

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Point Loma Nazarene University
Professional Services Division**

March 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Point Loma Nazarene University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. Following is a summary of the Common (NCATE Unit) Standards and Program Standards decisions for the institution:

Common (NCATE Unit) Standards

	Met	Met with Concerns	Not Met
1) Candidate Knowledge, Skills, and Professional Dispositions	X		
2) Assessment System and Unit Evaluation	X		
3) Field Experiences and Clinical Practice	X		
4) Diversity	X		
5) Faculty Qualifications, Performance, and Development	X		
6) Unit Governance and Resources	X		
CTC Common Standard 1.1 Credential Recommendation Process	X		
CTC Common Standard 6: Advice and Assistance	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject Preliminary	19	19		
Single Subject Preliminary	19	19		
General Education (MS/SS) Clear	6	6		
Education Specialist Preliminary Mild/Moderate Disabilities	22	21	1	
Education Specialist Preliminary Moderate/Severe Disabilities	24	23	1	
Education Specialist Clear	7	7		
Preliminary Administrative Services	15	15		
Clear Administrative Services	9	9		
Pupil Personnel Services: School Counseling	32	32		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Pupil Personnel Services: Child Welfare & Att.	8	8		
Reading Language Arts Certificate	15	15		
CTEL Certificate	10	10		

On the basis of findings of the team and its report, a recommendation of **Accreditation** is made for the institution. On the basis of that recommendation, the institution is authorized to recommend candidates for the following credentials:

Initial/Teaching Credentials	Advanced/Service Credentials
Multiple Subject Multiple Subject	California Teachers of English Learners (CTEL) Certificate
Single Subject Single Subject	General Education (MS/SS) Clear
Education Specialist Preliminary Mild/Moderate Disabilities Moderate/Severe Disabilities (Both with Intern option)	Education Specialist Clear
	Administrative Services Preliminary Clear
	Pupil Personnel Services School Counseling Child Welfare and Attendance
	Reading Reading Certificate

Further, staff recommends that:

1. The institution's response to the preconditions be accepted.
2. Point Loma Nazarene be permitted to propose new credential programs for approval by the Committee on Accreditation.
3. Point Loma Nazarene University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing

The Visit

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

The Point Loma Nazarene University site visit was held on the campus in San Diego from February 5 – 8, 2012. This was a joint NCATE/CTC accreditation visit, and was an initial accreditation visit for NCATE. The site visit team consisted of an NCATE Co-Chair, a State Co-Chair, two members from the NCATE Board of Examiners, and two members from the California Board of Institutional Reviewers (BIR) who served on the group reviewing the NCATE Unit Standards (Common Standards) and, four members of the California BIR who were reviewing programs. The team members worked together, sharing equal roles and responsibilities in all functions of the review. The NCATE team, with input from the CTC team, made a single recommendation for each NCATE standard resulting in one BOE report. The team made decisions about all standards for the Committee on Accreditation report. Two Commission consultants accompanied the visit. The team members arrived at the hotel by Sunday morning February 5, 2012. The team met on Sunday at noon, and participated in an afternoon orientation session and interviews with faculty and staff. Interviews continued throughout the day on Monday. A mid-visit report was completed on Tuesday morning. The exit report was conducted at 11:00 a.m. on Wednesday, February 8, 2012.

**Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Point Loma Nazarene University

Dates of Visit: February 5 – 8, 2012

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The decision of the team regarding the six Common Standards (NCATE Unit Standards) is that all standards are **Met** at both the initial and advanced level. The decision of the team regarding the sentences of California's two Common Standards that are not required of NCATE accredited institutions is that both standards are **Met**.

Program Standards

The total team discussed the findings and appropriate input by individual team members for all credential programs at Point Loma Nazarene University. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The team found that all standards are **Met** in all programs, with the exception that one program standard in the Education Specialist Mild/Moderate, and one in the Education Specialist Moderate/Severe are **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Based on the fact that all Common Standards are **Met**, and that all program standards are **Met**, with the exception of the two program standards referenced earlier that are **Met with Concerns**, the team unanimously recommends a decision of **Accreditation**.

Accreditation Team

NCATE Team Leader/Co-Chair:	John Rhodes Friends University (Kansas)
State Team Leader/Co-Chair:	Joel Colbert Chapman University
NCATE/ Unit Standards:	Bonnie Beach Ohio Dominican University Cheryl Shintani Hawaii State Department of Education Mark Cary Davis Joint Unified School District (Retired) Maggie Payne California State University, Chico
Program Standards:	Denise Fleming California State University, East Bay Shawna Draxton Westside Innovative SchoolHouse (WISH) Thierry Kolpin University of La Verne Stephen Davis California State Polytechnic University, Pomona
Staff to the Accreditation Team	Larry Birch Consultant, Commission on Teacher Credentialing Gay Roby Consultant, Commission on Teacher Credentialing

Documents Reviewed

Institutional Report	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Program Handbooks	Program Assessment Feedback
Follow-up Survey Results	Student Handbooks
University Catalog	Assessment Protocol and Data
Meeting Agendas and Minutes	University Budget Information
Faculty Vitae	Program Evaluations
Biennial Report Response	Program Summaries
TPA Data	PLNU Website
NCATE Off-Site Report	Program Documents

Interviews Conducted

	Common Standards	Program Standards	TOTAL
Candidates	53	103	156
Completers	15	23	38
Employers	2	11	13
Institutional Administration	10	15	25
Program Coordinators	13	25	38
Faculty/Adjunct	51	95	146
TPA Coordinators	2	2	4
Field Supervisors – University-Employed	14	51	65
Field Supervisors – District-Employed	9	8	17
Credential Analysts and Staff	3	3	6
Advisory Board Members	8	16	24
Totals	180	352	532

Note: In some cases, individuals were interviewed by both Common Standards and Program Standards team members because of multiple roles or for different purposes. Thus, the number of interviews listed exceeds the actual number of individuals interviewed.

Brief Overview of the Institution and the Unit

Historical Context of the Institution

On July 28, 1902, Dr. Phineas F. Bresee founded and became the first president of the Pacific Bible College, which would become Pasadena College and later Point Loma Nazarene University (PLNU). Bresee's vision was for a liberal arts institution where spiritual and academic learning went hand-in-hand. That legacy is still with the institution today, as PLNU remains committed to the liberal arts and to whole-person education. Bresee was also responsible for the founding of the Church of the Nazarene denomination in 1908 that looks to the 18th century English theologian and reformer John Wesley.

Pacific Bible College began with 41 students. In 1910, Bresee purchased the Hugus Ranch property in Pasadena and fulfilled his dream of creating not just a Bible college but a holiness university. Nazarene University opened in 1910 and from its beginning included women students. By 1919, the name of the school had changed again to Pasadena College. In 1964, W. Shelburne Brown became president of Pasadena College. He was instrumental in moving the college from its original location in Pasadena to its new Point Loma, San Diego home in 1973.

Dr. Bob Brower, PLNU's current president, was inaugurated in 1998. In 1999, graduate programs in education were launched at regional centers in Bakersfield and Mission Valley. A graduate program in education has remained in the Pasadena area since the move in 1973. In 2002 this program moved to Arcadia. PLNU now has four regional centers in Arcadia, Bakersfield, the Inland Empire, and Mission Valley, San Diego.

Mission of the University

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, the institution aspires to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Background

Point Loma Nazarene University serves as a private thriving liberal arts institution sponsored by the Church of the Nazarene. PLNU offers degree programs in 56 undergraduate areas of study and graduate programs in education, nursing, business, theology, and biology. A Board of Trustees, composed of an equal number of ministers and laypersons, oversees the affairs of the University. The organizational structure also includes a President (Dr. Bob Brower), a Provost (Dr. Kerry Fulcher), who is the Chief Academic Officer for Academic Affairs, and two Vice-Provosts providing oversight for academic effectiveness and graduate studies.

The college is accredited by WASC with its Senior Commission granting of a ten-year reaffirmation of accreditation in February, 2008. Within the School of Education, each of its 13 programs with supporting licensures is fully accredited by the Commission on Teacher Credentialing (CTC).

The University's main campus is located on the Point Loma peninsula between San Diego Bay and the shores of the Pacific Ocean with a student population of approximately 3,500 representing the five teaching locations. Graduate Studies are offered at four regional centers in Southern California: Arcadia, Bakersfield, Inland Empire (Corona), and Mission Valley (San

Diego).

The Education Unit

The School of Education (SOE) is the unit of PLNU having authority over the professional education preparation programs. There are 13 different professional education programs offered which lead to initial and/or advanced licenses and master's degrees. In May of 2009, the Unit was reorganized into three major divisions: (1) Teacher Education, (2) Educational Leadership, and (3) Master of Arts in Teaching and Learning/School Counseling. Each division is under the direction of an associate dean who reports to the Dean of the SOE. The SOE supports four regional centers located in Arcadia, Bakersfield, Inland Empire (Corona) and Mission Valley (San Diego).

The Dean's Council is the primary governing body of the Unit and consists of the Dean, four Associate Deans, the NCATE Coordinator, and a Budget Analyst. Eight Program Directors support in the management and oversight of the Unit's programs to ensure the effectiveness in the preparation of professional educators.

