



Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Element 1.7 – Faculty Qualifications: *The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.*

The Departments in the College hire faculty who are qualified to teach the courses that need to be staffed. Tenure track faculty hold a doctoral degree in their discipline of expertise and maintain an active research and service agenda, with many faculty working closely on research projects and professional development in public schools.

The Department Chair ensures that part-time faculty hired to teach a course have the content-based preparation and experience met by holding a relevant master's degree and experience in the content discipline. Qualification requirements are clearly outlined in the [Faculty Position Descriptions](#). Site-based supervisors hold a credential in the area in which they teach and have a minimum of 3-years of teaching experience. All faculty who teach in our credential programs provide evidence of currency of content, CA standards, working with diverse learners, and effective teaching practices.

Faculty are evaluated by students at the end of the semester, using the official [CSULB Student Perceptions of Teaching \(SPOT\) evaluation tool](#). Each Department Chair reviews faculty SPOT evaluations and provides feedback to faculty members as needed. In addition to the SPOT, instructors and field-based supervisors are evaluated in other ways as illustrated with these [sample faculty evaluation forms](#).

Credential students in the College complete several end-of-program surveys to provide feedback on program effectiveness and suggestions for continuous improvement. These surveys include the California State University systemwide Completer Survey, and the the Year 1 Teacher Survey. Their employers also respond to the CSU Employer Survey. Students in our advanced credential programs also provide evaluative program feedback through our college [Exit](#) and [Student Success](#) surveys.