

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

Institution	CSU Long Beach	Program	SCHOOL PSYCHOLOGY (2019)
Date of Review	December 2021		

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	4,5
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design, Rationale, Organization and Context	Course sequence is unclear: Semester breakdown and course naming is inconsistent. The assessment courses, 524 A-B-C flow is confusing.	Our course sequence by year in program and semester can be found in the attached Program Handbook (p. 7, Table 2) . Alternatively, our course sequence by year in program with full course names can be found in the attached Program Handbook (p. 6, Table 1) ; please note this table does not delineate semesters and this is likely the source of confusion. EDP 524A and EDP 524B are taken fall semester of first year and EDP 524C is taken spring semester of the first year. This sequence exposes candidates to theory, research and best practices during the seminar (EDP 524A) and opportunities to acquire assessment and report writing skills in clinic with practice cases (EDP 524B). During the second semester of their first year, candidates

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		practice assessment and report writing skills with a real student case through our community clinic (EDP 524C).
Standard 2: Preparation of Candidates for Meeting School Psychology Performance Expectations	There is a disconnect between the course titles and the standards the course covers. (Ex: 524a course title states ‘diverse learners’ yet no reference to diverse learners is present in the syllabi).	The course <i>EDP 524A: Psychoeducational Assessment of Diverse Populations</i> covers content related to diverse learners by applying the topics covered to diverse student populations, with special focus on identities related to: race/ethnicity, language, and ability. The student learning objectives (SLOs) could be improved; attached is the syllabus for EDP 524A, fall 2022 with slight updates to the SLOs. Program faculty prioritized curriculum changes to the academic intervention and mental and behavioral health sequence of courses over the past two years. Next, we will update SLOs for courses such as EDP 524A more thoroughly to reflect the content that is covered.
Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements	Practicum evaluation form for 641b, final reflection, is not accessible even though the descriptors are referenced in the program handbook. No criteria for how practicum competencies are measured.	A description of the EDP 641B final reflection is included in the original syllabus. There is no rubric associated to evaluate performance; evaluation is qualitative and done in collaboration with the candidate’s EDP 641B university supervisor. The practica evaluations completed by site supervisors are intended to represent a formative tool with identical items that can be used to measure outcomes over time. It is recognized, however, that the criteria for typical performance across this time span is unclear and might result in inconsistent scoring across raters. During fall 2022, program faculty will reconsider the Likert-scale, establish a criterion for end of year, and add a statement to the evaluation instructions such as, “we expect a typical practica student to be performing at the X level by the end of the fieldwork experience”.