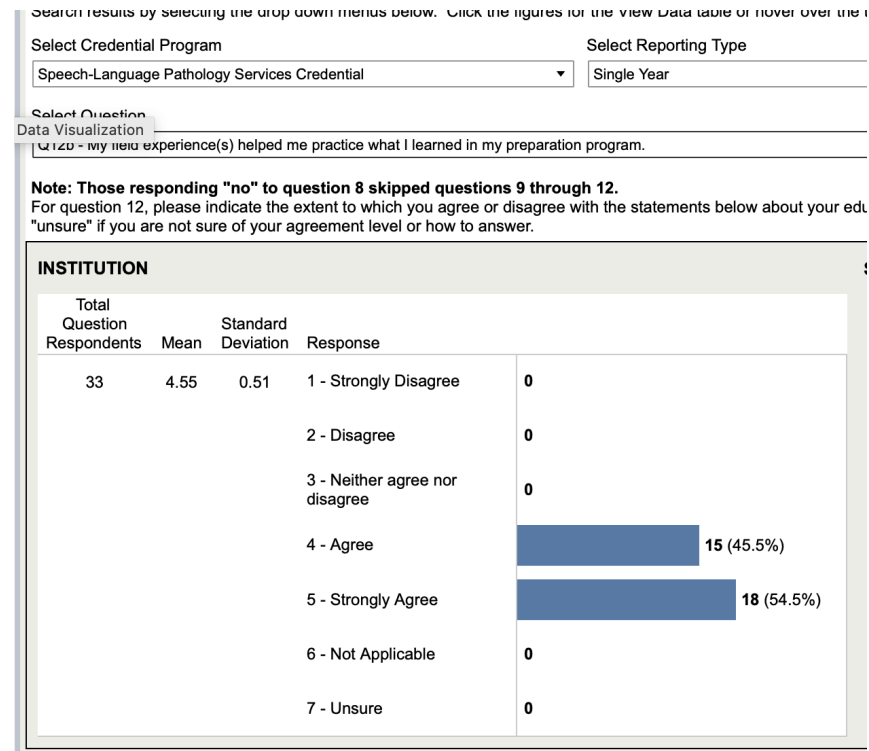
Note: Those responding "no" to question 8 skipped questions 9 through 12.

For question 12, please indicate the extent to which you agree or disagree with the statements below about your edu
"unsure" if you are not sure of your agreement level or how to answer.

INSTITUTION

Total Question Respondents	Mean	Standard Deviation	Response	
14	4.50	1.09	1 - Strongly Disagree	1 (7.1%)
			2 - Disagree	0
			3 - Neither agree nor disagree	0
			4 - Agree	3 (21.4%)
			5 - Strongly Agree	10 (71.4%)
			6 - Not Applicable	0
			7 - Unsure	0

SLP



Program Level Data Discussions

1. Overview of data sources (provided by Rong-Ji Chen in Common Standard 4 – Figure 4.2 below)

Common Standard 4 – Continuous Improvement

4.2 Annotated list of data sources included in the assessment cycle, including those submitted in annual data reporting and those that are not

List of Programs:

BILA: Bilingual Authorization

ES: Education Specialist (Mild to Moderate Support Needs; Extensive Support Needs)

ML: Middle Level

MS: Multiple Subject

PAS: Preliminary Administrative Services

PPS: Pupil Personnel Services (Child Welfare and Attendance; School Social Work) Program currently awaiting university approval. *No data to report at this time.*

RLL: Reading, Language, & Literacy (Reading and Literacy Added Authorization; Reading and Literacy Leadership Specialist)

SLP: Speech-Language Pathology

SS: Single Subject

Data Source	Description	Applicable Programs	Frequency of Review	Responsible Party
Admissions Data Sources				
Transcripts	Student education history and experience	All programs	During admissions	credential analysts, program coordinators
Prerequisite course grades & feedback from pre-req instructors	Basic and subject knowledge and skills, dispositions	ES, ML, MS, SLP, SS	During admissions	credential analysts, program coordinators
Letters of recommendation	Student references and dispositions	ES, ML, MS, PPS, SS	During admissions	credential analysts, program coordinators
CBEST & CSET Scores	Basic and subject knowledge and skills	ES, ML, MS, PPS (CBEST only), SLP, SS	During admissions	credential analysts, program coordinators

