The CSUDH College of Education (COE) follows and is routinely assessed on its adherence to national and state standards of teacher education.

- COE is reviewed and accredited by three highly credible, nationally recognized institutions: the National Council for Accreditation for Teacher Education (NCATE), the Western Association of Schools and Colleges (WASC) and the California Commission on Teacher Education (CCTC).
- Since 2008 Dominguez Hills has participated in the CCTC Teacher Performance Assessment, a requirement for licensure.
- We report teacher education assessment data to the federal government through our comprehensive, voluminous Title II report and another equally comprehensive report to the CSU Chancellor’s office.

CSUDH teacher education program is clinically based and relies on strong and meaningful partnerships with local schools and districts.

- Teacher candidates are trained in authentic urban classroom settings.
- Our teacher programs are highly praised by Green Dot, Los Angeles Unified School District, and the award-winning Long Beach Unified School District for producing outstanding teachers who are well-prepared to serve in their most-challenging schools.
- According to the latest CSU Chancellor’s survey data, Dominguez Hills is above the mean when compared to the other CSU campuses for Multiple and Single subject programs as well as for the Education Specialist in the area of Clinical Fieldwork schools.

California is diverse and CSUDH College of Education offers programs that encourage people of diversity to get back into their communities and teach.

- Our teacher candidates come from the communities we serve; and our candidates return to those communities, many working in some of the toughest classrooms in the greater Los Angeles area.
- Our alumni have regularly expressed support of our program, faculty, and students as evidence by accreditation reviewers’ comments over several reviews.
- Using the CTQ Chancellor’s Office Survey Data- Equity and Diversity in Teaching 2008-2011 multiple subject data, the program is continuing to support the training for credential candidates in the area of equity and diversity with 93% agreement by graduates. This campus also exceeds the CSU system means for both graduates with 93% versus 78% and employers' ratings with 90% versus 81%.
- Based on the CTQ - Equity and Diversity in Teaching for 2010-2011 single subject data, the program is continuing to support the training for credential candidates in the area of equity and diversity with Graduates’ ratings of 78% agreement while the CSU system mean rating is 74%. The campus is equal to the CSU system mean for employers ratings with 76% agreement.
The summary CTQ Equity and Diversity in Teaching for the Education Specialist data indicate that our graduates' opinion of their preparedness in the area of equity and diversity in teaching have been consistently high (80% well or adequately prepared) in AY 2010-11 while their supervisors rated them higher (90% ratings of well or adequately prepared).

CSUDH is meeting the evolving educational demands of the state.

- CSUDH trains the most STEM teachers than any other CSU campus; over the past five years CSUDH has proudly certified 620 STEM teachers, 252 science and 368 mathematics secondary teachers.
- Our faculty has been award over $44,000,000 to implement innovative teacher education programs.
  - Urban Teacher Residency, a combination credential and master’s program designed for recent college graduates or mid-career professionals with a background in math or science.
  - Math and Science Teacher Initiative, a unique and flexible program offering multiple paths to becoming a certified and highly qualified teacher.
  - Transition to Teaching an accelerated preliminary credential program for recent college graduates or mid-career professionals with a background in math or science.
  - MTF, Master Teacher Fellows program prepared expert science teachers.
  - Noyce Scholars Program to prepare undergraduate students in math and sciences to become teachers.
  - Urban School Leaders to train current and aspiring principals.
  - Charter and Autonomous School Leadership to train charter school administration.
- CSUDH submitted the new BCLAD proposal to meet the demands of the state to create multiple pathways for licensure in Bilingual Authorization. In addition in Spring 2011 we created an option within the Masters in Multicultural Education with a Bilingual Authorization.
- CSUDH consistently is above the CSU Chancellor’s Office Survey mean for being:
  - “Well Prepared” on Overall Effectiveness in the area of multiple subject by the supervisors of our K-8 credential alumni.
  - “Well Prepared” on Overall Effectiveness in the area of single subject by the graduates.
  - “Well prepared” on Overall Effectiveness for the Education Specialist Credential programs by their K-12 supervisors.
  - “Well prepared” for Reading-Language Arts instruction by their K-8 supervisors.
  - “Well prepared” for Mathematics instruction by their K-8 supervisors.
  - “Well prepared” for Reading skills in content classes instruction by their 7-12 grade supervisors.
  - “Well prepared” pedagogical practices (multiple, single, and ed specialist areas) across the curriculum instruction by their K-12 supervisors.
- "Well prepared" for assessing and reflecting on their instruction by their K-12 grade supervisors.
- "Well prepared" for equity and diversity in teaching (multiple, single, and specialist areas) by their K-12 supervisors.
- For the past several years, CSUDH consistently is above the CSU Chancellor’s Office Survey mean for being "Well prepared" teaching English Learners by their K-12 grade supervisors.
- "Well prepared" teaching special learnings in special education by their K-12 grade supervisors.
- According to the Performance Assessment for California Teachers (PACT), (a valid and reliable tool) a rigorous high stakes Teacher Performance Assessment, Dominguez Hills consistently produces teachers who consistently score higher than minimum requirement for a novice teacher.

Recruitment and selection of teacher candidates for designated programs is extensive and rigorous.

- COE screens all interested candidates by phone or in person.
- Candidates are required to attend an information session, and complete a two-page pre-application.
- Candidates are invited to interview if they qualify, and must complete 20 hours of Early Field Observation (EFO) before they are invited to apply.
- Candidates must attend four seminars held the semester before they are fully admitted and are required to submit written reflections of their EFO, which is discussed during each seminar.
- Candidates for secondary level teaching programs must meet the subject matter requirement: Pass the appropriate CSET and have substantial content knowledge (either a degree in the subject or a considerable number of college courses in the subject), or pass the appropriate CSET and have substantial professional/work experiences in the subject matter.
- Candidates for a multiple subject credential must meet subject matter competency in four areas by passing the appropriate CSET content knowledge tests.
- Candidates must take and pass the RICA (reading in the content area) for licensure.
- Candidates must take and pass the state Teacher Performance Assessment (PACT) for licensure.
- According to the Teacher Education Exit survey, candidates consistently rank the program to be Effective to Very Effective. Data across the years shows that our candidates thought that they were prepared to meet the educational demands of urban and diverse populations, organize and manage an educational setting, meet the state standards, to be pedagogically responsive to a classroom of learners, and to be effective at promoting student learning.
- Teaching candidates are required to complete at least 100 additional hours of classroom experiences before they begin their residency with many exceeding their 100 hours.
In several of our specially funded programs at CSUDH teacher candidates complete one year of residency in classrooms at high-need schools with expert master teachers, which far exceeds what the state credential requires.

Data analysis is an integral part of the teacher education program.

- Credential candidates are taught to use data (pre-test, post-test, formative, and summative data sets) to make curricular decisions for their students.
- Teacher education faculty engages in regular data collection, analysis and interpretation to make decisions regarding curricular and program decisions.
- We continue to train and foster the growth of our award-winning teachers by consistently and vigilantly examining best practices in education, and data serves as our foundation and backbone.