



AAQEP Annual Report for 2025

Provider/Program Name:	California State University, Bakersfield
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12/31/2030. CSUB received a Good Cause Extension approval to align the CCTC and AAQEP site visits for Fall 2030.

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

California State University, Bakersfield (CSUB) serves the dynamic and growing communities of California’s Southern San Joaquin Valley and the Antelope Valley. The Bakersfield region is a fertile hub for agriculture, energy production, and transportation, while the Antelope Valley features the aerospace industry. The relatively inexpensive cost of living and availability of land in both regions make these communities attractive to families and others seeking affordability and space.

While the regions’ current growth bucks the state’s general demographic trends, the trend continues a long history of movement. In the early twentieth century, the population grew as ranchers, Dust Bowl migrants, and immigrants from Mexico and other regions settled in the area alongside existing residents. Movement into the region from other parts of California, the United States, and the world, including significant Central and South American, Asian, and Indian populations, continues to create complex and

dynamic communities. While Bakersfield itself is the state's ninth-largest city, the university also serves the dozens of rural communities across Kern, Inyo, Kings, Tulare, and North Los Angeles counties, where our students, staff, and faculty call home.

CSUB serves these communities with about 10,500 students enrolled in over 55 degree programs categorized into majors that work, majors that matter, majors that mean business, and majors that make a difference. Among the majors that make a difference are the university's Educator Preparation Programs, including teacher education, special education, educational counseling, educational administration, and Doctoral Program in Educational Leadership. University-wide, the students, or Rising Runners to acknowledge the university's roadrunner mascot, are about 86% undergraduates and 14% graduate students. Most educator preparation students are graduate students. The university has a Hispanic Serving Institution designation and a large proportion of first-generation students.

Improving students' capabilities, opportunities, and potential for positive impact on their communities forms a central university mission reflected in the motto 'Runners on the rise! To this end, CSUB continues to distinguish itself in national rankings for economic value, social mobility, and commitment to student success. Notable rankings include:

- No. 4 in California Futures Foundation's California Mobility Index, 2025
- No. 10 in CollegeNET's Social Mobility Index, 2024
- No. 14 in Best Bang for the Buck College: West, Washington Monthly, 2024
- No. 28 in Master's Universities, Washington Monthly, 2024

This focus on value, mobility, and success can be found throughout the university, college, and educator preparation mission, vision, and values statements.

CSUB Mission, Vision, Values, and Goals

CSUB Mission

California State University, Bakersfield is a comprehensive public university offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. We emphasize student learning through our commitment to scholarship, ethical behavior, diversity, service, global awareness, and life-long learning. The university collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life, and support its economic development.

CSUB Vision

CSUB will be a model for supporting and educating students to become knowledgeable, engaged, innovative, and ethical leaders in the regional and global community.

CSUB Goals

- Strengthen and inspire student success and lifelong learning
- Advance faculty and staff success
- Develop and sustain high-quality and innovative academic programs and support services
- Recognize and address regional needs in collaboration with our community
- Diversify, enhance, and responsibly steward our campus resources

College of Social Sciences and Education (SSE) Mission and Goals**SSE Mission**

The mission of the College of Social Sciences and Education is to enrich the lives of our students and improve the communities in which they live by providing high-quality undergraduate, credential, and graduate programs in the social sciences and education. Our programs provide opportunities for students to grow as wise leaders, engaged and compassionate citizens, reflective users of disciplinary knowledge, well-prepared working professionals, and lifelong learners. We embrace diversity in thought and experience. The College is a resource and partner for increasing the quality of life in our community. In all we do, the College strives for educational access, efficiency, and quality.

SSE Goals

- Recruit, retain, and support high-quality faculty and staff who are dedicated to the mission of the University and College.
- Provide opportunities for strong disciplinary preparation and rich overall academic experiences leading to timely graduation.
- Develop stronger relationships with external partners in order to create opportunities for students and to improve the quality of life within our community.
- Expand academic programs with the College that increase educational access without sacrificing quality or efficiency.

Educator Preparation Programs (EPP) Mission, Vision, and Theme**EPP Mission**

CSUB Educator Preparation Programs cultivate school, university, and community partnerships that prepare highly qualified education professionals who work collaboratively to nurture an equitable and informed education community.

EPP Vision

The CSUB Educator Preparation Programs will be the nexus of a network of ethical educational leaders who promote student growth and improve the quality of life in their communities.

EPP Theme

Expanding minds. Engaging hearts. Enhancing communities.

