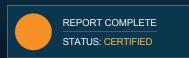# title II
higher education act

2021 TITLE II REPORTS
National Teacher Preparation Data

CA | **CSU Dominguez Hills**
Alternative, IHE-based Report AY 2019-20
California

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1000 E. Victoria Street

CITY

Carson

STATE

California ▼

ZIP

90747

SALUTATION

Mr. ▼

FIRST NAME

Darrel

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	PG	

Total number of teacher preparation programs:

2

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ○ Yes
- ● No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify: [ ]	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[ ]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[ ]

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● **Yes**
○ **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	● Yes	○ No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
	Yes	No	Yes	No
Interview	● Yes	○ No	○ Yes	● No
Other Specify:	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.67

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	
Number of clock hours required for student teaching	

Are there programs in which candidates are the teacher of record?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	50
Number of years required for teaching as the teacher of record in a classroom	1

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	16.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	33
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	126
Number of students in supervised clinical experience during this academic year	189

Please provide any additional information about or descriptions of the supervised clinical experiences:

Interns are teachers of record in their own classrooms, and are supervised by university supervisors, district support providers as well as their onsite administrators. They enroll in a fieldwork seminar during each semester of their Intern teaching experience. District support providers and onsite administrators are NOT included in the number of adjunct faculty supervising clinical experience.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	109
Subset of Program Completers	95

Gender	Total Enrolled	Subset of Program Completers
Male	33	28
Female	76	67
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	1
Black or African American	21	19
Hispanic/Latino of any race	55	46
Native Hawaiian or Other Pacific Islander	0	0
White	16	15

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	10	9
No Race/Ethnicity Reported	6	5

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	10	9
No Race/Ethnicity Reported	6	5

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	31
13.1202	Teacher Education - Elementary Education	17

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	19
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

○ Yes
● No

☐ **No teachers prepared in academic year 2019-20**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ● Yes
- ○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ● Yes
- ○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ● Yes
- ○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ● Yes
- ○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ● Yes
- ○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ● Yes
- ○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

CSUDH maintains close partnerships with local districts and schools. Members of our Advisory groups give us feedback and insight into our programs. Employer surveys allow us to respond to local needs for teachers. Coursework in General Education programs emphasizes strategies for teaching children with special needs and children who are learning English as a second language. Specific assignments require candidates to become familiar with community resources, families and school cultures. We are located in an urban area, which is the focus of our programs. We place student teachers and interns in local urban schools and they are supported by field supervisors who guide their observations and instruction along these lines.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

During 2019-2020, we expected to enroll an additional 5 prospective math teachers.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

As a program, we are using a few recruitment strategies to meet this goal. First, we are holding monthly information sessions for potential math teacher candidates advertised on our website, through social media, and email listserves. Second, we reconvened a committee on campus called the Undergraduate Education Program Committee. The committee is comprised of faculty around campus that are interested in supporting their undergraduate students enter the teaching profession. The committee is represented by faculty in the math, science, foreign languages, and English departments on campus.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

During 2020-2021, we expected to enroll an additional 5 prospective math teachers.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

For our alternative program we do not anticipate recruiting any new interns to teach mathematics. We will continue to have the alternative program as an option for our teacher candidates, but it is not a pathway we are actively recruitment students. In general, interns struggle balancing teaching and and a full course load of teacher preparation classes. Alternatively, we are finding other ways to support prospective math teachers have an income while student teaching in the traditional program, advocating for stipends for teachers committed to working in public schools and developing partnerships with local school districts to facilitate student teachers being hired as TA's or substitutes for the district.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

During 2019-2020, we expected to enroll an additional 3 prospective science teachers.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

As a program, we are using a few recruitment strategies to meet this goal. First, we are holding monthly information sessions for potential science teacher candidates advertised on our website, through social media, and email listserves. Second, we reconvened a committee on campus called the Undergraduate Education Program Committee. The committee is comprised of faculty around campus that are interested in supporting their undergraduate students enter the teaching profession. The committee is represented by faculty in the math, science, foreign languages, and English departments on campus.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

During 2020-2021, we expected to enroll an additional 3 prospective science teachers.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

For our alternative program we do not anticipate recruiting any new interns to teach science. We will continue to have the alternative program as an option for our teacher candidates, but it is not a pathway we are actively recruitment students. In general, interns struggle balancing teaching and and a full course load of teacher preparation classes. Alternatively, we are finding other ways to support prospective science teachers have an income while student teaching in the traditional program, advocating for stipends for teachers committed to working in public schools and developing partnerships with local school districts to facilitate student teachers being hired as TA's or substitutes for the district.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

During 2019-2020, we expected to enroll an additional 25 prospective special education teachers.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