Within the SOE, a Liberal Studies Major is offered integrating education preparation courses leading to a blended credential. The unit collaborates with five single subject departments (Math, English, Science, Art, and Music) to advise and guide candidates interested in the field of teacher preparation. A Teacher Education Committee Meeting (TEC) is held monthly to inform faculty and credential meetings are scheduled regularly with full-time faculty for advising potential candidates.

Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

A brief overview of the unit's conceptual framework and how it is integrated across the unit.

The mission of the Point Loma Nazarene University School of Education is to serve as a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community. Its vision is to become a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation.

The School of Education seeks to be recognized as a Christian learning community that promotes excellence in academic preparation, wholeness in personal development, and faithfulness to mission, source of expertise and resources within the surrounding communities, vital force of change in the transformation of educational landscapes, exemplary model of servant leadership and commitment to ministry, and a candidate-centered learning environment where diversity is respected, valued, and encouraged.

As a community of faithful learners, PLNU's philosophy and purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God's grace, seeking faithfulness to the Wesleyan tradition and engage in the learning process striving to live faithfully toward Jesus Christ.

Institutional Learning Outcomes (ILOs) provide three institutional themes with seven supporting goals aligned to university mission, vision, and values and are used to inform program outcomes in each of the university's academic units including the SOE:

Learning, Informed by Faith

1. Displays openness to new knowledge and perspectives.
2. Thinks critically, analytically and creatively.
3. Communicates effectively.

Growing, In a Faith Community

1. Demonstrates God-inspired development and understanding of others.
2. Lives gracefully within complex environmental and social contexts.

Serving, In a Context of Faith

1. Engages in actions that reflect Christian discipleship in a context of communal service and collective responsibility.
2. Serves both locally and globally.

All candidates demonstrate program-driven proficiencies that are in alignment with the standards adopted by the Commission of Teacher Credentialing (CTC). The unit has utilized candidate proficiencies as a vehicle to realize the unit's purposes and goal-driven outcomes. Though each program encompasses different content areas and curricular design, integrity is provided through key assessments linked to university and unit outcomes proficiencies. Ethical and value-based dispositions are considered a critical factor in becoming a successful educator. The unit interprets the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. Candidates experience continuous "whole person" transformation in the context of an intentional Christian professional learning community. The SOE has adopted a set of eight dispositions in alignment with the University's mission, vision, and core values and serve as the working norms for all stakeholders who work collaboratively toward a shared vision of successful candidate learning and program effectiveness: Honesty & Integrity, Perseverance with Challenge, Flexibility and Humility, Dignity & Honor, Self-Awareness/Calling, Caring, Patience, and Respect, Diligence in Work Habits & Responsibility for Learning, and Harmony in Learning Community

The School of Education requires and supports candidate use of a variety of technologies to engage learners and supplement coursework. In all coursework, candidates use technology tools to facilitate their communication, collaboration, research, understanding, reflection, application and presentation of course content. Candidates also interact with and gain exposure to Assistive Technology, instructional software, Web 2.0 resources, and other technology tools that target the achievement needs of P-12 students in general education, special education, and those who are also English Learners.

Diversity at PLNU is a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds. As stated in the School of Education's vision, true advocacy begins with each faculty member's

understanding and belief in the positive power of diversity. Candidates are exposed to ethnic, social, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles of social justice into educational practices throughout their course of study.

The Unit has identified four categories of assessments

1. Candidate Progress through the Program (Key Transition Point Assessments)
2. Candidate Performance (Key Signature Assignment Assessments in Alignment with State Standards)
3. Program Graduate Performance (Exit Surveys and Follow-up Surveys of Preparation and Performance)
4. Assessment of Unit and Program Operations

Program and unit effectiveness data come from multiple stakeholders, representing both internal and external sources. It is routinely and systematically compiled, analyzed, and reported with the intention of improving candidate performance, program quality, and unit operations. The Dean, Associate Deans, and Program Directors provide oversight for data collection. Field experiences and signature assessments are collected, stored, and analyzed by the School of Education faculty. Course-based and external data, such as admissions requirements, GPA, CBEST and CSET scores, and demographics, are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. The Dean, as head of the unit, is responsible for the aggregation and dissemination of data throughout the SOE.

NCATE Unit Standards/California Common Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Statement about the evidence

All initial teacher preparation programs (MAT Single Subject, MAT Multiple Subject, MAT Education Specialist Mild to Moderate, MAT Education Specialist Moderate to Severe) participate in a state review through the Commission on Teacher Credentialing (CTC). The CTC verifies that the teacher candidates demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Data in the CTC reviews are disaggregated across centers. The unit systematically reviews the disaggregated data and finds apparent differences across centers in candidate performance on signature assessments and state mandated tests/assessments.

The unit has two advanced degree programs: Master of Arts in Teaching and Learning (MATL) and Master of Arts in Special Education (MSPED). There are options within each program that can facilitate candidates' moving to clear credentials. Within the MATL there is also an option to pursue a reading certificate or a cross-cultural language and academic development (CLAD) certificate. There are also options in the MSPED that lead to added authorizations.

All data reported below are substantiated by the limited graduate survey data provided. Further, interviews with candidates, alumni and faculty during the onsite visit supported the data.

Assessments of candidate knowledge of the content they plan to teach include state licensure exams, signature assignment assessments embedded within coursework, and the state's teacher performance assessments.

In 2008-2009, 109 traditional initial credential candidates took the state licensure exams, the California Subject Examinations for Teachers (CSET), with a 97 percent pass rate. Ninety five intern initial credential candidates (alternative route) took the CSET with a 96 percent pass rate. In addition, the aggregate pass rates for the CSET in academic content areas was 95 percent for regular program completers and 100 percent for alternative route completers (interns). In other content areas, the aggregate pass rates for the CSET were 100 percent for both regular program completers and alternative route completers. Passing scores on the CSET are required for admission to clinical practice indicating the pass rate for completers at 100 percent. Tutoring is available at each center to help candidates who do not pass the CSET.

Preliminary credentialing candidates also demonstrate their knowledge of the content they plan to teach through the California Teacher Performance Assessments (CalTPA) Task 1 Subject Specific Pedagogy. The unit's institutional report identifies over 90 percent of the candidates passing Task 1 on their first attempt. The pass rate for TPA Task 1 data for the most recent year (2010-2011) is 76.5 percent for preliminary candidates on the first attempt. TPA Task 1 is also

required for admission to clinical practice indicating the pass rate for all program completers at 100 percent.

Preliminary credentialing candidates in the multiple subject and education specialist programs are also required to participate in the Reading Instruction Competence Assessment (RICA). For some administrations of the RICA, the pass rate was greater than 80 percent. However, the aggregate for the most recent year (2010-2011) was less than 80 percent (73 percent). The RICA is required for credentialing but is not a requirement of moving through the program. In analyzing the data, the unit noticed that the candidates who did not pass the RICA typically had postponed taking the RICA very late in the program with a time lapse between EDU 610 and taking the RICA. Candidates are now strongly encouraged to take the RICA near the end or immediately following EDU 610.

Candidate performance on signature assessments in specific courses in the programs provides the evidence that advanced candidates know the content that they teach. For example, GED 616 Curricular Development, Innovation and Evaluation is a required core course in the MATL program. The signature assignment in GED 616 is a curriculum development plan. Candidates create a plan focusing on multiple models of teaching. The plan must align the model of teaching selected to the Common Core Standards and analyze its usefulness. The analysis requires both content knowledge and pedagogical content knowledge. Data was provided during the onsite visit for 32 candidates who had participated in this assessment. Seven candidates were incorrectly scored in TaskStream. This likely was due to an instructor error in uploading scores. For the remaining candidates the range of scores on Criterion 1 California State Standards and district approved curricular resources is 2.86 to 4.00 on a 4 point scale.

For the MSPED program, the assessment used to indicate candidate content proficiency is the action research project. The MSPED program is a new program in 2010 with only four candidates in 2010 and six in 2011. Because the program is new, data is not available.

All MAT initial teacher preparation candidates demonstrate pedagogical content knowledge through the completion of CalTPA Task 1 Subject Specific Pedagogy as discussed above. Pedagogical content knowledge is also demonstrated through the completion of CalTPA Task 2 Designing Instruction. The most recent (2010-2011) data identifies that 92.8 percent of the initial candidates pass CalTPA Task 2 on the first attempt. Task 2 must be passed for admission to clinical practice; therefore, the pass rate for all completers is 100 percent.

Signature assessments in methods courses incorporate candidate planning and practicing a variety of strategies that present content in real-world context and through the integration of technology. Data indicate that all program-aggregated scores on the key assessments are higher than 3.6 on a 4 point scale.

Advanced candidates demonstrate pedagogical content knowledge through signature assessments in specific courses. For example, GED 616 Curricular Development, Innovation and Evaluation is a required core course. The signature assignment in GED 616 is a curriculum development plan. Candidates create a plan focusing on at least five of the models of teaching. The plan must align the model of teaching selected to the Common Core Standards and analyze its usefulness. The analysis requires both content knowledge and pedagogical content knowledge. Data on criterion 1 is reported above. Data provided during the onsite visit for 25 candidates indicate a range of overall scores of 3.14 to 4.00 on a 4 point scale.

The MSPED program is a new program in 2010 with only four candidates in 2010 and six in 2011. Because the program is so new, data is not available.

