

Approved Institution

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

California State University

Accredited by:	
Commission on Teacher Credentialing	<div><div>1 Grand Ave. Bldg. 2 Rm. 121 San Luis Obispo, CA 93407</div></div>

Program, Admission and Context

Candidate Information

Goals, Assurances, Tech and Training

Teacher Certification Examinations

This section provides information about the institution's teacher preparation program, admission requirements and contextual information. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Program Information

The table below lists the teaching programs submitted by the institution in 2018-19. Teaching programs are self-reported by the institution.

	Traditional
1.	Elementary Education
2.	Special Education
3.	Teacher Education - General Science

Admission Information

The institution's admission information for 2018-19 are provided in the table below. Information includes when teacher candidates are formally and conditionally admitted into the initial teacher certification program.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the comments.

Question	Traditional
Formal Admission	Data not collected
Formal Admission Other Specify	Data not collected
Conditional Admission	Data not collected
Admissions Comments	Data not collected

Entry Exit Requirements

The admission entry and exit requirements at the undergraduate and postgraduate level for the institution in 2018-19 are provided in the following tables below.

Are there initial teacher certification programs at the postgraduate and undergraduate level in 2018-19?

Level	Traditional
Postgraduate	Yes
Undergraduate	No

Select the level to view the entry and exit requirements by element and GPA in the tables below.		Select Level Postgraduate	
Postgraduate Entry Exit Requirements by Admission Elements in 2018-19			
Traditional			
Entry		Exit	
ACT		Credits	
Background		GPA	
Basic Skills		Other	
Content GPA		Professional GPA	
Credits		Transcript	
Essay			
Fingerprint			
GPA			
Interview			
Other			
Recommendation			
SAT			
Subject Area			
Transcript			
Postgraduate Entry Exit Requirements by GPA in 2018-19			
Median GPA data are no longer collected starting in 2018-19.			
Traditional			
Minimum GPA Required for Admission		Median GPA of Individuals Accepted	
Minimum GPA Required for Completion		Median GPA of Completers	
2.75		3.00	

Contextual Information

The institution's contextual information for 2018-19 is provided in the table below. Contextual information is optional for reporting.

Traditional

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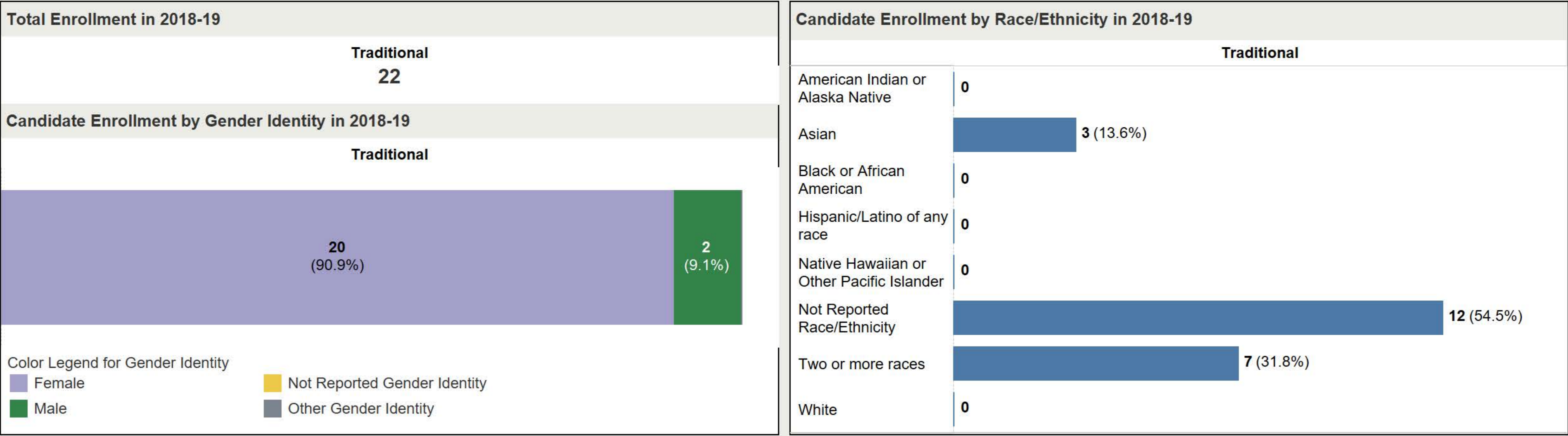
Teacher Certification Examinations