As a program, we used a few recruitment strategies to meet this goal. First, we held monthly information sessions for potential special education teacher candidates advertised on our website, through social media, and email listserves. Second, we made an intentional effort to recruit CSUDH undergraduate students taking a Disabilities Studies class in the Anthropology department. We are looking at other potential undergraduate classes that might have students interested in pursuing a special education teaching credential. Third, we are strategically partnering with local school districts to recruit paraprofessionals interested in pursuing a special education teaching credential. We currently have a teacher residency pathway partnership with LAUSD that provides a stipend for teacher candidates interested in obtaining a special education teaching credential.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

During 2020-2021, we expect to enroll an additional 10 prospective special education teachers.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

For our alternative program we do not anticipate recruiting any new interns to teach special education. We will continue to have the alternative program as an option for our teacher candidates, but it is not a pathway we are actively recruitment students. In general, interns struggle balancing teaching and a full course load of teacher preparation classes. Alternatively, we are finding other ways to support prospective special education teachers have an income while student teaching in the traditional program, advocating for stipends for teachers committed to working in public schools and developing partnerships with local school districts to facilitate student teachers being hired as TA's or substitutes for the district.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

During 2019-2020, we expected to enroll an additional 50 prospective teachers prepared to teach limited English proficient students.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

As a program, we used a few recruitment strategies to achieve this goal. First, we held monthly information sessions for potential special education teacher candidates advertised on our website, through social media, and email listserves. Second, we reconvened a committee on campus called the Undergraduate Education Program Committee. The committee is comprised of faculty around campus that are interested in supporting their undergraduate students enter the teaching profession. The committee is represented by faculty in the math, science, foreign languages, and English departments on campus. Lastly, we have a strong partnership with LAUSD through our bilingual teacher residency program. Through this program we provide stipends to teacher candidates interested in obtaining their multiple subject credential with an added bilingual authorization.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

During 2020-2021, we expected to enroll an additional 50 prospective teachers prepared to teach limited English proficient students.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

For our alternative program we do not anticipate recruiting any new interns to teach limited English proficient students. We will continue to have the alternative program as an option for our teacher candidates, but it is not a pathway we are actively recruitment students. In general, interns struggle balancing teaching and a full course load of teacher preparation classes. Alternatively, we are finding other ways to support prospective teachers have an income while student teaching in the traditional program, advocating for stipends for teachers committed to working in public schools and developing partnerships with local school districts to facilitate student teachers being hired as TA's or substitutes for the district.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
192 -ARABIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	1			
193 -ARABIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	2			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	3			
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	14	141	14	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2019-20	95	146	95	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
098 -CBEST Evaluation Systems group of Pearson All program completers, 2018-19	109	149	109	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2017-18	141	150	141	100
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	2			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	6			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	9			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	10	239	10	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	6			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	9			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	10	237	10	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	6			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	9			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	10	231	10	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2019-20	6			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2018-19	9			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2017-18	10	238	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
148 -FRENCH SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1			
149 -FRENCH SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1			
150 -FRENCH SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	2			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	8			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	8			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	2			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	8			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	8			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	4			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	2			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2019-20	5			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2018-19	10	25	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2018-19	9			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2018-19	12	22	11	92
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	5			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	23	237	22	96
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	20	236	20	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	52	235	51	98
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	10	249	10	100
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	13	240	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	7			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	13	229	13	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	51	238	51	100
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	4			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	23	239	23	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	20	237	20	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	52	238	52	100
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	3			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	2			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	3			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	2			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	3			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	2			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	2			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	2			
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	1			
081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	1			
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2019-20	20	226	15	75
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2018-19	42	224	33	79
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2017-18	57	229	49	86
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	5			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	5			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	3			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	9			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	5			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	9			
218 -SCIENCE SUBTEST II: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
218 -SCIENCE SUBTEST II: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	3			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	1			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2018-19	8			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	2			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	4			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	7			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	2			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	4			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	7			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	2			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	4			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	7			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	3			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	1			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	3			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	1			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	4			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	1			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	95	82	86
All program completers, 2018-19	110	100	91
All program completers, 2017-18	141	132	94