Professional and pedagogical knowledge and skills for initial candidates is demonstrated during clinical practice as initial candidates complete CalTPA Task 4 Culminating Teaching Experience. This task requires the candidates to plan and implement a comprehensive instructional plan. The most recent (2010-2011) data suggest that 93.4 percent of the initial candidates passed CalTPA Task 4 on the first attempt.

Key assessments have been embedded in specific courses in advanced programs to confirm that candidates possess professional and pedagogical knowledge and skills. As reported in the institutional report and verified by data presented in the exhibit room, assessments that have been implemented to a sufficient number of candidates indicate an average performance of at greater than 3.7 on a 4 point scale.

Initial and advanced candidates are also expected to consider the school, family and community contexts and the prior experiences of students; to reflect on their own practice, know major schools of thought about schooling, teaching and learning; and to analyze educational research findings. Initial candidates' performance on the signature assignment in EDU 600/600F Foundations of Education and Learning Theory provide evidence to support this statement. This assignment requires candidates to communicate and reflect their teaching philosophies related to students, learning and teaching in contemporary schools. Analyses of data for the most recent year (2010-2011) show a minimum proficiency of 3.83 on a 4 point scale across programs. Individual program data is report in the state reports.

Midterm and final clinical practice assessments provide further evidence of candidates' proficiency in professional and pedagogical knowledge and skills. For the most recent year (2010-211) the midterm evaluation average is 3.29 on a 4 point scale across programs. The final evaluation average is 3.76 on a 4 point scale.

During clinical practice, all initial candidates complete CalTPA Task 3 Assessing Learning which requires candidates to design and implement a comprehensive lesson with a focus on student assessments that responds to cultural and differentiated learning needs. Candidates analyze the data and critique the instruction and student assessment products and propose the next steps in student learning. The most recent (2010-2011) data indicates that 94.7 percent of the initial candidates passed CalTPA Task 3 on the first attempt.

Signature assessments in specific courses are used to collect data to substantiate that advanced candidates demonstrate an understanding of the major concepts and theories related to assessing student learning, regularly apply them in their practices, analyze student classroom and school performance data, make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning. The specific assessment may vary depending on the electives chosen by the candidate. For example, candidates in the multiple and single subject clear credential option participate in an assessment in GED 673 Reflective Coaching Seminar. The signature assessment uses FACT Document D-1 "Culminating Questions and Reflections Guide" to answer questions about how the candidate and P-12 students have grown during the year in specified learning goals. The candidate reflects on data collected and provides next steps for future learning. Similar assignments are

strategically placed in all other options for the MATL. Sufficient data have not been compiled. However, the framework is in place to collect of data in the future

Programs to prepare other school personnel include Pupil Personnel Services (PPS) Counseling with the possibility of the Child Welfare and Attendance (CWA) Credential and Educational Leadership (Preliminary and Advanced). Candidate performance on signature assessments embedded in courses provide evidence that other school personnel know students, families and communities, use research to improve practice, use technology to improve practice, and can explain concepts in professional, state, and institutional standards. One example of signature assessments is a study of a cultural group involving library research and interviews (in GED 641 School Communities in a Pluralistic Community.) The range of average scores across the seven signature assessments for Pupil Personnel Services candidates is 3.64-3.98 on a 4 point scale. The range of average scores across the six signature assessments for Educational Leadership Preliminary Credential candidates is 3.45-3.78 on a 4 point scale. The range of scores across the four signature assessments for Educational Leadership Clear Administrative Credential candidates is 2.67-5.00 on a 5 point scale.

Signature assessments are used to provide data on the ability of other school personnel to create positive environments for student learning and candidates' understanding of the development levels of students with whom they work as well as the diversity of students, families, and communities and policy contexts. PPS candidates participate in a signature assessment in GED 667A Comprehensive Counseling and Guidance Program. This assessment involves candidates creating a comprehensive counseling and guidance program. The data recent data (2010-2011) indicates an average of 3.76 on a 4 point scale on this assessment. The signature assessment in GED 667B Comprehensive Counseling and Guidance Programs involves candidates collecting and analyzing data to create a counseling model for a local school. An average of 3.73 on a 4.00 scale is report in the most recent data (2010-2011). Educational Leadership candidates participate in a signature assessment in GED 604/604D Instructional Leadership for the Success of All Students. This assessment involves candidates' observing and analyzing classroom instruction in general education and special education classes to identify strengths and needs based on research based best practices. The most recent (2010-2011) data includes an average of 3.78 on this assessment (on a 4 point scale).

The unit has adopted eight dispositions in alignment with the University's mission and vision, serving as the working norms for all stakeholders who work collaboratively toward a shared vision of candidate success and program effectiveness. All candidates are assessed at multiple points in the program to ensure that they are developing a value-based educational philosophy. If a pattern of unacceptable dispositions emerges, a Dispositional Improvement Plan may be recommended and developed. Initial candidates demonstrate the dispositions in their coursework, field works and clinical practice experiences. Advanced candidates and other school personnel demonstrate the dispositions in their coursework, fieldwork, and supporting seminars. Three of the eight dispositions are related to fairness and the belief that all students can learn: (1) caring, patience and respect; (2) dignity and honor; (3) self-awareness/calling. Data are provided in the biennial reports but are not summarized across the unit. Dispositions are scored on the following scale: 1 Not Yet Developed; 2 Developing; 3 In evidence; 4 Exemplary. An example of the data available in the state reports follows. The data is for 98 single-subject preliminary credential candidates. The range of the average score for the eight dispositions is 3.3 to 3.74. Data for other programs is similar.

1.2 Continuous Improvement. How has the unit engaged in continuous improvement since the previous visit?

Not applicable

1.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable

1.4 Strengths. What areas of the standard are being addressed at the target level?

None

1.5 Areas for Improvement

None

**1.6 NCATE Team Recommendation for Standard 1
Initial Teacher Preparation – Met
Advanced Preparation - Met**

State Team Decision: Standard Met

State Common Standard Findings for Information Not Included in NCATE Standard 1

CTC Common Standard Language

The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings:

Interviews with credential office staff provided evidence of a system that implements and monitors a recommendation process that ensures candidates have met all requirements. The process begins with either a credential advisor or faculty member who completes a program advising sheet with each candidate. Completion of items is noted throughout the program as candidates proceed through the program. Upon completion, the advising sheet is provided for the credential analyst who double checks program completion requirements prior to the recommendation being made.

State Team Decision: Standard Met

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit has developed an assessment system based on professional, state and institutional standards. Exhibit 2a.6 *Curriculum Maps All Programs* details the alignment of courses, assessments and signature assignments to the candidate outcomes of the conceptual framework and state standards and indicates where learning outcomes and standards are developed, practiced, and assessed. As shown in Exhibit 2a.6 *PLNU School of Education Transition Points All Programs 2011*, the system includes assessments in initial and advanced programs at admission, program advancement, program completion and post-program transition points. At the admission point, data such as applications, transcripts, test scores, letters of recommendation, writing samples, and interviews are collected from applicants. Program advancement and program completion data collected from candidates, faculty and university and clinical supervisors include signature assignment scores, dispositions evaluations, grade point averages, clinical practice evaluations, exit surveys and the like. Post-program data collected include alumni and employer surveys. Assessment data are used to (1) monitor candidate progress through the program, (2) evaluate candidates' performance related to state standards, (3) evaluate program graduates' performance and preparation, and (4) assess the effectiveness of unit and program operations for improvement purposes.

Meeting agendas, minutes and onsite interviews indicate that the assessment system and data are reviewed by unit leadership through the Dean's Council and the Provost's Council, by faculty in monthly School of Education meetings and by the professional community through quarterly Advisory Council meetings at each of the regional centers. These opportunities for program constituents to provide analysis and feedback on data have led to a number of changes and improvements. For example, in the Pupil Personnel Services program, changes were made to the culminating portfolio assignment to create a greater focus on candidates' use of technology to create webpages, blogs and technology-based instruction. Inconsistent performance across regional centers by initial credential candidates on the CalTPA tasks led to the creation of informational videos for each task to insure that all candidates receive consistent information and preparation. In the Preliminary Education Administration program, signature assignments, such as a budget development project, were reviewed with input from school administrators to improve their authenticity. Analysis of data and feedback from an Advisory Council also led to the development of three day-long Classroom Organization and Management Program (COMP) courses for initial credential candidates. Interviews with other program coordinators revealed additional examples of data-informed program improvements.

The assessment process responds to the Commission on Teacher Credentialing's (CTC) accreditation system which requires the unit to systematically collect, compile, aggregate, summarize, analyze and utilize data each year to assess candidate performance and program quality and to inform ongoing program and unit improvement. This process forms the basis of the 2007-09 and 2009-11 Biennial Reports that were submitted by the unit to the CTC and made available in the unit's electronic exhibit room. The Dean, Associate Deans, and Program Directors provide oversight for the ongoing collection and analysis of data throughout the

academic year as part of this continuous assessment cycle.

The adoption of TaskStream as a data management system and the hiring of a full-time coordinator have allowed the unit to develop a technology-supported system to manage assessment data and monitor candidate progress through the programs. All signature assignments have been entered into TaskStream, making it possible to aggregate and disaggregate data as needed. For example, the data from signature assignments are disaggregated by regional center for purposes of comparison. While it is the expressed intent of the unit to include additional data sets, including clinical practice evaluations, IDEA faculty evaluations, and other data on unit operations into TaskStream, that plan has yet to be fully realized. Nevertheless, those data are systematically reviewed and used to monitor candidate progress, to make faculty development and retention decisions and to inform and improve program and unit processes.