Admissions writing samples and interviews	Knowledge, dispositions, communication skills, writing skills, related service experience, etc.	ES, ML, MS, PPS, SLP, SS	During admissions	program faculty, program coordinators
Coursework Data Sources				
Signature assignments; course grades	Lesson & unit plans, case studies, differentiation strategies, social justice action plan, anti-racism teaching, resources for families with a language other than English as the first language, etc.	All programs	Each semester	program coordinators, course instructors
Candidate self-reflections	Candidates' self-assessment on own growth	BILA, ES, ML, MS, PPS, SLP, SS	Each semester	program coordinators, course instructors
Warning conferences & Statements of Concern forms	Showing area(s) of concern, action plan, and follow-through.	All programs	When concerns occur	program coordinators, department chairs, course instructors
Program Student Learning Outcomes (PSLO) assessment data	Aligned with unit Mission and Vision and professional standards, the PSLOs set clear expectations on program graduates. PSLOs are measured in course work, clinical practice, and/or culminating experience.	ES (MA in SPED), PAS, PPS, RLL, SLP	Fall PSLO University Activity Report	credential analysts, program coordinators, department chairs
Fieldwork Data Sources: Teaching and Related Services				
Clinical Practice (CP) I & II lesson plans and reflection logs	Candidates' lesson or service plans & reflections	BILA, ES, ML, MS, PPS, SLP, SS	Each clinical practice experience	supervisors, cooperating teachers, onsite liaisons
Professional disposition scores	Record of disposition scores for each teacher candidate during each clinical practice. Scores entered by supervisors (with consultation with cooperating teachers and onsite liaisons).	ES, ML, MS, SS	Each semester (ES, ML, & MS via Taskstream); in SS, scores are not uploaded to Taskstream but completed during capstone/CP Seminar course	supervisors, cooperating teachers, onsite liaisons
CP observation forms/feedback	Supervisors' and cooperating teachers' feedback on candidate teaching performance in light of TPEs, including the	BILA, ES, ML, MS, SS	Six observations per clinical practice (effective Spring 2021)	supervisors, cooperating teachers, onsite liaisons

	CSUSM Foundational TPE: <i>Social justice and equity</i> . In SS, each observation is uploaded to Taskstream, and TPE feedback is noted.			
Warning conferences & Statements of Concern forms	Showing area(s) of concern, action plan, and follow-through.	All programs	When concerns occur	department chairs, program coordinators, supervisors, onsite liaisons, cooperating teachers
CP Summative TPE Evaluation (includes CSUSM Foundational TPE)	Supervisors' and cooperating teachers' feedback on candidate teaching performance in light of TPEs, including the CSUSM Foundational TPE: <i>Social justice and equity</i> . A rubric is used for scoring candidates' performance.	BILA, ES, ML, MS, SS	One summative, rubric-based evaluation per clinical practice. Data aggregated and reviewed following semester.	data entered by supervisors and maintained by CP coordinators and assessment analysts.
CT monthly progress log	Cooperating teachers submit a progress log to the University Supervisor each month noting growth, areas of strength, goals and concerns, if any. Supervisors use this feedback to determine next steps for continued growth.	ES, SS	Monthly during each clinical practice experience	cooperating teachers
CP exit conferences	At the end of each clinical practice, the supervisor, cooperating teacher, onsite liaison, and candidate reflect on the whole clinical practice experience, strengths, and areas for growth in light of TPEs. They also discuss professional dispositions.	ES, ML, MS, PPS, SS	End of each clinical practice experience	supervisors, cooperating teachers, onsite liaisons
Individualized Development Plan (IDP)	Candidates' self-identification of strengths and areas for growth in collaboration with the faculty, supervisors, and CT –also verifies test completion, etc. and is required for Induction	ES, ML, MS, SS	End of program	supervisors, program coordinators