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- �’ Yes
- ○ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   Candidates are required to meet basic requirements for technology proficiency through coursework. In their methods coursework, they learn how to infuse technology into their lessons. In addition, they learn where to find data on state, district, and school-level performances on standardized tests. They practice using assessments in Reading/Language Arts, and use results to plan lessons. Candidates examine samples of district and school-level achievement data and incorporate them into signature assignments. In student teaching, they demonstrate their ability to integrate technology into their planning and instruction. Candidates also use complex technology as they complete their coursework. Throughout the program, faculty and students use Blackboard as a method for communicating with candidates, posting and receiving assignments, and engaging students in dialogue. Regarding Universal Design for Learning, all methods courses in each program follow similar templates for lesson planning, and these include prompts to plan for students with special needs and for those who are English learners. Candidates learn to apply multiple strategies to address the learning needs of all children in the classroom, including the use of realia and manipulatives, graphic organizers or representations, and small-group guided learning activities. In the 2018-2019 Completers' Exit Survey, 99% of the responding credential candidates had a positive impression of being well trained to plan and adapt instruction using appropriate strategies, resources, and technology with 46% stating they felt very well prepared, and 40% stating they felt well prepared.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   All general education students are required to take a course titled: EDUCATING STUDENTS WITH SPECIAL NEEDS WITHIN INCLUSIVE SETTINGS (SPE 482). In this class, students will identify strategies and approaches to make general education classrooms inclusive for all students. Integrate students' funds of knowledge, social-emotional learning, developmental considerations and technology to support students and engage families.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the _Individuals with Disabilities Education Act._**

   All general education students are required to take a course titled: EDUCATING STUDENTS WITH SPECIAL NEEDS WITHIN INCLUSIVE SETTINGS (SPE 482). In this class, students will identify strategies and approaches to make general education classrooms inclusive for all students. Integrate students' funds of knowledge, social-emotional learning, developmental considerations and technology to support students and engage families.

   c. **Effectively teach students who are limited English proficient.**

   In California, all of the teaching credential programs (multiple subject, single subject, special education/education specialist) prepare teachers in instruction of limited English proficient students. Each credential candidate that completes our program earns an English Learner Authorization and Cross-cultural, Language, and Academic Development (CLAD) certificate. This certificate authorizes teachers to deliver instruction for English language development (ELD) and specially design academic instruction delivered in English (SDAIE). The requisite knowledge and skills for this certificate are included in all coursework within our traditional teacher education program.

2. **Does your program prepare special education teachers?**

   ◉ Yes
   ○ No

   If yes, provide a description of the activities that prepare _special education teachers_ to:

   a. **Teach students with disabilities effectively**

   Candidates in all Education Specialist Credential programs take SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating DiverseLearners with Exceptionalities, which provide an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental Trand Assessment Issues in Special Education. During their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively. Master Teachers and Field Supervisors closely support student learning over a period of 15 weeks. The Special Education faculty has made revisions to the programs in response to requirements from the CA Commission on Teacher Credentialing.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

Candidates in all Education Specialist Credential programs take SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating DiverseLearners with Exceptionalities, which provide an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental and Assessment Issues in Special Education. During their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively. Master Teachers and Field Supervisors closely support student learning over a period of 15 weeks. The Special Education faculty has made revisions to the programs in response to requirements from the CA Commission on Teacher Credentialing.

c. **Effectively teach students who are limited English proficient.**

In California, all of the teaching credential programs (multiple subject, single subject, special education/education specialist) prepare teachers in instruction of limited English proficient students. Each credential candidate that completes our program earns an English Learner Authorization and Cross-cultural, Language, and Academic Development (CLAD) certificate. This certificate authorizes teachers to deliver instruction for English language development (ELD) and specially design academic instruction delivered in English (SDAIE). The requisite knowledge and skills for this certificate are included in all coursework within our traditional teacher education program.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The credential programs at CSU Dominguez Hills offer a coursework and fieldwork sequence that is designed to effectively prepare candidates to teach all students, with an emphasis on urban school settings. The Multiple and Single Subject programs are organized into Phases (university semesters) that include courses and field experiences. Students may not move on to the next phase until all coursework and assessment requirements are met for each phase. Special Education transition points are linked to early fieldwork and final fieldwork whereas candidates' coursework and assessment requirements must be met before acceptance into fieldwork. Interns (Alternative Program) in Multiple Subject, Single Subject, and Special Education work full-time in a classroom as the teacher of record while taking courses toward their credentials. They are visited regularly by a support provider, and are given further mentoring by an onsite administrator. All candidates have extensive opportunities to study and apply the state-adopted content standards, and to practice in each area of the Teaching Performance Expectations. Throughout each credential program, candidates are engaged in performance assessment tasks and assignments. Signature or key assignments in each program allow faculty to monitor candidates' progress toward completion. Candidates' dispositions are likewise monitored, primarily through fieldwork experiences and interactions with colleagues and peers. Each program as assessment plans that denotes performance and non-performance assessment across each program (beginning, middle, and end). Each assessment is reviewed, at least annually by program faculty. This review includes data analysis, reflection, and program improvement (DRPI+) with documented accountability.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Lisa A. Hutton

TITLE:

Interim Dean

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Jarod Kawasaki

TITLE:

Assessment Coordinator