Cal State East Bay
Addendum to the California Commission on Teacher Credentialing (CTC) Common Standards

February 20 2018

Standard 1:
Institutional Infrastructure to Support Educator Preparation

Standard 1:

Twice each year, a panel from key stakeholders attends a class session of SPPA 6300, the capstone course in the credential program. The panel is selected from local school districts and other agencies that employ SLP graduates. The faculty member teaching SPPA 6300, who is also the field program coordinator, attends the panel presentations. Panel members respond to questions from SLP candidates and provide insights that shape the

Off-Site Clinical Placements. SLP candidates are required to complete a 9 week off-site clinical placement. Discussions about the off-site clinical experience provide an opportunity for stakeholders to play in role in defining the off-site clinical experience.

Two Examples of Program Change Resulting from Stakeholder Input

An example of program change resulting from stakeholder input is the requirement that candidates take either SPPA 6228 or SPPA 6999. A consistent message from stakeholders, especially the Capstone Panels and school district personnel, was that the program needed to bolster some of the skills required of completers working in public schools. The program now offers two "elective" courses addressing those issues: SPPA 6228, School, Based Issues, and SPPA 6999: Advanced Articulation and Phonological Disorders. Candidates must take one of these courses.

Another example of program change resulting from stakeholder input was the decision to add a bilingual assignment, focusing on the use of interpreters, in SPPA 6300.

1.2 Speech-Language Pathology Authority and Accountability

Provide additional evidence that "The has the authority and institutional required to address the needs of all educator preparation programs and considers the interests of each program within the ."

Specific Evidence Needed for the Site Visit

such as the Biennial Reports and Program Assessment documents. This includes CEAS-funded additional compensation to the authors of the SLP documents. The CLASS Dean, on the other hand, provides release time and additional compensation to the CSD Chair to fulfill her duties.

The CEAS Dean and the CLASS Dean have a positive working relationship and conduct an ongoing dialogue about the SLP Program. Most of these discussions take place during, before, or after the regular meetings of the four Cal State East Bay Deans. Recent topics of these discussions have included the leadership of the program, the budget challenges of the program, and the CTC accreditation process. It is difficult to recall when there has been an issue in which the Deans disagreed – but both Deans are committed to resolving any issues with solutions that are mutually acceptable to each Dean.

More specifically, traditional academic areas addressed by the CLASS Dean include faculty and staff
* hiring and evaluation, operating

1.B.2 Accreditation CEAS Team (ACT): Roster, 2017-2018

1.B.3 Accreditation CEAS Team (ACT): Meeting Notes, 10/11/17, 11/08/17, and 1/10/18

1.B.4 Campus Committee on Professional PK-12 Education (CCPK-12E): Roster and Meeting Notes of the April 6, 2017 Meeting

1.B.5 Communicative Sciences and Disorders Advisory Council (Speech/Language Pathology): Roster and Meeting Notes of the December 7, 2017 Meeting

1.B.6 Educational Leadership Advisory Council (Administrative Services Preliminary and Administrative Services Clear): Roster and Meeting Notes of (2016-2017 Meeting)

1.B.7 Educational Leadership Institute (Administrative Services Preliminary and Administrative Services Clear): 2017 Program

1.B.8 Educational Leadership Institute (Administrative Services Preliminary and Administrative Services Clear): 2016 Program

1.B.9 Pupil Personnel Services Advisory Council/Supervisors (School Counseling and School Psychology): Roster and Meeting Notes of the October 5, 2016 Meeting

1.B.10 Pupil Personnel Services Advisory Council/Supervisors (School Counseling and School Psychology): Roster and Meeting Notes of the October 11, 2017 Meeting

1.B.11 Special Education Advisory Council (Added Authorizations, Mild to Moderate and Moderate to Severe Disabilities): Roster and Meeting Notes of the May 11, 2017 Meeting

1.B.12 Superintendents' Forum: Roster and Meeting Notes of the October 4, 2017 Meeting

1.B.13 Teacher Education Advisory Council (Reading, Multiple Subject, & Single Subject Programs): Roster and Meeting Notes of the April 26, 2017 Meeting

1.B.14 Department of Educational Leadership (Administrative Services Prelim and Clear Credentials) Winter 2018 Quarterly Update

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Standard 2:
Candidate Recruitment 11.04 -0 0 g

Specific Evidence Needed for the Site Visit

Administrative Services Preliminary (Tier I)

Notes:

Administrative Services Professional (Tier II)

Notes:
School-based Supervisors are called “Coaches.”

1. Sources of evidence on all items listed by the reviewer: (a) Field Placement Assignments, (b) Specific Qualifications of School Based Supervisors (SBS), (c) Selection

2.4 Mild to Moderate Fieldwork/Student Teaching Evaluation Form

Education Specialist: Moderate to Severe Disabilities Preliminary

1. Sources of evidence on all items listed by the reviewer: (a) Field Placement Assignments, (b) Specific Qualifications of School Based Supervisors (SBS), (c) Selection criteria of School Based Supervisors, (d) Supervisor Training Documents, and (e) How Fieldwork and Clinical Practice Are Eiela

2.3 Student Teacher/Cooperating Teacher/University Supervisor Checklist

2.4 Intern/Mentor Teacher/ University Supervisor Checklist

2.5 Multiple Subject and Single Subject University Supervisor Meeting PowerPoint, May 3, 2017

2.6 Multiple Subject and Single Subject University Supervisor Meeting PowerPoint, September 13 & 19, 2017

2.7 Multiple Subjects and Single University Supervisors 2017 General Information PowerPoint

2.8 Intern App Hours Reports – Multiple Subject (see Intern App links)

2.9 Multiple Subjects

2.7 Second-Year, Advanced Fieldwork Evaluation

2.8 School Counseling Fieldwork Log

Pupil Personnel Services: School Psychology

Notes: No formal training program is necessary for University Supervisors in the PPS programs. All University supervision is completed by five full-time, tenure-track faculty and two long-serving lecturers. The Program Coordinator contacts all supervisors at least once every other week.

1.1 Reading and Literac

Special Education Added Authorizations - Autism Spectrum

Notes:
The Autism Spectrum Authorization is embedded in the Preliminary Special Education Credential Programs and consists of four courses: EPSY 6124, EPSY 6137, EPSY 6141, and EPSY 6143. Fieldwork assignments are included in each course and are evaluated by the course instructor.

1. Sources of evidence on all items listed by the reviewer: (a) Field Placement Assignments, (b) Specific Qualifications of School Based Supervisors (SBS), (c) Selection criteria of School Based Supervisors, (d) Supervisor Training Documents, and (e) How Fieldwork and Clinical Practice Are Evaluated:

1.1 Preliminary Education Specialist Credential Program Mild-Moderate and Moderate-Severe Disabilities Program Assessment Document (08/04/16 Final Draft), Autism Authorization Section, Pages 262 – 270

1.2 Course Syllabi
EPSY 6124
EPSY 6137
EPSY 6141
EPSY 6143

Speech/Language Pathology Services

1. Sources of evidence on all items listed by the reviewer: (a) Field Placement Assignments, (b) Specific Qualifications of School Based Supervisors (SBS), (c) Selection criteria of School Based Supervisors, (d) Supervisor Training Documents, and (e) How Fieldwork and Clinical Practice Are Evaluated:

1.1 Speech Language Hearing Services Credential – Speech Language Pathology Program Assessment Document (12/18/15 Final Draft), Standards 6, 7, and 8, pages 20 – 22

1.2