[Unit Assessment System](#)

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.csub.edu/educaccred/aaqep/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 06/30/2025)	Number of Completers in most recently completed academic year (12 months ending 06/30/2025)

<i>Programs that lead to initial teaching credentials</i>			
Preliminary Credential	Special Education	138	38
	Multiple Subject	433	183
	Single Subject	281	123
Total for programs that lead to initial credentials		852	344
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Added Authorization	Early Childhood Special Education	16	4
	Bilingual	22	21
	Reading Literacy	46	14
Total for programs that lead to additional/advanced credentials		84	39
<i>Programs that lead to P-12 leader credentials</i>			
Total for programs that lead to P-12 leader credentials			
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
Master of Arts	Curriculum & Instruction	256	108
	Special Education	34	10
Total for programs that lead to specialized professional or no specific credentials		290	118
TOTAL enrollment and productivity for all programs		1243	501
Unduplicated total of all program candidates and completers		1208	493

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

No programs were added or discontinued in AY 2024-25; however, the Single Subject Credentialing program added a new subject focus in Dance for students with an existing credential.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
1208
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
493
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
475

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

Program	Expected Time Frame	1.5 timeframe	total completers
Multiple Subject 3 terms/ 5 terms	189	21	214
Single Subject 3 terms/5 terms	124	16	142
Special Education 3 terms/5 terms	22	16	40
Bilingual 2 terms/4 terms	0	22	22
Reading Literacy 1 term	0	32	34
ECSE 2 terms	2	2	5
MA. Curriculum & Instruction 2 terms/ 3 terms	70	65	148
MA Special Education 3 terms	18	2	21

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Multiple Subject (EDEL) and Single Subject (EDSE) preliminary credential candidates are required to pass the CalTPA prior to credential recommendation, and CSUB has historically maintained strong pass rates on this state-mandated assessment. The [2024–25 report](#) continues to reflect high performance overall, with Multiple Subject candidates passing at rates between 96% and 97% across the two cycles, and Single Subject candidates passing between 94% and 98%. These consistently strong outcomes demonstrate solid preparation and performance across both programs.

Education Specialist candidates in both Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) are also required to pass the EdSp CalTPA as part of their credential process. Overall, [2024-25 report](#) shows MMSN candidates demonstrated strong performance, consistently passing at rates between 94% and 100% across Math and Literacy cycles. ESN candidates also showed generally successful outcomes, with pass rates ranging from 87% to 100%. These results reflect solid preparation and performance across both specialty areas.

The Bilingual Added Authorization (BILA) requires candidates to demonstrate competency in the Spanish language by completing the CSET World languages Exam, Spanish Subtest III, or verification of subject matter competence through a bachelor's degree in Spanish.

The Reading Literacy Added Authorization (RLAA) and the Early Childhood Added Authorization (ECAA) do not have state licensure requirements for admission or authorization recommendation. These two authorization programs do require candidates to hold preliminary credentials in multiple subject, single subjects, or special education prior to recommendation for the added authorization. In essence, these are added authorizations designed for candidates to build upon their prior academic and professional backgrounds as they seek to enhance their conceptual awareness and professional skills vis-à-vis the emerging trends and practices along with evolving state legislations.

The master's degrees in Curriculum and Instruction and Special Education do not require state licensure examinations for admission or prior to conferral of the degree.

F. Explanation of **evidence available from program completers**, with a characterization of findings.

CSUB utilizes a Unit Operations Survey to gauge completer satisfaction with their individual program. Completers are asked to rate their satisfaction with the faculty, program preparation, and their level of confidence in their ability to be an effective educational professional. Overall, the programs in this QAR have a mean score of 4 or above on a 1-5 Likert-type scale for all areas. Program expectations for results would be a score of 3.5 or higher on all survey questions regarding program satisfaction.

[EDEL Unit Operations Survey](#)

[EDSE Unit Operations Survey](#)

[MA C&I Unit Operations Survey](#)

[EDSP Unit Operations Survey](#)

[RLAA Unit Operations Survey](#)

[BILA Unit Operations Survey](#)

RLAA Datafication, & Continuous Improvement Plans: there are multiple mechanisms for datafication and continuous improvement efforts. Given the nuanced nature of this certificate/authorization program, quality indicators include course-level data collected each term using Watermark reports (see sample attached) as well as various artifacts and material students submit (e.g. lesson plans, video lessons, interventions, research papers, portfolios, action plans...etc.) all of which address pertinent state, national standards and guidelines as well as AAQEP standards and aspects. Each course includes rubric-driven anchor assignments submitted to the instructor and program personnel. Additionally, the students completing the RLAA program (as area of emphasis) are generally working on their C&I degree and are surveys using the MA C & I Unit Operation Survey.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

The program currently draws on two sources of employer-related evidence. The first is the CSU Chancellor's Office Year 1 Teacher Survey, which captures the experiences of first-year teachers who are hired, supervised, and evaluated in PK–12 districts. Their reflections provide an indirect but credible indicator of employer perceptions. Recent survey results show that CSUB completers feel well-prepared in key areas aligned with district expectations, including creating productive learning environments, planning and adapting instruction, using assessment to inform teaching, and working with students from diverse backgrounds. Completers overwhelmingly rate their preparation in these domains as adequate, well, or very well, suggesting a strong alignment between program preparation and the instructional demands new teachers face in their school placements.