This section provides information about the selected institution's candidate enrollment, program completers and supervised clinical experience for candidates and faculty. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Candidate Enrollment and Demographics

The figures below depict the total of new enrolled candidates, including by gender identity and race/ethnicity for the academic year. In a few preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs, the enrolled students become program completers at the end of the program year. Those program completers are not included in the enrollment for the selected academic report.

Providing race and ethnicity information are optional for candidates. Preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of candidates enrolled.



Supervised Clinical Experience

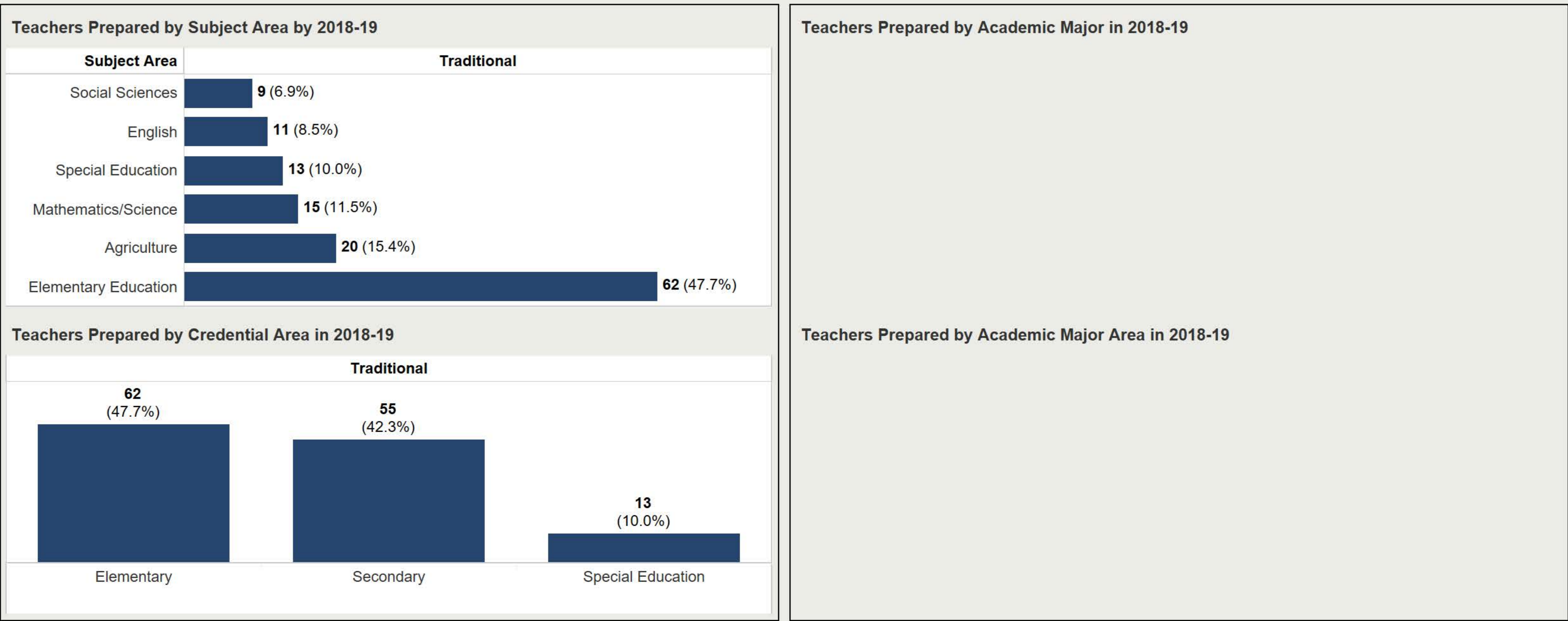
The institution's reported supervised clinical experiences in 2018-19 are provided in the table below. Clock hours required for mentoring/induction support are no longer collected starting in 2018-19.

