

**Commission on Teacher Credentialing  
Common Standards Preliminary Report of Findings**

<b>Institution</b>	California State University, Long Beach
<b>Date of Review</b>	5/6/2022

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) is allowable, but the 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 Common Standards document and feedback from the program reviewers. Please do not resubmit your response to the items below, responses need only be added to your institution’s accreditation website in preparation for the 2022-23 Site Visit.

<b>Standards Found to be Preliminarily Aligned</b>	5
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General Comments: Please identify which programs are outside of the College of ED.

<b>Standards Requiring More Information</b>	<b>More Information Needed: Part(s) of the standards for which more information is needed</b>	<b>Additional Specific Evidence Needed for the Site Visit</b>	<b>Response from Program (Addendum)</b>
<b>Standard 1: Institutional Infrastructure to Support</b>	1.3 Insufficient evidence that the education unit ensures that faculty and instructional personnel work regularly and systematically with college and university units to improve educator preparation in CTC programs outside of the College of Ed (CED).	1.3 Additional evidence of systematic and regular collaboration between CED and the College of Health and Human	1.3 Response:  Three (i.e., PPS SSW/CWA; SLP; APEAA) of the 14 CSULB credential programs are housed outside of the College of Education in the College of

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<p><b>Educator Preparation</b></p>	<p>-----</p> <p>1.4 Insufficient evidence that the institution provides the unit with sufficient resources for the effective operation of the APA AA, RLAA and PPS SSW programs.</p> <p>-----</p>	<p>Services (CHHS), School of Social Work is needed.</p> <p>-----</p> <p>1.4. Evidence of collaboration and implementation of resource allocation for APA AA, RLAA &amp; PPS SSW programs is needed.</p> <p>-----</p>	<p>Health and Human Services (CHHS). The CED Credential Center and Assessment Office regularly collaborate with CHHS program coordinators via program assessment meetings (<a href="#">APEAA</a>, <a href="#">SLP</a>, <a href="#">summary</a>) and policy updates (<a href="#">SSW/CWA</a>, <a href="#">all three</a>, <a href="#">all credential programs</a>). The Deans and Associate Deans of both colleges also communicate about CTC policies and processes and meet twice per semester (<a href="#">1</a>, <a href="#">2</a>, <a href="#">3</a>)</p> <p>-----</p> <p>1.4 Response:</p> <p>The CED dean's office meets and coordinates with the CHHS dean's office to keep college informed of CTC accreditation updates (see 1.3). The RLAA program courses are offered through the College of Professional and Continuing Education (CPACE and formerly CPIE), which <a href="#">provides promotional and resource support</a>.</p> <p>-----</p>

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	<p>1.5 Insufficient evidence that Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution, specifically the PPS SSW program.</p> <p>-----</p> <p>1.6 Insufficient evidence that the institution's recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity.</p>	<p>1.5 Organizational Chart and evidence is unclear as to who has the ultimate authority over all educator preparation programs, specifically those programs outside of CED - PPS SSW. Clear lines of authority will need to be delineated at the site visit along with interviews with CHHS &amp; SSW leadership.</p> <p>-----</p> <p>1.6 Additional evidence needs to be provided which demonstrates adherence of this</p>	<p>1.5 Response:</p> <p>As unit head, the CED Dean has the ultimate authority over the credentialing/licensure of CHHS credential programs. The Credential Director and Associate Dean report directly to the CED Dean and coordinate with CHHS to provide credential information and support (see updated org charts for <a href="#">APEAA</a>, <a href="#">SLP</a>, <a href="#">SSW/CWA</a>). The red triangle on the org charts indicate the relationship to the CED Dean as the ultimate credentialing authority. We attempt to mitigate challenges posed by programs outside of CED through collaboration on credentialing, assessment, and policy-level supports (see 1.4). CHHS Dean has ultimate oversight of SSW curriculum, assuming alignment with CTC credential standards.</p> <p>-----</p> <p>1.6 Response:</p> <p>CHHS is committed to the promotion of equity and diversity and has implemented the following:</p>

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	<p>-----</p> <p>1.7 Insufficient evidence that the institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.</p>	<p>standard for all programs outside of the CED.</p> <p>-----</p> <p>1.7 Additional evidence needs to be provided which demonstrates adherence of this standard for all programs outside of the CED.</p>	<p>1) Established a Social Justice committee within the CHHS faculty Council to make suggestions for actions, professional development, etc.</p> <p>2) Created a Beach 2030 Fellow position, with 3 units of release time, to pursue and promote Beach 2030 DEI goals (see <a href="#">department action plans</a>).</p> <p>3) Provides <a href="#">DEI training</a> to all search committees and assigns <a href="#">faculty equity advocates</a>.</p> <p>4) Provides <a href="#">Lauda Lectures</a> addressing social justice and diversity.</p> <p>-----</p> <p>1.7 Response:</p> <p>All hired instructors must submit packet of materials for review (see <a href="#">checklist</a>). All hired instructors are reviewed yearly if on one-year contracts, or every three years if they have 6+ years with the university. Additionally, students complete <a href="#">SPOT assessments</a> on instructors, and these are reviewed at</p>