The second source of employer-related information is the district employer survey historically administered to advanced programs only. These data come from 2014, but even as dated evidence they demonstrate consistently strong employer satisfaction. For example, Curriculum and Instruction graduates received mean ratings between 3.71 and 4.43 on a five-point scale across all measured domains, including content knowledge, professional skills, reflective practice, ability to support diverse learners, and impact on student learning. Similar patterns were reported for graduates of Educational Administration, School Counseling, Special Education, and Multiple Subject advanced pathways. Altogether, these sources indicate that employers perceive CSUB graduates as competent, professionally ready, and capable of making meaningful contributions to student learning. At the same time, the age and limited reach of the employer survey highlight a need to update and broaden employer data collection, particularly for initial teacher preparation programs that are not yet included in this process.

The Reading Literacy Added Authorization (RLAA) hold regular Advisory Meetings that include discussion of program goals, processes, evolving legislation, the place of literacy in education and society at large, and progress in relation to completer needs

to effectively enter the job market and serve their educational communities. Data, evidence, and actions are discussed during these meetings with implications for continuous improvements and concrete steps to enhance program quality and efficiency.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The program primarily investigates employment rates through the CSU Chancellor's Office Year 1 Teacher Survey, which provides the most up-to-date and systematic measure of whether recent graduates have secured teaching positions. The survey includes a direct question asking completers if they are currently employed as PK–12 classroom teachers, and the most recent results show that 84.15 percent of CSUB completers enter teaching positions during their first year. This strong initial employment rate indicates that the majority of program graduates are successfully transitioning into professional roles shortly after completing their credential requirements. In addition to this formal source, the program supplements its understanding of employment trends through ongoing communication with district partners, mentor teachers, and university supervisors who share information about local hiring patterns and placements of recent graduates.

The findings suggest that CSUB completers are consistently employable and that local districts regard them as strong candidates for open teaching positions. However, the program also recognizes that its current employment-related evidence has limitations. Because the district employer survey has not been updated since 2014 and is used only in advanced programs, the unit does not have a current, direct mechanism for collecting employment information for credential completers beyond what is captured in the Year 1 Teacher Survey. Expanding and updating the employer survey to include all programs would strengthen the program's ability to collect reliable employment data, better triangulate systemwide findings, and more fully understand the pathways graduates take as they enter the teaching profession

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

California State University, Bakersfield, is experiencing an overall contraction with reductions in force to address long-standing structural deficits. These university reductions are in addition to reductions from the state and federal levels. There remains uncertainty regarding the full extent of these financial implications. Heading into the school year 24-25, two tenure-track lines for the Teacher Education programs were lost. Furthermore, Dr. Debbie Meadows, Director of Assessment and Accreditation, announced her retirement. The university has not filled the position heading into this school year, and there are no plans to fill the position in the foreseeable future. This formerly full-time administrative role has been transitioned to faculty through release time,

but the release time only constitutes about half of the former time allocation. The time allocation is further diluted when considering faculty's heavy teaching, scholarship, and other service responsibilities. The transition, including transferring institutional knowledge and the need to accomplish the same amount of work product in half the allocated work time units, is showing signs of slowing further progress that will be experienced more fully as the school year 2025-2026 progresses.

The Reading Literacy Added Authorization (RLAA) participants are employed in the PK-12 schools in various capacities including teachers, curriculum specialists, support staff, administrators and the like. The RLAA program coordinator maintains close ties with most program completers through formal and informal means including participation on the RLAA advisory committee and requests to mentor and support current RLAA students and program faculty.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<p>Multiple Subject The EDEL 5200 Signature Assignment focuses on AAQEP Standard 1a by requiring candidates to demonstrate content, pedagogical, and professional knowledge relevant to teaching mathematics. Through the design of a comprehensive, standards-based mathematics lesson plan, candidates show their ability to apply mathematical concepts, instructional strategies, and differentiation techniques that support diverse learners.</p> <p>The assignment emphasizes alignment with the California Common Core State Standards for Mathematics and ELD Standards, engaging students in problem-solving, reasoning, communication, and multiple representations.</p>	<p>The EDEL 5200 Signature rubric evaluates the candidate’s ability to apply disciplinary content and pedagogical knowledge to design instruction that engages students in mathematical reasoning, communication, and conceptual understanding. Candidates are assessed on how effectively they integrate the Standards for Mathematical Practice (SMPs) throughout the lesson plan and how well they articulate a rationale that links instructional choices to student learning.</p> <p>For a candidate to meet the requirement, they must score at the Proficient or Distinguished level of mastery on the assignment rubric.</p> <p>To be considered proficient, the candidate must clearly identify and intentionally embed the SMPs in the lesson objectives, tasks, and assessments. The candidate must provide their students opportunities to engage in reasoning, problem-solving, and communication that reflect the SMPs.</p>	<p>Data from Signature Assignment results indicate that candidates consistently perform at a “Met” level for this assignment.</p> <p>Across 131 assessments, there were 128 instances where candidates met the standard, whereas there were only 3 instances where candidates did not meet the standard.</p> <p>Candidates who met the standard achieved an average total rubric score of 190.28 out of 200, with an average rubric section score of 23.72 out of 25 and a standard deviation of 11.29, indicating consistently strong performance near the <i>Proficient to Distinguished</i> range.</p> <p>This demonstrates that candidates successfully apply content and pedagogical knowledge in mathematics instruction and consistently meet expectations for AAQEP 1a through effective lesson design, integration of mathematical practices, and reflective rationale.</p>