A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202 (d)(2) describes features of clinical experience as follows. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.
Source: Federal Title II Reporting

	Traditional
Clock hours required for mentoring/induction support	
Clock hours required for student teaching	640
Clock hours required for teacher of record	
Clock hours required prior to student teaching	160
Clock hours required prior to teaching as teacher of record	
Number of adjunct faculty supervising clinical experiences	36
Number of cooperating teachers/K-12 staff supervising clinical experiences	187
Number of faculty supervising clinical experiences	3
Number of teaching candidates participating in clinical experiences	139

Teachers Prepared by Subject Area and Academic Major

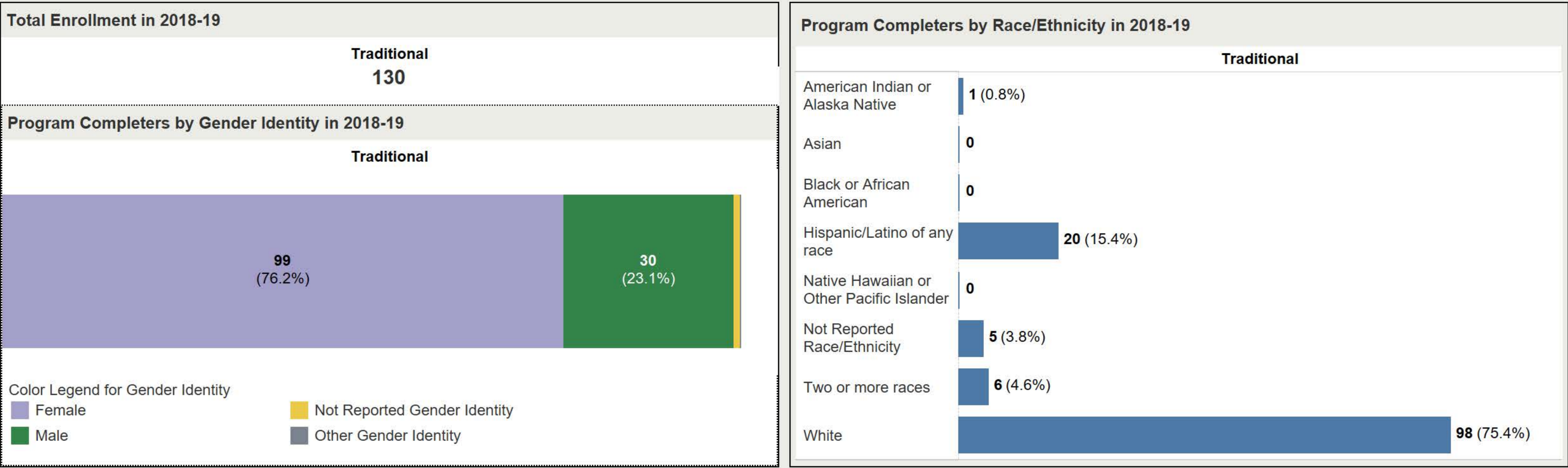
The figures below depict the total of teacher prepared by subject area and academic major for the academic year. A prepared teacher is also known as a program completer. A program completer can be counted in more than one subject area and academic major. Subject areas and academic majors listed as "Teacher Education" in the federal subject and major category are included in the total of prepared teachers.



Program Completers

The figures below depict the total of program completers for the selected academic year. Starting in 2018-19 academic year, gender identity and race/ethnicity data are reported by the institution.

Providing race and ethnicity information are optional for program completers. Preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of program completers.