In fall 2011, the unit developed several strategies to ensure fairness, accuracy, consistency, and freedom from bias. Program faculty across regional centers met to revise course syllabi and signature assignments and rubrics and engaged in calibration activities for scoring assignments. Their intention is to continue to meet annually to examine signature assignment data across regional centers so that inconsistent patterns in candidate performance and faculty evaluations can be identified.

The unit has a clearly delineated process written into program handbooks for responding to formal candidate complaints against university employees that promotes prompt and fair resolution. Candidates failing to meet requirements at transitions points may receive assistance in developing an action plan for improvement. Records of student complaints and their resolution are provided through email conversations among faculty and/or staff or between students and staff.

2.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit has made a number of improvements to the assessment system since 2008. The adoption of TaskStream has greatly advanced the unit's assessment system, and the TaskStream Coordinator has been highly effective in creating data reports and in training faculty and candidates in the use of this technology tool. The unit has also developed exit surveys for candidates and follow-up surveys for graduates and their employers. Although data from the initial administration of the surveys was provided, the response rate from employers of program graduates was very low. In the spring of 2009, the university also adopted the Instructional Development and Evaluation Assessment (IDEA), a diagnostic course evaluation tool designed to provide faculty with feedback tailored to the particular objectives of each class. The unit's members have worked collaboratively to ensure that all courses, assessments, processes, and procedures are consistent and aligned with CTC state standards.

2.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard.

2.4 Strengths. What areas of the standard are being addressed at the target level?

Calibration – use language from target:

A comprehensive and sustained effort has been made by all faculty in every program to standardize instruction and assessment across the four regional centers and to engage in calibration activities to insure reliability in scoring signature assignments. These efforts are an indication that the unit continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary.

2.5 Areas for Improvement and Rationales

None.

2.5.1 What AFIs have been removed?

Not applicable to this standard.

2.5.2 What AFIs remain and why?

Not applicable to this standard.

2.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

None.

2.6 NCATE Team Recommendation for Standard 2

Initial Teacher Preparation – Met

Advanced Preparation - Met

State Team Decision: Standard Met

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

All four regional centers for Point Loma Nazarene University have Advisory Councils that participate actively in decisions about design, governance, and evaluation of all educator preparation programs. Advisory Councils at each center meet two to three times per year for the purpose of learning about changes in unit programs and providing input on a range of issues. These include reviewing Biennial Report results from programs, identifying areas of improvement, and suggesting possible changes; review survey results and other data on effectiveness of field experiences, clinical practices and generating ideas for better tailoring these to the needs of partner schools; taking part in dialogue on the Conceptual Framework and PLNU candidate dispositions and how these are reflected PLNU programs; probing ways to increase candidates' competence in working with diverse school populations; and the like. Interviews with Advisory Council members at each center, as well as review of Council meeting minutes provided clear evidence of the strong working relationship between PLNU and its community partners.

Fieldwork placement sites are selected on the basis of having significantly diverse student populations and providing a variety of school settings in which candidates can practice. Schools and/or districts that meet PLNU criteria for field placements enter into Memorandums of Agreement (MOUs) with PLNU identifying the responsibilities of each partner in the preparation of candidates. Candidates can complete fieldwork assignments or undertake clinical practice only in those schools/districts which have active MOUs. In order to ensure consistency in the identification and selection of field placement sites for each regional center, the fieldwork coordinators from each center meet together monthly to review partnership agreements and to resolve questions regarding fieldwork placements. Candidate field placements are also reviewed by the Associate Dean who has oversight of those programs at all regional centers. Any decisions about changes of placement during field work or clinical practice are made in consultation with the appropriate coordinator, program faculty at that center, and the Associate Dean. Interviews with program faculty and leadership indicated that the combination of small program size and the number of staff available in each program allows for highly individualized placement of candidates during coursework-related field experiences and in student teaching or clinical practice.

Placement of candidates for field experience and clinical practice is done collaboratively by PLNU fieldwork coordinators at the regional centers and local school districts and private K-12 learning institutions. The specific protocol used varies according to individual district or school policies, with placement decisions in some districts being made at the school level, while in other districts placement decisions are made at the district level. Candidates are placed only with cooperating teachers or clinical practitioners who are appropriately credentialed, have at least three years of experience, and have been identified by school site or district administrators as demonstrating the range and depth of skills necessary to support all students in learning.

Prior to entering clinical practice, each candidate in an initial teaching credential program (Multiple Subject, Single Subject, Special Education) must meet basic skills, subject matter, and course grade/GPA requirements; have completed TPA Tasks 1 and 2 with a minimum score of 3; and have received a score of 3 or higher in the Advancement Interview, as well as being formally recommended for entering clinical practice by the advisor of the program in which the candidate is enrolled. In the event that a candidate is not approved for clinical practice based on the advisor's recommendation, the candidate must successfully complete additional preparation coursework. Upon successful completion, the candidate may reapply to be admitted to clinical practice. A candidate who is not successful in this coursework is not allowed to complete the program. In the MATL, all candidates engage in clinical practice as part of an action research project, and many also complete induction coursework to clear preliminary credentials they already hold. This coursework involves extensive clinical practice in school settings.

Requirements for entry into clinical practice in programs for other school personnel are program-specific. In order to begin clinical practice, candidates in the PPS School Counseling program must have completed a minimum of 100 hours of Practica experiences and have successfully completed four core courses that serve as the foundation for the PPS program. In the Preliminary Administrative Services credential program, fieldwork is undertaken concurrently with coursework. Within eight weeks of entering the program, candidates meet with a university fieldwork supervisor to review fieldwork requirements and to develop a personalized plan for how (and in which field placement sites) the candidate will complete fieldwork requirements. Fieldwork tasks for both PPS School Counseling and Preliminary Administrative Services programs must be completed in several sites, and at more than one level (elementary, middle school, secondary) in order to ensure experience with diverse student populations and different types of school settings. In the Professional Administrative Services credential program (as well as in other induction programs in which candidates obtain a "clear" credential), fieldwork begins once the candidate has developed an Individualized Induction Plan in collaboration with the university supervisor and a district mentor.

Successful completion of clinical practice requires that candidates demonstrate the knowledge, skills, and dispositions required by the unit and its programs. Each program uses a set of multiple measures to assess candidate competencies and dispositions, based on CTC standards, the unit's conceptual framework, and other university requirements for that program. Candidates in all programs are assessed by direct observation/evaluation by university and site-based supervisors/mentors, both on professional and state standards and on institutional standards identified in the unit's conceptual framework. Additional assessments are tailored to the specific nature of the program, using means such as review of lesson plans, written reflections by the candidate, work products/portfolios, and exit interviews and/or presentations—and in the case of initial teaching credential candidates, completion of TPA tasks 3 and 4. A review of assessment instruments and procedures for each program indicated that candidates must clearly demonstrate a broad range of essential knowledge, skills, and dispositions required for effective practice in the candidate's credential area in order to successfully complete clinical practice.

Interviews with program faculty and review of fieldwork handbooks confirmed that considerable support is provided to candidates who are struggling at any point throughout the program. These could include additional practice or remediation, intensive direct support, or creation of improvement plans. Candidates who are not able to make appropriate progress after receiving such support are dropped from the program.

During coursework in all programs, faculty use technology as part of their teaching, and candidates gain experience using technology for research, communication, and presentation of information. These uses include accessing and using research findings, recording and analyzing student performance results, analyzing student data to identify those in need of academic and/or counseling intervention, reviewing classroom and school level student performance data for program improvement, and the like. Field experience in each program requires that candidates demonstrate these skills in the school settings in which they work. In order to successfully complete clinical practice, each program requires that candidates demonstrate technology use appropriate to the particular role for which they are training: teaching, counseling, or administration. Depending upon the particular program, competence in this area is determined through fieldwork evaluations (initial teaching credential programs) or through work products and/or portfolios (programs for other school personnel). Fieldwork evaluation forms for each program address specific goals in the use of technology appropriate to that program's goals and requirements.

Training for university supervisors is provided during the first week of each semester at each of the regional centers. At this time university supervisors are trained and updated in collaboration techniques, review of reflection logs, coaching strategies, targeting areas for growth, and the development of remediation plans. Site-based clinical supervisors for Special Education candidates are required to attend "update" trainings each year. Cooperating teachers supervising Multiple Subject and Single Subject credential candidates are required to attend an initial training prior to working with their first student teaching candidate. In addition to these trainings, university supervisors meet with cooperating teachers/site mentors to review the roles and responsibilities of candidates, university supervisors, and cooperating teachers/site mentors. These roles and responsibilities are also clearly described in each of the fieldwork handbooks, which are provided to each candidate and cooperating teacher/site mentor.

Training for site mentors and clinical supervisors in programs for other school personnel varies according to the nature of the program. Site mentors working with preliminary administrative services candidates work closely with university supervisors to develop fieldwork plans based on the needs of each candidate and the interests of the school in which the candidate is currently employed. In this case, the "training" mainly consists of collaboration between the university supervisor and site mentor to ensure that all fieldwork requirements are clearly defined, and the field experience tasks selected for the candidate will provide the breadth and depth of training required to demonstrate competence in each professional standard area. Training for clinical supervisors in working with PPS School Counselor candidates is provided on a one-to-one basis by the university supervisor based on the individual clinician's needs.