	<p>Candidates must also, through a written rationale, clearly connect their instructional choices to how students will develop mathematical understanding, thus demonstrating sound application of content and pedagogy.</p>	
<p>Single Subject Single Subject Classroom course requires candidates to design a comprehensive instructional unit that demonstrates their ability to plan, organize, and deliver effective instruction for all learners.</p> <p>The Signature Assignment (250 points) directly aligns with AAQEP Standard 1a by assessing candidates’ ability to integrate content, pedagogical, and professional knowledge in the design and analysis of classroom instruction.</p> <p>Candidates develop a 5 to 10 day instructional unit plan aligned with California Content Standards that incorporates diverse instructional strategies, Universal Design for Learning (UDL), and meaningful assessment practices.</p>	<p>The EDSE 5200 Signature Assignment rubric evaluates each candidate’s ability to apply disciplinary content knowledge and pedagogical expertise to plan, deliver, and assess instruction that promotes conceptual understanding and engagement in the secondary classroom. Candidates are assessed on how effectively they organize subject matter, employ varied instructional methods, and use assessment data to guide learning.</p> <p>To meet expectations, candidates must perform at the Proficient or Distinguished level on the assignment rubric.</p> <p>At the proficient level, candidates clearly demonstrate their ability to design lessons that present content through multiple modalities including written and oral presentation, manipulatives, visual models, and technology, and make meaningful interdisciplinary connections.</p>	<p>Data from Signature Assignment results indicate that candidates consistently perform at a “Met” level for the EDSE 5200 Signature Assignment. Across 70 total assessments, there were 65 instances where candidates met the standard and only 5 instances where they did not. Candidates who met expectations achieved an average total rubric score of 21.31 out of 25, with a standard deviation of 2.14, reflecting consistently strong performance within the <i>Proficient to Distinguished</i> range.</p>