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Program, Admission and Context	Candidate Information	Goals, Assurances, Tech and Training	Teacher Certification Examinations
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This section provides information about the selected institution's goals, assurances, use of technology and teacher training. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Goals

The table below provides information about the institution's annual goals in the three shortage areas: Mathematics, Science and Special Education. Title II reporting also includes Limited English Proficient (LEP). However, data for LEP are not included because English Learner authorizations preparation is embedded in all of the preliminary teaching programs. Starting in 2018-19, institutions had the opportunity to describe their goals, and the increase of prospective teachers are no longer reported.

Use the drop down menu below to select a question. Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

Select Question
Did your program prepare teachers in the following areas?

	Traditional	
	Mathematics	Science
Report Progress on Last Year's Goal in 2018-19	Yes	Yes
Review Current Year's Goal in 2019-20	Yes	Yes
Set Next Year's Goal in 2020-21	Yes	Yes

Assurances

The institution's reported assurances for 2018-19 are provided in the table below. The information provides the institution's compliance with the assurances - identify needs of Local Education Agencies; teachers prepared in core subjects; students with disabilities, Limited English Proficiency, low-income families.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

	Traditional
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 recrui..	Yes
Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Yes
Prospective general education teachers are prepared to provide instruction to students with disabilities.	Yes
Prospective general education teachers are prepared to provide instruction to limited English proficient students.	Yes
Prospective general education teachers are prepared to provide instruction to students from low-income families.	Yes
Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.	Yes
Assurance Comments	The Single Subject Program embeds strategies for general education teachers in coursework, providing multiple and systematic instruction for children with disabilities, with limited English proficiency, and from low-income families in urban and rural schools. The Teacher Performance Assessment, edTPA, provides a culminating experience that includes the context for learning, which impacts planning and instruction in each subject area...

Use of Technology

The table below provides information for 2018-19 on the selected institution's use of technology, specifically on whether it integrates technology effectively into curricula and instruction; collects data to improve teaching and learning; manages data to improve teaching and learning; and analyzes data to improve teaching and learning.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

	Traditional
Integrate technology effectively into curricula and instruction	Yes
Effectively collect data to improve teaching and learning	Yes
Effectively manage data to improve teaching and learning	Yes
Effectively analyze data to improve teaching and learning	Yes
Technology Comments	Special Education candidates use technology in coursework and fieldwork. In Fall quarter, candidates use the SEIS software program in field sites to create individualized educational programs for K-12 students. In Winter quarter, candidates create graphs to depict the data they are collecting during their inquiry projects and learn about assistive technology that helps K-12 students access the curriculum. In Spring quarter, candidates use PowerPoint technology to present information ..

Teacher Training

The table below provides information for 2018-19 on the institution's teacher training program, specifically if it prepares both general education and special education teachers to teach students with disabilities effectively; participates as a member of individualized education program teams; and teaches students who are limited English proficient effectively.
Note: Starting from 2018-19, institutions provide a description of the activities that prepare general education and/or special education teachers.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

		Traditional
General Education	Teach students with disabilities effectively	Each candidate is required to take EDUC 440: Educating Individuals with Exceptional Needs. We also integrate practices for teaching students with disabilities in our methods courses. Students are required to provide differentiation for students with disabilities, as well as elements of Universal Design for Learning within their lesson plans and clinical practice setting.
	Participate as a member of individualized education program teams	Candidates participate as a member of IEP teams in a few ways: 1) as a requirement in EDUC 440, 2) routinely as a part of clinical practice training, and 3) during an annual mock IEP event that connects efforts of elementary, secondary and sped candidates.
	Teach students who are limited English proficient effectively	Each candidate is required to take EDUC 427: Theories, Methods, and Assessment of First and Second Language Acquisition in Schools. In this class, candidates plan and deliver individual instruction based on the California ELD State Standards, and assess student needs. We also integrate practices for English Learners in our methods courses. Students are required to integrate the California ELD standards within their lesson plans and clinical practice setting. All teacher candidates are plac..
	General Education Comments	
Special Education	Does your program prepare special education teachers?	Yes
	Teach students with disabilities effectively	Our entire integrated masters and credential program is designed to prepare special education teachers to teach students with disabilities. The integrated program includes a rigorous program of study with an intense focus on applied behavior analysis, evidence-based practices for behavioral and academic interventions, and positive behavior intervention supports. We prepare teachers though coursework that aligns to clinical practice experiences, and we prepare teachers to be education..
	Participate as a member of individualized education program teams	Our candidates take a course in IEP development, a course in educational assessment in special education. These courses are taught by a program faculty member who is also a local director of special education for a neighboring school district. Additionally, we have a year-long Mock IEP simulation event that allows students in our program to work alongside students in the general education and educational leadership credential programs to learn about and practice the IEP team meeting pr..
	Teach students who are limited English proficient effectively	Our program includes a prerequisite course (EDUC 427) that addresses the linguistic needs of emergent bilinguals. Additionally, we embed but linguistic supports and culturally relevant teaching in our program coursework, particularly our academic methods courses.
	Special Education Comments	