University supervisor and cooperating teacher/site mentor roles in supporting candidates throughout clinical practice are specifically addressed in the fieldwork handbook for each program. These roles include regular observation by both university and site supervisors (including joint observations and triad conferences with the candidate), formal evaluations with reflection by the candidate and feedback from the supervisor, candidate conferences with site supervisors each week, daily conversation between candidates and site supervisors, review of candidate reflection logs, and regular communication among the university supervisor, cooperating teacher/site mentor, and candidate by phone and/or email. Each program provides a range of supports to candidates who may be experiencing difficulties. In the event that candidate

difficulties that cannot be addressed by informal action on the part of the university supervisor or cooperating teacher/site mentor, the unit has a clearly defined process for developing and monitoring candidate assistance plans, which must be successfully completed in order for the candidate to continue in clinical practice.

As part of clinical practice in each program, candidates are required to gather, analyze, and use data on student learning for improvement purposes. For initial teaching credential candidates, this practice is demonstrated continuously in the lesson design, teaching/observation, reflection/consultation cycle that candidates and cooperating teachers engage in throughout clinical practice. Summative assessment of candidate competence in student assessment and use of assessment results to improve student learning is done through TPA Tasks 3 and 4, in which candidates are required to demonstrate the ability to assess student learning (Task 3) and to demonstrate competence in the cycle of planning, teaching, assessing, and using assessment results in a video-taped lesson (Task 4). Successful completion of both clinical practice and the TPA are required in order for candidates to be recommended for credentials. In the MATL, the specific types of data being gathered, analyzed and used for developing improvement plans vary according to the focus of the candidate's action research project.

Knowledge and skills and dispositions for supporting student learning are demonstrated in similar ways among the programs for other school personnel. In Administrative Services programs, candidates are required to develop and implement plans for improving student academic proficiency through data analysis, work with school site personnel to develop and implement improvement plans, and to assess the effectiveness of these efforts. In addition, these efforts usually include analyzing, identifying, and gathering the fiscal and personnel resources to effectively implement improvement plans. PPS School Counseling candidates are required to analyze multiple sources of data on students' academic and behavioral needs and to develop collaborative intervention plans to address a wide range of these needs, including, but not limited to group and individual counseling for both academic and personal success, support groups for specific school populations, whole-school efforts to address social or behavioral issues, and the like. Candidate competence in programs for other school personnel is measured through a combination of signature assignments and portfolio/work product evidence.

3.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable to this standard.

3.3. Movement to the Target Level. What steps has the unit taken to move to the target level?

Not applicable to this standard.

3.4 Strengths. What areas of the standard are being addressed at the target level?

Not applicable to this standard.

3.5 Areas for Improvement and Rationales

3.5.1: What AFIs have been removed?

3.5.2: What AFIs remain and why?

Not applicable to this standard.

3.5.3 What new AFI's does the unit need to address for continued improvement?

AFI: The unit does not ensure that clinical practice for all candidates in the Special Education Mild/Moderate and Moderate/Severe credential programs is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.

Rationale: Interviews revealed inconsistency in fieldwork and clinical practice placements. Some candidates have planned experiences and/or interactions with the full range of the service delivery options and the providers of such services, including experiences in general education; while others experience a single grade span (elementary, middle, or high school) and a single service delivery model.

3.6 NCATE Team Recommendation for Standard 3: Initial Teacher Preparation – Met Advanced Preparation – Met

State Team Decision: Standard Met

Standard 4 – Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

4a – The unit is committed to diversity and follows PLNU's President Bower's celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socioeconomic backgrounds (Brower, 2010). A commitment to diversity is evident in the institution's Wesleyan heritage and Nazarene emphasis on social justice, and the university Diversity Council and its mission reinforce this commitment. The candidate proficiencies of the unit's conceptual framework are organized around three themes: Equip, Transform, Empower. The proficiency related to diversity is found within the Transform theme: "Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities." Likewise, the professional disposition most closely related to diversity is Indicator 3: Caring, Patience, and Respect, which states, "The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve."

All candidates receive instruction and guidance in the legal, moral, and ethical issues related to diversity and inclusion. There are five courses for initial candidates and nine courses for advanced candidates that focus on diversity as applied to a positive learning environment, curriculum design, and differentiated content based on student needs. Counseling candidates reflect on diversity in a professional growth chart where diversity is a focus in five courses.

Similarly, Education Leadership candidates take five courses focusing on diversity and are assessed on the California Professional Standards for Educational Leaders (CPSELs) standards (each standard integrates diversity).

The unit collects assessment data from a variety of signature assessments. Detailed information is provided in each program's biennial reports. Preliminary credential candidates demonstrate proficiency through case studies and differentiated instructional plans that focus on English learners or students with special needs. These assignments had average scores that ranged from 3.63 to 3.80 on 4-point rubric scales. The CalTPA tasks provide additional opportunities for candidates to demonstrate proficiency in adapting instruction to meet student needs. Average scores ranged from 2.92 to 3.12 on a 4-point rubric scale. PPS: School Counseling candidates demonstrated proficiency through three reflective papers addressing linking counseling theory to diversity, a school safety and violence project, and a personal philosophy of inclusive practices. These assignments had average scores that ranged from 3.64 to 3.80 on 4-point rubric scales. Preliminary Administrative Services candidates demonstrated proficiency through a class observation and analysis of differentiated instruction for cultural and special needs and an action plan for strengthening parent involvement and student achievement. These assignments had average scores that ranged from 3.66 to 3.78 on 4-point rubric scales.

Interviews support the documentation that the curriculum provides a well-grounded framework for understanding diversity, including English language learners and students with exceptionalities. Candidates are aware of different learning styles and can adapt instruction appropriately for all students.

4b – Documents and interviews identify NCATE Standard 4 and its elements as the means to drive the institution's core values of diversity. Within three years, the plan to institutionalize diversity, create a Chief Diversity Officer, and form the institution's Diversity Council was established. Developed institution-wide were the Curriculum Diversity Committee and Multi-cultural Student Services. Diversity seminars and workshops such as women's luncheon, new faculty seminar, Academic Council training, and the Center for Teaching and Learning's workshops are regularly held to focus on diversity. Within the last six months before the onsite visit, a campus climate assessment that included diversity elements was developed.

The institutional research on-line tracking of faculty finds the unit's faculty most diverse of all departments of the institution. The majority of the unit's faculty members are white and female. Black, Hispanic, and Asian minorities combined make up close to 25 percent of the faculty in both initial and advanced programs. Following the institution's new policies and procedures in its recruitment efforts, the unit, since 2008, intentionally recruited seven faculty members from diverse backgrounds.

Initial and advanced candidates on the main campus and at regional centers interact with diverse unit, especially adjunct, school-based, and other faculty. Diverse faculty have the knowledge and experience to help candidates work with the wide range of diverse students including English Language (EL), gifted, and those with exceptionalities. During an interview, an employer spoke of hiring a visually impaired, legally blind graduate for his moderate/severe class and found her to be an outstanding and able teacher at his school.

4c – Overall candidate ethnicity in PLNU educator preparation programs is 47 percent white, 27 percent Hispanic, four percent African American, four percent Asian, two percent other/two or more, and one percent American Indian. Seventeen percent of candidates declined to state ethnicity. During program coursework, candidates in all programs work on different types of group or team projects in which they collaborate with other candidates whose ethnicities are different from their own. The unit has taken a number of steps to recruit and retain candidates from diverse groups. These include development of program brochures that represent diversity along with promotional spots in local media to attract working professionals into the field of education; appointment of faculty at each regional center to serve as outreach coordinator to make connections to potential candidates from local communities; and offering ten scholarships annually through EDUCAP, the unit’s alumni organization, to support candidates in completing credential and degree programs.

4d – Candidates in all programs are required to work with diverse P-12 student populations. In each program, signature assignments associated with required coursework are specifically focused on supporting diverse student populations in ways appropriate to that program. In the Administrative Services program, for example, candidates are required to develop plans for improving academic performance in a socio-economically and ethnically diverse school; and School Counseling candidates analyze student proficiency data to develop a range of counseling and school climate interventions to address students’ academic and personal/social needs. Candidates in the MATL program develop plans to address the needs of English Learners, special needs students, and using technology to make instruction accessible to all students. Candidates in initial teaching credential programs are placed in a variety of different settings to ensure that they have opportunities to learn, practice, and demonstrate instructional and intervention strategies to meet the needs of culturally, ethnically and linguistically diverse students—as well as special needs students. Interviews with candidates and program completers consistently affirmed that the feedback they receive from both university and school site supervisors is designed to help them become more reflective and effective practitioners, and to continually improve their ability to help all students learn.

4.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The institution is in search of a diversity assessment for all units to measure their institution-wide diversity initiatives. The unit's advisory councils from each of the unit's regional centers continue to bring together diverse representation of community representatives to inform the program's curriculum, pedagogy, and fieldwork experiences in collaborative, diverse, and meaningful ways.

4.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard.