<p>The unit includes lesson plans, instructional materials, formative and summative assessments, and a reflection addressing equitable and culturally sustaining pedagogy.</p>	<p>Lessons include evidence of both formative and summative assessments that inform instruction and monitor student progress. Candidates must also provide a written rationale that links instructional choices to how students will develop subject-specific understanding, reasoning, and communication, demonstrating a strong application of content knowledge, pedagogical design, and reflective practice in alignment with AAQEP Standard 1a.</p>	<p>This demonstrates that candidates successfully apply content and pedagogical knowledge to organize subject matter, design interdisciplinary instruction, and assess student learning. These results confirm that EDSE 5200 candidates consistently meet expectations for AAQEP Standard 1a through effective instructional design, integration of evidence-based strategies, and reflective practice.</p>
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<p>Reading Literacy Authorization</p> <p>The EDLT 6100: Creating a Culture of Literacy in Diverse Settings course examines literacy development through theoretical and research-based perspectives. The Signature Assignment requires candidates to articulate a comprehensive vision of literacy that integrates key theories, research findings, and pedagogical approaches. This task directly supports AAQEP Standard 1a by asking candidates to demonstrate content, pedagogical, and professional knowledge in literacy education. Through this assignment, candidates synthesize research on the foundations of literacy, apply theoretical frameworks, and propose strategies for creating and sustaining a culture of literacy that meets the needs of diverse learners. The presentation serves as an applied demonstration of candidates' ability to connect literacy theory to practice, communicate complex concepts clearly, and exhibit professional competence in educational leadership</p>	<p>The EDLT 6100 Signature Assignment rubric evaluates each candidate's ability to critically apply disciplinary content knowledge and pedagogical understanding to design and communicate effective literacy instruction. Candidates are assessed on how well they synthesize theoretical frameworks, current research, and instructional principles to articulate a coherent and evidence-based vision of literacy that supports equitable learning environments.</p> <p>To meet expectations, candidates must perform at the Proficient or Distinguished level on the assignment rubric.</p> <p>At the proficient level, candidates clearly demonstrate their ability to design and present a comprehensive vision of literacy grounded in research and pedagogy. They intentionally integrate key elements of literacy development including reading, writing, speaking, and listening into instructional design. Candidates must also provide a written rationale that connects instructional choices to how students develop language and literacy skills, demonstrating thoughtful application of content and pedagogical knowledge in alignment with AAQEP Standard 1a.</p>	<p>Data from program assessment indicate that all candidates in EDLT 6100 more than met the standard for the Signature Assignment (Vision of Literacy), reflecting consistent mastery of AAQEP Standard 1a. Out of 19 total assessments, 100% of candidates met expectations, achieving a mean rubric score of 43.89 out of 50 with a standard deviation of 0.94. The average performance level of 7.44 out of 8.33 possible demonstrates a strong pattern of proficiency approaching the <i>Exceeds Expectations</i> range.</p> <p>This performance data shows that candidates understand the power literacy exerts on learning and teaching as they effectively synthesize theoretical, pedagogical, and research-based knowledge and skills to develop a coherent, evidence-driven vision for literacy education. Results confirm that EDLT 6100 candidates demonstrate global conceptual awareness and advanced competence in applying disciplinary knowledge to design, articulate, and communicate literacy practices consistent with the goals of AAQEP Standard 1a</p>
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<p>Curriculum and Instruction</p> <p>The EDCI 6100: Research Methods for Educational Leaders course prepares candidates to design and conduct research that informs instructional leadership and educational improvement. The Signature Assignment: Action Research Proposal (100 points) directly aligns with AAQEP Standard 1a, as it requires candidates to demonstrate content, pedagogical, and professional knowledge through the design of a comprehensive research proposal. Candidates identify a problem of practice, synthesize relevant literature, design a data collection plan, and outline implications for school reform and instructional effectiveness. Through this process, candidates connect research theory to practice, showing their ability to apply disciplinary knowledge to authentic educational contexts.</p>	<p>The EDCI 6100 Signature Assignment rubric evaluates each candidate’s ability to synthesize relevant research literature and connect it directly to their proposed study, demonstrating mastery of conceptual, theoretical, and disciplinary knowledge. Candidates are assessed on the depth, accuracy, and coherence of their literature synthesis, as well as how effectively they apply research to inform their proposed study.</p> <p>To meet expectations, candidates must perform at the Target level on the assignment rubric.</p> <p>At this level, candidates present a comprehensive synthesis of relevant literature that clearly explains how it informs their proposed study. Their writing demonstrates a deep understanding of research trends, theoretical frameworks, and practical implications, providing convincing evidence of their ability to integrate content knowledge and pedagogical understanding.</p>	<p>Data from program assessment results indicate that candidates consistently perform at a “Met” level for this assignment. Out of 48 total assessments, 42 candidates met the standard and 6 did not. Candidates who met expectations achieved a mean rubric score of 95.21 out of 100, compared to 82.5 for those who did not. The overall performance average of 11.99 out of 15 reflects achievement between <i>Acceptable</i> and <i>Target</i> levels.</p> <p>These outcomes demonstrate that candidates effectively apply content and pedagogical knowledge in research design and literature synthesis, meeting AAQEP Standard 1a by connecting theory, evidence, and practice in ways that inform educational leadership and continuous improvement</p>
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	<p>Candidates who meet this standard show clear mastery in applying scholarly research to guide inquiry and design, demonstrating strong alignment with AAQEP Standard 1a.</p>	
<p>Education Specialist The EDSP 5650: Curriculum and Instruction for Students with Mild/Moderate Support Needs course prepares candidates to design, implement, and evaluate instruction for students with disabilities using research-based practices.</p> <p>The Signature Assignment: Instructional Plan (100 points) directly aligns with AAQEP standard 1a by asking candidates to develop individualized goals and objectives for students with mild to moderate support needs. Each candidate must construct and teach 6 lessons (three in math/science, and three in reading/writing). Candidates must include Universal Design for Learning (UDL), Multi-tiered Systems of Supports (MTSS), and assistive technology to ensure access and progress for all learners.</p>	<p>The EDSP 5650 Signature Assignment rubric evaluates candidates' ability to apply disciplinary content, pedagogical, and professional knowledge to design, implement, and assess targeted interventions that address diverse learners' needs. Candidates are assessed on how effectively they analyze student data, align goals and objectives to identified needs, and deliver evidence-based instruction supported by research and reflection.</p> <p>To meet expectations, candidates must score at the Proficient or Distinguished level of mastery on the assignment rubric.</p> <p>At the proficient level, candidates clearly demonstrate their ability to develop a comprehensive instructional intervention plan that includes accurate baseline data, measurable goals, and well-structured lessons using research-supported strategies. Candidates must also provide meaningful opportunities for students to engage in individualized, differentiated</p>	<p>Data from Signature Assignment results indicate that candidates consistently perform at a "Met" level for the EDSP 5650 Instructional Intervention Plan. Across 32 total assessments, there were 22 instances in which candidates met the standard and only 10 instances in which candidates did not.</p> <p>Candidates who met expectations achieved an average total rubric score of 93.95 out of 100, compared to 89.1 for those who did not, with a standard deviation of 6.15. The average performance level of 13.42 out of 14.29 possible indicates strong performance between the <i>Proficient</i> and <i>Distinguished</i> range.</p> <p>This reveals that candidates effectively apply content knowledge, pedagogical skill, and data-informed instructional design to develop, implement, and evaluate individualized interventions.</p>