Standardized Assessment Data Sources				
RICA data	Candidates' scores on the Reading Instruction Competence Assessment (RICA). Summary and passing rates for each program and the institution.	ES, ML, MS	Annually by request, CTC ADS dashboard	program coordinators, credential analysts
CalTPA data	Testing data showing individual student data and summary/aggregate data for each program and the institution.	BILA, ES, ML, MS, SS	Dashboards continually available, new data added each semester, CTC ADS dashboard	program coordinators, TPA coordinators, credential analysts
CalAPA data	Cycle 1: Analyzing data to inform school improvement and promote equity. Cycle 2: Facilitating communities of practice. Cycle 3: Supporting teacher growth	PAS	Each semester and summer CalAPA data retreat with assessment specialist and faculty	program coordinators, credential analysts
Program Completion and Post-Program: Survey Data Sources				
Program Completer Survey	At the end of the credential program, candidates provide feedback on the overall effectiveness of the program and the support services.	ES, ML, MS, PAS, PPS, SLP, SS	Dashboards continually available via EdQ website, new data added annually in the Fall, CTC ADS dashboard	department chairs, program coordinators, credential analysts, assessment analyst
One Year Teacher Survey	In the spring, year-one teachers provide feedback on their experience as a new teacher and perceptions about the effectiveness of their preparation for working in schools.	ES, ML, MS, SS	Same as above (as available)	program coordinators, assessment analyst
Employer/supervisor Survey	Employers or supervisors of new teachers and school personnel provide feedback on their professional practice and initial preparation for teaching or relate services.	ES, ML, MS, PPS, SS	Same as above (as available)	program coordinators, assessment analyst
Pre-post survey for social justice, equity, and critical pedagogy, equity literacy and	Ties to Professional Dispositions, anti-racist pedagogy, self-analysis of biases	PPS, SS	August and May	program coordinators, program faculty

culturally responsive teaching—design				
Questionnaire to district partners and focus groups	Identify and understand district partners' expectations of literacy leaders. Determine whether the RLL program is aligned with those expectations.	RLL	May and End of Program	program coordinator
Other Candidate and Graduate Data Sources				
Enrollment data	Demographics on admitted and enrolled candidates	All programs	Annually in CTC ADS submission, also available in CTC ADS dashboard	SOE director, department chairs, program coordinators, credential analysts
Program completion and credentialing data	Completion and credentialing information	All programs	Annually in CTC ADS submission, also available in CTC ADS dashboard	SOE director, department chairs, program coordinators, credential analysts
Title II Data	Federal data submission requirement	ES, MS, SS	Annually, also available in CTC ADS dashboard	Title II coordinator

2. Program Level Data Discussion #1 - *How are data currently serving us at a programmatic level, what data do you look at routinely; what is clicking and clunking when exploring data you do have?* (Small group discussions)

Group 1:

Ed Specialist: Programs look to build sustainable cohorts so the “into data” is not salient for us since we just want to be sure we have enough candidates. We spend most of our data exploration on the “through” program data which is also where we have most of our data. The “beyond” data, at least from CTC cannot be disaggregated by the preliminary credential teaching program. We sometimes struggle with understanding our data since we have different programs (ES-CC; MMN; ESN). The data collection checkpoints can be confusing at times since programs overlap/are blended and we have no clear “completion points” that allow us to stop, collect data, then analyze it.

Multiple Subject - We do not look at demographic data when assigning students into cohorts. We cohort students without taking into consideration demographic data. We look at Taskstream. It does not provide robust real time data. We do not look at data every meeting. We only look at data one to two times per year. What is clunking - we do not receive data until the semester is over. We do not have a common understanding of feedback events. We do not use calibrated tools. We do not use the same language. Our Teacher Candidates’ don’t know what/how many feedback events are.

Single subject program (admission process). We look at:

- CSET data
- pre-requisite course completion
- interviews
- recommendations
- content focus
- discussions of demographics

Reading Language and Literacy advanced credentials - we need more measures to collect data. Revision to the Comprehensive Exit Portfolio to include scores from individual signature assignments. We also need to create an observation tool for field experience that provides evidence and quantitative data related to TPE/SLO for the RLL program.

Other:

- Do we need more strategic efforts at recruitment and advising to diversify our pools? The “data” provided to us when we look at our applicants does not provide us the demographic data we need.
- Do we hurt ourselves/our candidates when we pull them into specialized pathway programs (bilingual; special education)?
- What support do we provide and how do our “scorers” view diverse candidates?
- Math and Science teaching initiative (MSTI) can include demographics in recruitment discussions and efforts...with the faculty champion for teacher recruitment program in particular (FaCTR)

Group 2:

Data we routinely use: CalAPA Data for Educational Administration program. (CalTPA not useful for BILA). Self-efficacy surveys, TPE data and aligned coursework. SLP - informal formative feedback is used for faculty retreats (several a year) to make proposed changes before new cohorts come in (provides regular feedback to make immediate changes, but informal nature so more subjective and not always measured in a way that gives quantitative data). We have a great database of student performance on clinical measures; however, the program (i.e., Calipso) does not allow for downloading of documents so extracting the data is not easy.