4.4 Strengths. What areas of the standard are being addressed at the target level?

The focus on diversity is institution-wide and based on NCATE Standard 4 and its elements. Efforts in recruiting faculty from diverse backgrounds are intentional and deliberate.

4.5 Areas for Improvement and Rationales

4.5.1 What AFIs have been removed? Not applicable to this standard

4.5.2 What AFIs remain and why? Not applicable to this standard.

4.5.3 What new AFIs does the unit need to address for continued improvement? None

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4.6 NCATE Team Recommendation for Standard 4:

Initial Teacher Preparation – Met

Advanced Preparation – Met

State Team Decision: Met

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit's full-time faculty have earned doctorates or master's degrees with expertise in their assigned areas. School-based faculty are licensed and credentialed in the field they supervise. Clinical faculty have contemporary professional experiences in their areas. Documents and data such as faculty portfolios, transcripts, applications, resumes, and verification of faculty involvement in public schools verify that faculty are qualified.

Faculty know the content they teach so that candidates develop proficiencies in standards, research, current developments, reflection, dispositions, critical thinking, and their teaching and learning. As requested from the BOE offsite report, the unit has disaggregated diversity data in programs and regional centers. Faculty are identified by program, regional center, program director, course, gender, ethnicity, credential, experience, and earned doctorate or exceptional expertise for academic year 2011-2012. Interviews and documents verify candidates work with diverse faculty. For example, the MAT Multiple Subject program in Arcadia Regional Center identifies eight faculty of Caucasian, African-American, Armenian, and Peruvian ethnicities, 75 percent female, all with credentials in the program, experiences in P-12 schools ranging from 10 to 16 years, one with 22 years in higher education, three holding doctorates, and two holding Master's degrees. Another example is the Educational Leadership program in Bakersfield Regional Center identifying nine faculty of majority Caucasian and one Hispanic ethnicities, six of the nine are male, all with credentials in the program, experiences in educational leadership positions such as superintendents, principals, and chief business officers, seven with doctoral degrees, one in a doctoral program, and one holding a master's degree.

Scholarship is one of the institution's requirements in hiring all full-time tenure track faculty, therefore, the unit's faculty demonstrate scholarly work in their fields. Since the BOE offsite report, more documents such as scholarly and professional pursuits narratives, faculty accomplishments lists, publications, professional consulting activities, and the institution's faculty research agenda verify their scholarly work is based on the mission of the institution.

Faculty provide service to the institution, schools, and community. They collaborate with unit, school communities, and institution-wide colleagues and are actively involved in professional associations. Like the institution's scholarship requirement, faculty are expected to provide service in their respective communities. Data and documents such as volunteering in Special Olympics and classrooms, sitting on the county's office of education action team or Commission on Teacher Credentials teams, being seminar leader in the Association of Christian Schools International, and writing narratives of service to the institution, to the church and community, and to the educational community were reviewed at the BOE onsite visit, indicating all faculty meet the California education code requiring 30 hours of service.

There are multiple tools to evaluate faculty in their teaching performance. Faculty evaluations such as the Self and Department Chair/School Dean Evaluation, peer evaluations, formal and informal course surveys, the Student Instructional Report II, candidate feedback and final evaluations, a course and faculty evaluation tool called Instructional Development and Evaluation Assessment (IDEA), were reviewed onsite indicating faculty evaluations are used to improve teaching, scholarship, and service.

A new position in the institution at the Center for Teaching and Learning (CTL) was created to facilitate professional development for the faculty. These activities are based not only on faculty evaluations from the unit, but with surveys and in collaboration with the unit and the CTL director. CTL also provides each faculty member with \$1,000 a year for professional development, \$500 a year more if the faculty member becomes the facilitator of these activities. During academic year 2011-2012, faculty development activities have been in "Teachers Noticing Teachers" led by a Mission Valley Regional Center faculty, legal issues in higher education, IDEA workshop for chairs and deans, questioning strategies, and faculty learning community.

5.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Since changes in the institution's hiring policies require doctoral degrees of full-time faculty, the unit will replace two retiring individuals, who were without doctorates and were hired before the requirement, with those who hold doctoral degrees. Of the remaining two faculty without doctorates, one is in the doctoral program and the other is in the final dissertation of a doctoral degree.

Through the CTL, professional development activities will continue in questioning strategies for Bakersfield Regional Center, teaching critical thinking skills, "Publish and Flourish" in the summer, faculty writing communities, and ITS-funded Technology Integrated Learning Environments (TILE), a six-week certification program led by two of the unit's graduates.

5.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard.

5.4 Strengths. What areas of the standard are being addressed at the target level?

The unit's faculty utilize a multitude of evaluations with feedback to improve teaching, scholarship, and service. Program faculty collaboratively and regularly meet to make any

necessary changes in modifying programs, instruction, and objectives, basing these modifications on formative and summative evaluations and on any changes of state expectations and policies, PLNU's learning outcomes, and other required expectations, ensuring that candidates develop proficiencies in professional, state, and institutional standards as well as support candidate reflection, critical thinking, problem solving, and professional dispositions. The unit's faculty have high participation in the institution's faculty development activities with many taking the lead as facilitators.

5.5 Areas for Improvement and Rationales

5.5.1 What AFIs have been removed? Not applicable to this standard

5.5.2 What AFIs remain and why? Not applicable to this standard

5.5.3 What new AFIs does the unit need to address for continued improvement? None

5.6 NCATE Team Recommendation for Standard 5:

Initial Teacher Preparation: Met

Advanced Program: Met

State Team Decision: Met

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

The School of Education (SOE) is one of three academic divisions at the university, headed by a dean who reports directly to the Provost/Chief Academic Officer. The dean sits on the Provost's Council with two vice provosts—one for Academic Administration and the other for Accreditation—and two other college deans. The dean and associate deans for education have program responsibilities across all regional centers and collaboratively ensure the programs are comprehensively aligned with the university mission. Faculty members across all regional centers collaborate on program and unit committees.

Dean's Council meetings in the SOE include regional associate deans, liberal studies director on the main campus, NCATE coordinator, budget and data analyst, and an administrative assistant. This administrative team manages all of the unit's programs. The team meets for a three-day retreat each summer to plan for the year, and then meets bi-monthly throughout the school academic year, including summer. An associate dean of educational leadership is a separate position focused only on academics.

All full-time faculty members meet on a monthly basis. This meeting is scheduled on the same day as the university-wide monthly faculty meeting, so that all full-time faculty members in the unit can attend both meetings. Five program committees oversee the program design, implementation, and evaluation. Current program committees include Educational Leadership, MAT Preliminary Credential Programs, Special Education MA, School Counseling (including PPS and Child Welfare and Attendance), and MATL, which includes the Multiple Subject/Single Subject Clear Credential, and Reading Certificate. Each program committee is chaired by an associate dean or program director. Membership includes all full-time, part-time and adjunct

faculty, as available, teaching within each program. These committees monitor proposals for program changes, evaluate their effectiveness, analyze assessment data, draft the program assessment documents submitted to CTC, and develop written policies in their program handbooks. Sub-committees within these program committees have been formed to address specific issues. Major proposals requiring discussion at the university faculty meeting are forwarded by the chair of graduate studies commission to the provost.

Academic program information is available in printed brochures and on the university website. Admissions policies are available on the Graduate Admissions page. All policies are available in the university catalog available online and monitored by the dean, associate deans, and program directors. Policy changes are presented to unit faculty at their regular monthly meeting, and are forwarded to the Graduate Studies Committee.

Academic calendars and catalogs are monitored by the vice provost for academic administration. Academic calendars are reviewed by the Academic Council and Provost's Council before final adoption and distribution. The university catalog (including grading policies) is reviewed by the Academic Policy Committee for undergraduate programs and the Graduate Studies Committee for graduate programs. Advertising is monitored collaboratively by the Creative Marketing Services Department, Graduate Admissions, and the unit.

The unit assigns academic advisors to all candidates upon admission to the program. Programs host New Student Information nights at the beginning of each semester in which candidates are informed of the programs requirements. When a candidate is admitted to a credential or degree program, a digital advising guide is created and available to advisors and candidates in the PLNU portal. Program handbooks are given to each candidate and available on the unit's website and at regional centers to communicate all credential and degree program policies, procedures, and program requirements.

A chaplain is appointed by the Office for Spiritual Development for each regional center to assist candidates with personal or spiritual concerns and make referrals to professional counselors when needed. Undergraduate candidates enrolled on the main campus have access to personal counselors. The regional centers do not provide professional or personal counseling by a licensed psychologist.

Program directors and assigned faculty discuss new programs and revise existing programs based upon market demands, credential changes, or legislation. Each of the four regional centers has an Advisory Council that meets two-three times per year at each site with the associate deans and full-time faculty to converse about issues within the public and private P-12 sector and identify ways that they partner with the university to support the local learning communities.

Recent examples of this partnering are the collaborative effort to develop of new program proposals for additional credential authorizations in Special Education and the development of a training workshop for clinical practice cooperating teachers. Membership roster email addresses indicate representation from the professional community on these regional Advisory Councils.

Departments that provide coursework for the Liberal Studies Major are included in the Teacher Education Committee. The committee is chaired by the Associate Dean for Undergraduate programs. Its purpose is to provide communication with undergraduate departments with pre-

teaching programs that would lead into the Master of Arts in Teaching (MAT) Programs offered at the regional centers.