<p>Candidates will also need to analyze the student’s response to intervention (RTI) and use findings to draw data-based conclusions and make recommendations for next steps. Through this process, candidates demonstrate the ability to apply theoretical knowledge and pedagogical principles to authentic instructional contexts.</p>	<p>learning experiences and show growth through formative and summative assessment results. In addition, candidates submit a written reflection that connects instructional decisions to student outcomes, demonstrating thoughtful synthesis of content expertise, pedagogical design, and data-informed practice in alignment with AAQEP Standard 1a.</p>	<p>These results confirm that EDSP 5650 candidates consistently meet and often exceed expectations for AAQEP Standard 1a through the use of evidence-based instructional strategies and reflective analysis of student progress.</p>
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<p>Multiple Subject The EDEL 5800: Multiple Subject Clinical Practice course provides candidates with a semester long co-teaching experience in K–6 classrooms, integrating professional collaboration, family engagement, and culturally responsive practices. The course directly supports AAQEP Standard 2a by preparing teacher candidates to understand and engage with the school, family, and community contexts in which they teach.</p> <p>Throughout clinical practice, candidates collaborate with Cooperating Teachers,</p>	<p>The ED 5800 Final Evaluation rubric assesses candidates’ ability to engage families, colleagues, and local communities in ways that promote equitable learning outcomes and student well-being. In alignment with AAQEP Standard 2a, the evaluation focuses on candidates’ communication, collaboration, and ability to connect instruction to students’ family and community contexts.</p> <p>To meet expectations, candidates must perform at the Proficient or Distinguished level on the rubric.</p>	<p>Program data from EDEL 5800 (Fall 2025) show that candidates performed strongly on competencies related to AAQEP Standard 2a. Out of 626 total assessments, 459 candidates met the standard and 167 did not. Candidates who met expectations achieved a mean rubric score of 23.95 out of 28, compared to 17.63 for those who did not, with a standard deviation of 5.17. The average performance level of 3.1 out of 4 indicates performance between the <i>Proficient</i> and <i>Distinguished</i> levels.</p> <p>These results show that candidates</p>

<p>University Supervisors, and families to build strong, inclusive learning environments that promote equity and student growth. Candidates are evaluated on their ability to co-plan and co-teach lessons, communicate effectively with caregivers, and participate in professional collaboration. The Final Clinical Evaluation measures how candidates apply these skills to build meaningful partnerships with school and community stakeholders that enhance student learning.</p>	<p>At the proficient level, candidates demonstrate consistent communication and collaboration with families and colleagues, intentionally incorporating students' cultural, linguistic, and community backgrounds into their instructional planning and interactions. Distinguished candidates move beyond this by establishing meaningful partnerships with families and caregivers, fostering inclusive home-school connections, and collaborating broadly with community stakeholders to support school improvement and student learning.</p> <p>Through these practices, candidates demonstrate their ability to understand and engage local school and cultural communities, communicate effectively with families, and foster relationships that promote student success, thereby meeting the expectations of AAQEP Standard 2a.</p>	<p>consistently apply skills in communication, collaboration, and community engagement. They build partnerships with families, colleagues, and school communities that foster trust, inclusivity, and student success thus meeting expectations for AAQEP Standard 2a.</p>
<p>Single Subject The EDSE 5800: Single Subject Clinical Practice course provides candidates with a semester-long co-teaching experience in grades 7–12, integrating professional collaboration, family engagement, and culturally responsive practices. The</p>	<p>The ED 5800 Final Evaluation rubric evaluates how effectively candidates engage with families, colleagues, and local communities to enhance student learning and growth. In alignment with AAQEP Standard 2a, the evaluation measures candidates' ability to</p>	<p>Program data from Fall 2025 show that candidates in EDSE 5800 demonstrated strong performance related to AAQEP Standard 2a. Out of 132 total assessments, 125 candidates met the standard and 7 did not. Candidates who met expectations earned an average</p>