Needed - data that shows application effectiveness (e.g. defining “teacher effectiveness” and measuring those criteria). BILA - difficult to disaggregate state data (lumped in with base credentials MS, SS). New program standards forthcoming make it difficult to meet accreditation requirements (in a sustainable way) and program continuous improvement.

Concern of accessibility to curriculum (e.g. for I, P, A and other accreditation requirements). How can directors/coordinators have access to curricula/assignments/evidence from accredited courses that they do not teach? Can we (CEHHS or this advisory group) work with IITS on this accessibility issue? Also how to keep the data sources when we move from one platform (Moodle) to Canvas?

Use of Taskstream: is it necessary? Can we store data elsewhere?

Group 3:

Single Subjects Program - Look at assignments data - lesson plan - where students are struggling, support English Learners, writing objectives - how are they doing across the common classes

Cal TPA data - don't find it that helpful - summative. Breaks it down by rubric, reasons why some students do better than others based on rubric.

Single Subjects program – The program gives a fall survey - give again in spring to candidates

Ed Specialist - got better about collecting data - tied into program assessment - PSLOs for Master's Assignments. Signature assignment pull data. Candidates know how to present data, no idea what it means. Could we put more points on that part of the assignment and more time in class to help them teach?

Unless something is tied to MA Assessment report – we don't do it.

Through accreditation - where going to put all these TPEs in a program? That crowds out other things we'd like to do. TPEs overlap. Ed Specialist Mod Severe has 99 TPEs.

Triple A cycle made lofty goals - beyond TPEs. Learning a second language, vs language disorder or processing disorder.

Could we look at supervisor feedback on lesson plans in Taskstream as related to assignment of lesson planning? How does the time we spend in coursework translate to field work? Cooperating Teachers feedback about lesson planning - many say a lot of what we ask in coursework is unnecessary. Much of the lesson planning is necessary for Teacher Performance Assessment. Communicate with Cooperating Teachers to support lesson planning. Would like to know CT and US demographic data. TC benefit from mentors. Get them in departments with teacher of color so they could at least have people to talk to and find support. Want them to persist in profession.

How many options do we really have with placing Teacher Candidates with Cooperating Teachers - what data would help us?

Larger discussion needed on how program access and manage data

How to more directly integrate Cooperating Teachers?

What can we do in the classroom to help them process what happens in field?

Are all our assignments connected to a TPEs? Are we giving too many assignments?

Some of data we collect - they have to get 3 to pass so we give them a 3? Do you really think they are a 2?

We never calibrated the rubrics among ourselves and Cooperating Teachers and University Supervisors.

3. Program Level Data Discussion #2 - *Where do we want to go: At a programmatic level, what are the data gaps you see, and how might these be addressed?* (Whole group discussion)

Data Integrity & Accessibility:

- It would be great to have a central repository for evidence, artifacts, etc. for accreditation purposes that is easily accessible to all programs. Make sure the data lives in places that we can all find (vs. on individual computers, with individual coordinators, etc.).

- Add more opportunities to calibrate our common/key measures.
- Clarify the language we use across tools and in candidate-facing places/assignments; establish common language across and within programs. For example, the TPE language for teacher programs could serve as a basis for that common language.

Recruitment (Into the program)

- We need to clean up & attend to our entire recruitment and admissions process. Unless we have a diverse, big pool of applicants, we have less control over the diversity of our cohorts and programs in terms of demographics.

Fieldwork/Coursework Connections (Through the program)

- Do more to encourage more collaboration/communication between programs and field support.

Tracking Graduates (Beyond the program)

- We need more data on our graduates after they're done and in the field. What common questions could we ask (across programs) that would go into a survey that we would administer more systematically over time, on a regular basis. This would help programs track effectiveness, job satisfaction, etc.

Overall:

- Think about what we can and cannot control when it comes to action steps. This might help guide any steps we choose to take.
- Parts of recruitment, student support, and data collection are done through grants, which are not sustainable. How can we make our grant-related efforts more institutionalized over time once the grant funds run out? How can we transfer the work & processes being done in grant committees to other programs/groups?
- We should consider the college strategic plan as we think about this work. Accreditation, recruitment, continuous improvement, etc. all cost money. Also, are Extended Learning programs included into this process?

Meeting Wrap-Up and Next Steps

1. Program Level: AAA Cycle and Reports refresher (Jodi Robledo)
 - A. Program Level AAA – Annual Report Due October 1, 2022.
2. CCTC – AG will review Program Reports and provide feedback and recommendations during the Fall 2022 retreat.