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This section provides information about the institution's teacher certification exam takers, passers and average pass rates for the California, Basic Educational Skills Test (CBEST), California Subject Examinations for Teachers (CSET), Reading Instruction Competence Assessment (RICA), and the Teaching Performance Assessment (TPA). Data also includes the statewide average pass rate for each exam. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

- It is important to note the following:
- 1) The number of candidates passing tests and pass rate are not reported if the number of candidates taking tests is fewer than 10 for each subtest.
 - 2) Examinees may have attempted and passed the CBEST and CSET prior to enrolling into the teacher preparation program.
 - 3) The CBEST is one of the options to satisfy the basic skills requirement.
 - 4) The CSET Mathematics and Science standards have been revised in 2013 and 2017, respectively. Exam code starting in the 200s refers to the revised test, and exam codes starting in 100s refers to the test prior to the new standards. Please note that the Multiple Subjects subtest II have also been revised due to the new Mathematics and Science standards.
 - 5) The RICA standards have been revised in 2009. As a result, RICA.1 refers to the revised test and RICA refers to the test prior to 2009.
 - 6) Teacher Performance Assessment (TPA) pass rates were reported starting in 2018-19.

Use the drop down menus below to view data by exam type, examinee group and program route.

Select Exam Type
All

Select Examinee Group
All program completers

Select Program Route
Traditional

All program completers in 2018-19

Exam	Exam Name	Exam Code	Number of candidate taking exams	Number of candidates passing exams	Institution average pass rate percent	State average pass rate percent
CBEST: California Basic Educational Skills Test	CBEST	098	70	70	100%	100%
CSET: California Subject Examinations for Teachers	Chemistry Subtest III	121	1			100%
	English Subtest I	105	10	10	100%	100%
	English Subtest II	106	10	10	100%	100%
	English Subtest III	107	10	10	100%	100%
	English Subtest IV	108	10	10	100%	100%
	Mathematics Subtest I	211	2			99%
	Mathematics Subtest II	212	2			100%
	Mathematics Subtest III	213	2			94%
	Science Subtest I	118	1			96%
		215	10	10	100%	100%
	Science Subtest II	119	1			99%
	Science Subtest II: Chemistry	218	4			100%
	Science Subtest II: Life Sciences	217	6			100%
	Social Science Subtest I	114	9			100%
	Social Science Subtest II	115	9			100%
	Social Science Subtest III	116	9			100%
RICA: Reading Instruction Competence Assessment	RICA.1	081.1	75	71	95%	91%
TPA: Teaching Performance Assessment	edTPA: Agricultural Education	TP100	19	17	89%	92%
	edTPA: Elem Ed: Mathematics with Literacy Task 4	TP149	48	47	98%	98%
	edTPA: Secondary English-Language Arts	TP003	11	11	100%	100%
	edTPA: Secondary History/Social Studies	TP004	9			99%
	edTPA: Secondary Mathematics	TP005	4			98%
	edTPA: Secondary Science	TP006	11	11	100%	100%