<p>course directly supports AAQEP Standard 2a by preparing teacher candidates to understand and engage with the school, family, and community contexts in which they teach.</p> <p>Throughout clinical practice, candidates work collaboratively with Cooperating Teachers, University Supervisors, students, and families to build strong relationships that promote equitable learning opportunities. They are evaluated on their ability to co-plan and co-teach inclusive lessons, communicate effectively with caregivers, and participate in ongoing school-based collaboration. The Final Clinical Evaluation measures how candidates apply these professional competencies to foster respectful, reciprocal partnerships that support student learning and well-being.</p>	<p>collaborate, communicate, and respond to the needs of the communities they serve.</p> <p>To meet expectations, candidates must perform at the Proficient or Distinguished level on the rubric.</p> <p>At the proficient level, candidates consistently communicate and collaborate with families and colleagues, integrating students' cultural and community backgrounds into instruction and maintaining respectful, ongoing partnerships that support learning. Candidates at the distinguished level extend these practices by fostering authentic, reciprocal relationships with families and community members, demonstrating leadership in collaboration, and contributing to broader school improvement initiatives.</p> <p>Through these evaluated components, candidates demonstrate their capacity to engage school and community partners, communicate effectively with families, and build relationships that promote equity and student success, thereby meeting and often exceeding expectations for AAQEP Standard 2a.</p>	<p>rubric score of 9.98 out of 12, compared to 7.83 for those who did not, with a standard deviation of 1.27. The average performance level of 3.31 out of 4 indicates that most candidates performed between the <i>Proficient</i> and <i>Distinguished</i> levels.</p> <p>These results show that candidates consistently apply skills in communication, collaboration, and community engagement. They build partnerships with families, colleagues, and school communities that foster trust, inclusivity, and student success thus meeting expectations for AAQEP Standard 2a.</p>
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<p>Curriculum and Instruction</p> <p>The EDCI 6200: Teaching for Diversity and Social Justice course engages candidates in the development of leadership skills and culturally responsive pedagogy through a focus on social justice and diversity in education. The Signature Assignment: Social Justice in Education Project (100 points) directly supports AAQEP Standard 2a by requiring candidates to connect educational theory and practice to authentic community engagement.</p> <p>For this project, candidates conduct a literature review on a topic related to social justice in education and then design and implement a social justice project in partnership with a community organization. The assignment assesses candidates' ability to collaborate with local communities, understand diverse cultural contexts, and advocate for equitable educational opportunities. Through this experience, candidates demonstrate how educators can build partnerships with families, communities, and colleagues to create inclusive and responsive educational environments.</p>	<p>The EDCI 6200 Signature Assignment rubric evaluates candidates' ability to collaborate with community organizations and apply knowledge of diversity, culture, and equity to promote effective partnerships.</p> <p>At the Target level (18–20 points) for Alignment with the Literature Review and Description of Organization and Project candidates clearly connect their literature review to a relevant community organization and social justice project. They present a well-structured plan of action with defined outcomes that demonstrate how educators can work collaboratively with families and community groups to address inequities. At the Target level (27–30 points) for Coverage of Content candidates comprehensively address key social justice themes, link their research to authentic educational contexts, and demonstrate how partnerships with local organizations can enhance equity and inclusion.</p> <p>These rubric components collectively measure candidates' ability to build authentic, reciprocal relationships with communities, engage in culturally</p>	<p>Data from program assessment results show that most candidates met expectations for the EDCI 6200 Signature Assignment, demonstrating strong performance in AAQEP Standard 2a. Out of 43 total assessments, 38 candidates met the standard and 5 did not. Candidates who met expectations earned an average rubric score of 95.84 out of 100, compared to 86.6 for those who did not, with a standard deviation of 4.71. The average performance level of 19.05 out of 20 possible reflects achievement near the Proficient to Distinguished range.</p> <p>These results demonstrate that candidates consistently engage in meaningful collaboration with community partners and apply culturally responsive, equity-focused practices showing the majority of candidates meeting the expectations for AAQEP Standard 2a.</p>
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	responsive practice, and advocate for equitable educational change.	
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

All faculty worked collaboratively in coursework groups to re-align all syllabi and signature assignments with the TPEs, AAQEP standards, and CCTC requirements. Using insights gathered from the Data Retreat and the CSU Exit Survey, the team identified program strengths and areas for continued improvement.

The Multiple Subject faculty completed Summer PLC work to align course content, revise syllabi, and strengthen consistency across the program. These additions and revisions were made to more intentionally embed TPE 7 and ensure greater consistency in expectations and language across all syllabi.

The Single Subject Program restructured the Methods of Teaching course into distinct content-area sections, including Language Arts, Social Sciences, Mathematics, Science, Modern Languages, and Electives (such as Dance, Art, Music, and Physical Education). This redesign allows the curriculum to focus more intentionally on discipline-specific instructional strategies and pedagogy.

Faculty collaboration through Professional Learning Communities (PLCs) supported this redesign process through multiple summer meetings that included collaborative discussion between instructors of core courses including Methods, Educational Psychology, Literacy Across the Content Areas, Classroom Management and Assessment. Additionally, the beginning stages of horizontal alignment across courses was initiated through these meetings. The outcomes of the summer PLC work included aligned course content, revised syllabi, and strengthened consistency across sections.

The Cultivando Maestros Kern Multilingual Residency Program proudly graduated its first cohort of 16 residents, each earning a Multiple Subject Credential and Spanish Bilingual Authorization concurrently.

The Master's in Curriculum and Instruction Program continues to hold regular literature review workshops to strengthen candidates' research and scholarly writing skills. Coursework has been updated to be more practical and application-focused (e.g., EDCI 6400 and EDCI 6300). The program also introduced a new Teaching with AI course and is developing an AI integration philosophy, while revising the culminating exam to better reflect candidates' leadership and instructional design competencies.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Candidates will be able to develop literacy for all learners within their class by facilitating and supporting language development, language acquisition, and literacy growth through inclusive, evidence-based instructional practices aligned with the Teaching Performance Expectations (TPE 7). <i>1d</i>
Actions	<ul style="list-style-type: none"> • Integrate explicit references to TPE 7 components (meaning making, language development, effective expression, content knowledge, and foundational skills) in both coursework and clinical observation. • Use the TPE 7 Checklist to ensure that each area is intentionally addressed, supported, observed, and evaluated throughout the two-semester clinical experience. • Train university supervisors on consistent rubric calibration to improve reliability of candidate assessment.
Expected outcomes	Successful passage of the Literacy Performance Assessment (LPA) will serve as a key indicator of this competency, reflecting candidates' ability to plan, teach, assess, and reflect on literacy instruction that supports language development and literacy growth across diverse student populations.
Reflections or comments	N/A
Standard 2	