An assessment of the unit budget with a comparable NCATE-accredited private university in California indicates that the comparable unit, with 60 percent of the enrollment as at PLNU, has budget support for 37 percent of the PLNU budget. The major difference between these two budgets is accounted for by travel expenses between four regional campuses spread out over 200 miles and covering from Bakersfield to San Diego. Budgets at regional centers appear to be adequate and proportional for the faculty and full-time equivalent generated at each site. The budget for the unit and regional centers has remained relatively stable over the past two years with some shifting of budget center costs.

Faculty workloads are contracted at 27 units (nine per semester including summer) per year. Policy allows for one overload course per year if desired and supported by enrollment. According to the data posted in Cumulative Full-time Faculty Loads 2010-11, 20 faculty are distributed amongst the campuses as follows: nine at Mission Valley/Point Loma, five at Arcadia, five at Bakersfield, and one at Inland Empire/Corona. At their respective campuses, faculty generated 12 units undergraduate and 112 units graduate at Mission Valley, 131 units graduate at Arcadia, 89.8 units graduate at Bakersfield, and 3.0 units graduate at Inland Empire/Corona. Average workload ranges from 19 to 26.5 units for fall and spring at Arcadia with a mean of 22.76; 14.8 to 27 at Bakersfield with a mean of 19.96; 7.20 units for the one faculty member at Inland Empire; and a range of 3 to 25.1 units and a mean of 18.47 at San Diego/Point Loma/Mission Valley. Part-time faculty and overload contracts with full-time faculty generate 12 teaching units undergraduate at Mission Valley, 281.9 graduate; 136 units graduate at Arcadia; 290 units graduate at Bakersfield; and 138 units graduate at Inland Empire.

Full-time faculty members typically have a workload of nine units for each of the three semesters. This provides a lighter load than 12 units during fall and spring to allow for research and scholarship. The majority of clinical practice supervision is performed by part-time and adjunct faculty. Typically, supervisors support no more than five students each eight-week quarter. Faculty workloads are monitored by the dean and associate deans at each of the regional centers. Proper management of workloads has provided time for faculty to be engaged effectively in teaching, scholarship, and service. Class sizes are limited to 25 for most classes due to classroom and pedagogical considerations. The average class size is approximately 15.

Each center operates with a receptionist, field experience coordinator, credential analyst, and administrative assistant to the associate dean. The administrative assistant also serves as the payroll coordinator at three of the regional centers—Arcadia, Bakersfield, and Corona. In addition, three full-time support staff serve the entire unit and report directly to the dean or associate dean of accreditation and assessment: Budget and data analyst, TaskStream coordinator, and assistant to the dean.

The Provost's Office makes available to each full-time faculty member \$1,000 per year for travel to research conferences. Needs beyond this amount or support to part-time and adjunct faculty may be provided upon request by the SOE dean's budget as approved by the Dean's Council. The director of the Center for Teaching and Learning provides professional development opportunities on the main campus and, beginning academic year 2011-12, at the regional centers.

Each of these facilities provides offices, classrooms, and technology available for students. Classrooms are equipped with a podium that contains a presenter computer, document camera, DVD/VCR player, and a serial cable that can connect to a laptop to feed to a classroom projector. Wireless networks are provided at each regional center. Arcadia, Mission Valley, and Bakersfield regional centers also have computer labs, and Bakersfield maintains a mobile laptop lab with 24 computers.

Technology standards are identified for each approved program by the CTC. Centralized support is provided online, and there are extended hours for all graduate and regional student services including the Library, Information Technology Services (ITS), Student Financial Services, Admissions, and Office of Records. Web-based graduate student resources facilitate easy access to forms, calendars, and policies.

Technology Integrated Learning Environments (TILE) is a pilot program that began in June 2010 and focuses on using technology in a variety of ways to support learning outcomes. Faculty members may participate in the program to redesign courses and create student-centered learning environments.

Faculty members with beginner, intermediate, and advanced skill levels can receive training on technology tools: Blackboard Learning Management System, TaskStream, E-Portfolio and assessment system, Adobe Connect remote collaborative learning system, Camtasia lecture capture system, the Microsoft Office Suite (PowerPoint, Word, Excel, and Outlook), and Classroom Media Setups. All signature assessments are uploaded to the appropriate courses by candidates, evaluated by course faculty, and analyzed by the School of Education staff and faculty using a web-based assessment system through TaskStream. Training is provided at the regional centers for adjunct faculty each semester and to candidates in New Student Orientation. Video Conference Classroom Training is available at remote locations. The Instructional Technology Services department provides training sessions to assist faculty in adjusting pedagogically to appropriate strategies in this new teaching environment. The Help Desk is available during regular hours and after hours.

Each of the unit's Regional Centers and classrooms on the main campus are equipped with internet access, projector screens, and projectors so that instructors can use PowerPoint, the internet, websites, and document cameras for displaying print materials. TaskStream is used to support the web-based assessment system. Faculty members are trained in this implementation, and TaskStream coordinators were added in 2011.

Four instructional services librarians are available to provide assistance by phone, email, or instant messaging. The library's circulation supervisor and document delivery assistant are available to assist students and faculty affiliated with the graduate programs in the SOE.

The instructional services librarian for graduate studies provides in-person research instruction sessions in graduate courses at the request of course faculty. Onsite and in-person research instruction sessions are available upon request and as scheduled. Remote teaching technologies (streaming video) supplement this instruction. Ryan Library provides graduate students at the Point Loma location full access to its 176,000-volume collection, as well as print and electronic serials. Reciprocal borrowing is available through consortium memberships in the Statewide California Electronic Library Consortium (SCELC), Link+ (a shared regional catalog with over

50 members), and the Southern California Theological Library Association (SCATLA). All graduate students may receive free delivery of materials through the interlibrary loan system, OCLC ILLiad.

The library also provides graduate students with online access to its more than 70 subscription databases, including: ERIC, Education Full Text, JSTOR, PsycINFO, Academic Search Premier, and OmniFile Full Text Mega. Students may access library databases through proxied URLs, permitting off-site and off-campus access from any location. Regional centers provide library information at their New Student Orientations. Candidates at all of the regional centers have access to the electronic resources available on the university website through electric databases.

Off campus programs are consistent within the mission of the institution and the unit, supported by a conceptual framework and knowledge base, guided by a long-range plan, and supported by adequate resources through a uniform system of operations and budgeting. Admission requirements are identical throughout all programs at off-campus sites. Off-campus programs financed and administered through the unit using a single set of seamless procedures.

6.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable.

6.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

The unit has taken steps to improve leadership and effective coordination of all programs designed to prepare education professionals to work in P-12 schools. In 2008-09, development began for an assessment system with signature assessments in each of the CTC-approved credential programs. Following the collection of the assessment data in the summer 2009, the faculty analyzed this data and together wrote their first biennial reports.

A reorganization of the leadership team allowed for the movement from a system of placing directors as leaders of independent sites to the appointment of associate deans who had responsibility of major areas of the unit's curriculum, in addition to the regional center administration. The assignment of curriculum responsibilities to the associate deans was based upon expertise and previous experience in K-12 schools: one associate dean oversees Leadership, the Teacher Education program, MATL & PPS Programs, and Teacher Performance Assessment (TPA) and Undergraduate programs. This new leadership structure helps ensure that the unit operates one program instead of four separate programs.

The newly created position of budget and data analyst provided a structure for bringing the unit together in the delivery of consistent payroll policies and procedures and financial reporting. In 2010-11, the budgets were reallocated in two ways. First, the regional center operations and maintenance budgets were separated from the SOE unit operations at the center. Second, expenses that pertained to the unit were centralized in the dean's budget (Cost center 5205), instead of the regional center budgets bearing all of the costs. This includes travel to San Diego for faculty meetings and for frequent meetings at the centrally located Arcadia Regional center. A new cost center has been created for the undergraduate Liberal Studies Program to separate the expenses for this program from the graduate program at Mission Valley.

6.4 Strengths. What areas of the standard are being addressed at the target level?

The unit's use of part-time and adjunct faculty members is purposeful and employed to strengthen programs. Resources for distance learning programs provide exceptional reliability, speed, and confidentiality of connection in the delivery system.

Areas for Improvement - None

6.6 NCATE Team Recommendation for Standard 6

Initial Teacher Preparation: Met

Advanced Program: Met

State Team Decision: Standard Met

Common Standard Findings for Information Not Included in NCATE Standard 6

CTC Common Standard Language for Standard 6: Advice and Assistance

Qualified members of the Unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The Unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Findings:

Candidates and cooperating teachers have written documents that explain each step of the credential process. Faculty and credential counselors present information in classes and through emails. Candidates can also make appointments to meet with counselors or faculty one-on-one if they have specific questions. In order to ensure that only candidates who are suited for entry or advancement in the education profession are allowed to continue, each program has identified transition points at which time candidates are required to submit documents to ensure that they have met the requirements for that stage. Candidates who do not meet the requirements are counseled out of the program. Interviews with candidates, cooperating teachers and employers validated that some candidates had been counseled out of the program. Alumni and candidates emphasized that PLNU faculty are accessible and knowledgeable. Several times during the interviews with both groups of stakeholders it was mentioned that the adjunct faculty had an additional level of expertise because most are currently employed at local school districts. It was also mentioned that faculty members responded to emails quickly and were available to discuss dilemmas experienced by candidates during fieldwork and student teaching placements. As an added measure of support, PLNU employs a chaplain at each of the four centers to provide spiritual support and guidance to credential candidates.