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			the department and/or college level (depending on type of review that year).
<b>Standard 2: Candidate Recruitment and Support</b>	2.3 Insufficient evidence regarding how information and personnel are clearly identified and accessible to guide candidates in attainment of program requirements in the PASC and RLAA programs	2.3 Information provided to candidates regarding program advisement and credential filing process for the PASC and RLAA programs	<a href="#">Additional narrative and evidence</a> have been added to Standard 2.3 to demonstrate how candidates in the Preliminary Administrative Services Credential Program and the Reading and Language Arts Added Authorization Program receive program advisement and detailed credential filing instructions.
<b>Standard 3: Course of Study, Fieldwork, and Clinical Practice.</b>	<p>3.4 Insufficient evidence regarding how site-based supervisors are trained in supervision and evaluated in a systematic manner for the PPSP and MS/SS programs</p> <p>3.6 Insufficient evidence of a process for selecting candidate placement sites were not found for four programs (RLAA, MS/SS, APE and PPS SSW)</p>	<p>3.4 -Handbooks and Interviews with PPSP and MS/SS site supervisors</p> <p>3.6 - Handbooks showing criteria, and tracking/log of placements showing evidence of being met.</p>	<p>3.4 Response: Information on the training of site-based supervisors is available in the MSCP Handbook (<a href="#">pp. 7-11</a>), SSCP Handbook (<a href="#">pp. 23-31</a>), and the School Psych Training PowerPoint (<a href="#">pp. 7-10</a>).</p> <p>3.6 Response: The Office of Clinical Practice approves fieldwork sites for all credential candidates, so the <a href="#">Affiliation Agreement Template</a> captures the CTC's criteria (see e.g., Videoing in Classrooms, p. 4; Responsibilities of District, p. 6). See also <a href="#">SSW's field agency criteria</a>.</p>

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			<p>Candidate placement logs are available on the <a href="#">Program Standards Review webpages</a> under section 6.4 (<a href="#">MS-Traditional</a>, <a href="#">SS-Traditional</a>, <a href="#">APE</a>, <a href="#">PPS SSW</a>). Note that the RLAA program only enrolls credentialed teachers, so they complete the 40 hours of fieldwork for the added authorization at the school they already work at under university supervision.</p>
<p><b>Standard 4: Continuous Improvement</b></p>	<p>4.3.1 Reviewers were not able to find evidence that “the continuous improvement process includes multiple sources including 2) feedback from stakeholders such as employers and community partners about the quality of the preparation” outside the non-initial teacher credential programs. (MS/SS/EdSpec have it, others don't)</p>	<p>4.3 Verify/confirm representation from outside program in CI process and role in Unit Assessment System</p> <p>CSU One-year Follow-up Survey for MS, SS, and ES program solicits feedback from stakeholders, but reviewers do not see any evidence from other programs.</p>	<p>4.3 Response:</p> <p>Most programs have <a href="#">advisory committees</a> comprised of multiple stakeholders representing school districts and other community partners who meet to gage the quality of program candidate preparation. School District partner meetings are held every semester with employers. During these meetings, we <a href="#">solicit their input</a> on our preparation programs and practices and learn about their employer needs.</p> <p>The College of Education includes alumni from most credential programs—including those housed outside the CED—in our <a href="#">triennial alumni surveys</a></p>

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			(see <a href="#">snapshot</a> as well). Additionally, APEAA and SLP collect <a href="#">employer evaluations of their alumni</a> , and SLP runs their own periodic <a href="#">alumni survey</a> .
<b>Standard 5: Program Impact</b>		Evidence is provided on projects and grant activities and impact; however, not all programs are represented and the number of participants representing the number of candidates is not clear. Verify impact on “teaching and learning” at the site visit.	5. Response  Certain program faculty (e.g., School Psychology, School Counseling, and Ed. Specialist) have been able to obtain large federal grants for school interventions. Typically, the grants involve scholarships for selected candidates in these programs to provide supervised intervention strategies with K-12 students in classroom, school, or community settings. Not all CTC program faculty have been able to obtain such competitive grants. The principal investigators of these grants have reports on the number of students served, as well as outcome research on literacy, math, transition program progress, etc. Some more specific impact reports and other information is linked in the <a href="#">table provided</a> .

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			<p>Faculty from missing programs were added to <a href="#">an updated Exhibit 5.2A</a> (see green rows).</p> <p>In addition to our alumni survey linked in 4.3, the CSU Educator Quality Center administers a <a href="#">survey</a> to Year One Teachers that helps us estimate our impact on teaching and learning in K-12 schools. <a href="#">Key highlights</a> from this survey show that CSULB is positively impacting teaching and learning for all students in schools.</p>