Goals for the 2025-26 year	<i>Strengthen candidate dispositions and readiness for clinical practice by cultivating professionalism, reflective practice, and ethical responsibility. 2f</i>
Actions	<ul style="list-style-type: none"> • Host seminars before clinical placements focused on professionalism, ethical conduct, and communication with students, families, and colleagues. • Continue using the Disposition Timeline to intentionally focus on specific professional traits (e.g., ethical behavior, reflection, collaboration) each week during early field experiences. • Conduct a formal midpoint meeting between candidates, mentors, and university supervisors to review rubric scores, reflect on progress, and identify targeted supports for continued development. • Provide annual training for university supervisors and mentor teachers on using the Disposition Rubric consistently and giving growth-oriented feedback.
Expected outcomes	Outcomes will be measured using the Final Disposition Rubric at the end of each semester. It is expected that all candidates demonstrate dispositions at target across key professional areas. Candidates will act as Ethical Professionals, showing conduct aligned with professional standards and awareness of diverse perspectives and responsibilities. They will be Student/Client Centered, building trusting relationships and fostering supportive learning environments. As Professional Leaders, candidates will engage in learner-centered dialogue that promotes the advancement, safety, and welfare of all students. Finally, candidates will demonstrate Professional Competence by providing clear evidence of impact on K–12 learners through research-based, differentiated instruction aligned with content standards.
Reflections or comments	N/A
Standard 3	
Goals for the 2025-26 year	<i>Enhance the effectiveness, equity, and consistency of the clinical placement process by deepening collaboration with district partners to ensure that all teacher candidates are placed in supportive, high-quality learning environments aligned with program goals and credential requirements. 3d</i>
Actions	<ul style="list-style-type: none"> • Invite experienced cooperating teachers from partner districts to meet each semester to provide feedback on placement processes and share best practices. • Co-host sessions for teacher candidates, cooperating teachers, and site administrators to clarify expectations, communication protocols, and shared goals.

	<ul style="list-style-type: none"> • Co-create a clear, user-friendly guide outlining placement expectations, roles, and supports for both candidates and mentors. • Develop exit survey or focus groups with candidates, cooperating teachers, and supervisors to identify trends and inform improvements. • Participate in community meetings among districts to discuss placement needs, challenges, and innovative approaches to mentoring.
Expected outcomes	With the actions above, we would expect to see improved retention and continuity of cooperating teachers and an increase in the total number of teacher candidates continuing with the same cooperating teacher from Stage 1 to Stage 2 of their clinical practice.
Reflections or comments	N/A
Standard 4	
Goals for the 2025-26 year	<i>Collaborate with local school district partners to analyze placement feedback, candidate performance data, and mentor input to identify and implement program improvements that ensure teacher preparation remains responsive to district needs and evolving instructional priorities. 4c</i>
Actions	<ul style="list-style-type: none"> • Review findings from research centered on partnerships between our department and our local school districts to identify any potential gaps in our teacher preparation program.
Expected outcomes	The research project currently being conducted about partnerships with our local school district partners may surface other potential gaps not addressed by the mentor survey. This information will allow our department to develop ways to address these local needs.
Reflections or comments	N/A

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

While the use of Watermark has strengthened our ability to collect and store data in one central location, it has also introduced some challenges with data recovery and reporting. As we've continued to use and explore the platform, we've gained a clearer understanding of its capabilities and limitations. Through this reporting process, we've identified the need to revise our rubrics to create more consistency across assessments, which will make data reporting easier and more accurate. Additionally, we

recognized the benefit of reducing the number of rubrics used across our clinical practices to streamline data collection and enhance the overall quality and usability of our data.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The PK–3 credential pathway is currently on hold due to staffing constraints. Discussions within the department and with leadership have highlighted that additional personnel and resources are necessary before the program can move forward.

We are in the process of developing a bilingual authorization pathway. While we currently offer a residency program that provides bilingual authorization, as well as an added authorization option for recent graduates, our traditional candidates do not have access to these opportunities during their credential program. This new concentration will expand access and allow more candidates to pursue bilingual authorization, better positioning us to meet the linguistic and cultural needs of the communities we serve.

Additionally, as our dance credential program continues to grow, we anticipate challenges related to securing sufficient and appropriate placement sites.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Bryan Maddern Director Teacher Education Department	Amy Gancarz-Kausch Interim Associate Dean CSUB College of Social Sciences & Education

Date sent to AAQEP:	19 December 2025
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