State Team Decision: Standard Met

Basic Credential Programs

Preliminary Multiple and Single Subject Credential Programs

Program Design

Candidates enter the Multiple Subject or Single Subject Credential programs via the Master of Arts in Teaching (MAT) upon completion of an undergraduate degree. Candidates may choose between a credential or a credential plus a Master's degree. Rolling admissions allow for multiple entry points into the program throughout the year. Multiple stakeholders confirm that MAT reflects the theme of the School of Education: Equip, Transform, and Empower, and that the program combines deep and coordinated understanding and ongoing development with continual transformation in professional practice.

The Associate Dean for Teacher Education supervises Multiple Subject faculty program coordinators and Single Subject faculty program coordinators, one of each per program, assigned to the Arcadia, Bakersfield, and Mission Valley regional centers. Full-time faculty, adjunct faculty, university supervisors, and credential analysts uniformly reported ample opportunities to consult with each other through meetings, video conferencing, email, and other informal means to ensure that decisions regarding program content, delivery, policies, and student support are collaborative and uniform across regional centers. Individual courses are discussed, evaluated, and refined at meetings that occur once a year, at minimum, per course.

External stakeholders provide input through advisory board meetings. Members of the Teacher Education Advisory Board state that they are regularly presented with data from PLNU and help make modifications to the program based on the data. Board members feel they are listened to and that interactions with PLNU faculty and administrators are two-way conversations. Teacher Education Advisory Board agendas and minutes also confirm that data are regularly shared and discussed.

PLNU redesigned the MS and SS (MAT) Programs in 2008. MAT is structured in two phases. Phase I, consisting of 33 units, leads to the preliminary MS or SS credential. Phase II consists of an additional 13 units, which candidates may take to complete the Master of Arts in Teaching degree. Students may complete their credential without completing the additional 13 units for the master's degree. The usual/recommended course load is no more than nine units per quad or twelve units per semester, to ensure that candidates have adequate time to absorb and reflect upon their coursework and field and clinical experiences.

Faculty and candidates reported that course sequencing may be adjusted to meet individual candidate needs, which allows candidates greater access to courses and completion of the program in a timely manner. In addition, there is an undergraduate *Liberal Studies Degree & Multiple Subject Teaching Credential/MAT Degree*. This undergraduate program allows students to complete the Liberal Studies degree and a Multiple Subject teaching credential in four years (including attendance of summer school sessions). Candidates interviewed expressed high levels of satisfaction with the care and guidance they experience in their interactions with faculty, supervisors, and credential analysts.

Course of Study

All candidates in the MS and SS begin their teacher preparation with three common theoretical/foundational courses, preparatory to taking methodology courses appropriate to their content areas and/or grade levels. Accompanying field experience courses provide candidates with opportunities to observe and participate in classrooms, as they experience the conditions of California public education. Coursework in meeting the needs of English Learners and students with special needs is delivered early in the program and, during this time, candidates complete relevant California Teacher Performance Assessments and Signature Assignments that are embedded within coursework. Candidates, faculty, and university supervisors report that these experiences help prepare candidates for their clinical practice and allow candidates to observe and articulate explicit connections between theory and practice.

Upon successful completion of course-related fieldwork, all prerequisite theory and methodology coursework, and a transition interview, candidates commence a 16-week clinical practice experience and weekly clinical practice seminar. During clinical practice, candidates are enrolled in Classroom Assessment and Research Practices, in which they apply coursework to practice. Interviews with candidates, university supervisors, and site supervisors report that all candidates are placed in classrooms that reflect the full diversity of California schools. Candidates are observed six times per placement, although candidate and university supervisor interviews indicate that candidates have access to additional, substantial support by phone and email. University supervisors have been invited to attend candidates' clinical seminars; supervisors report that this provides them with opportunities to better understand and align their supervision to university coursework.

Various stakeholder groups confirm that advising occurs at regular intervals throughout the program. Candidates stated that advisors, faculty, and university supervisors are highly supportive and advice is readily available from multiple sources. Master (cooperative) teachers state that candidates are highly prepared, competent, professional, and display positive character traits; all of these make PLNU candidates desirable as student teachers.

Candidate Competence

With the exception of undergraduate Liberal Studies Degree & Multiple Subject Teaching Credential/MAT Degree candidates, candidates are admitted to the program, provided they have an undergraduate degree from a regionally accredited institution. During their pre-clinical coursework, candidates meet with advisors and credential analysts to determine that they have met requirements for clinical practice (e.g., documentation of subject matter competence, U.S. Constitution, passing CBEST score, and positive outcome on a pre-clinical interview, etc.). Candidates report that they have access to multiple sources of advice as they progress through the program.

Candidates also receive information about and instruction on the Teacher Performance Assessments (TPAs). TPA coordinators and TPA-trained faculty meet with candidates to advise and instruct them on the particulars of TPA tasks and provide intervention support for students who do not pass tasks. University supervisors observe students at regular intervals and provide consistent feedback, support, and guidance. Candidates who fail to meet clearly established criteria are promptly identified and placed on an intervention plan.

Candidate performance on signature assignments is evaluated using rubrics that faculty developed and refine during meetings. In addition, cooperating teachers, university supervisors, and candidates all use the Clinical Practice I & II Rubric to evaluate candidate proficiency across nine elements aligned to the California Teacher Performance Expectations.

Employers, including principals, superintendents, and county directors, state that they actively seek out PLNU graduates to fill positions because graduates are of noble character, well prepared, competent, and are able to fill leadership roles.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that **all program standards are met.**

Preliminary Education Specialist Mild/Moderate Preliminary Education Specialist Moderate/Severe

Program Design

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community. The SOE's outcomes focus on a "whole person" transformation throughout the preparation program. The unit's themes – equip, transform, and empower--serve as the foundational and philosophical structure on which each of the programs is developed, implemented, assessed, and improved. The measures integrate the unit's values and beliefs that are shared about the landscape of learning. The mission and themes of the SOE were present on the syllabi, throughout conversations with faculty members, candidates, and university supervisors.

The Associate Dean for the Master of Arts in Teaching (MAT) provides leadership and oversight for the credential and is assisted by the Program Director for Special Education. At each regional center, there is a special education faculty member who provides support, advising, and coherence for the program. All report to the Dean of the School of Education (SOE). The leadership structures are delineated in such a way that each stakeholder, including candidates, adjunct faculty, cooperating teachers, and site supervisors regularly have access to support through email, frequent meetings, and phone conversations. The Special Education full and part-time faculty meet monthly at MAT meetings and bi-monthly as a special education team. In addition, the Associate Dean meets monthly with credential analysts and field experience coordinators to communicate any decisions made by the special education team. An interview with the field experience coordinators highlighted the ongoing and frequent communication between each party which allows for more effective service to students.

Department faculty are recruited from respected institutions bringing their expertise and infusing their scholarly work into the area of Early Childhood, Mild/ Moderate disabilities, and Moderate/Severe disabilities. Adjunct faculty and part-time faculty members frequently indicated that they had been students at Point Loma themselves and they are committed to supporting students through their academic and spiritual journey. The adjunct faculty members interviewed have four or more years of experience in the field related to the subject that they are

teaching. Part-time, full-time, and adjunct faculty spoke very highly of the support systems in place at PLNU and their commitment to developing strong teacher candidates through aligning the coursework, rigor, and performance expectations.

Students in the program repeatedly expressed that the adjunct faculty members were especially knowledgeable because the majority of them have a full time job in one of the local school districts, giving them first-hand experiences to draw upon. There is a commitment to diversity within the department, as evidenced by diverse faculty members, candidates, and school communities.

According to the full time, part-time, and adjunct faculty members interviewed, there are two or more meetings per year in which all special education team members participate. The full time and part-time faculty members frequently communicate and mentor adjunct teachers through email and on the phone. The adjunct faculty members indicated that there are clear systems in place to maintain consistency between the PLNU centers, citing master syllabi, intra-team calibration exercises for signature assignments, and a single director with which to get changes approved, as examples. All syllabi are submitted two weeks prior to teaching to ensure consistency. Icons are placed in the top right hand corner to signify which version of the syllabus to use and the text of the document is highlighted to indicate which items may be changed.

The current standards for the mild/moderate and moderate/severe programs are being implemented and have been integrated into the coursework since Fall 2010. The faculty integrated the new standards into the master course syllabi and assignments were adapted to reflect the needed changes. All of the signature assignments remained the same. Point Loma faculty attended regional and state level meetings to participate in the decision-making process regarding the new program standards. Faculty shared that candidates have expressed enthusiasm for the changes and seem to be mastering the standards as evidenced by the data included in TaskStream, which includes disposition assessments, TPA tasks, signature assignments, and exit interviews. In addition, PLNU added an Autism Authorization and an Early Childhood Education Specialist Authorization, which have been approved by the CTC. PLNU is in the process of adding the following authorizations: OHI, TBI, and APE. Faculty indicated that the Autism Authorization has been popular with students who are currently enrolled in the multiple and single subject credential programs, as well as, inservice teachers with the mild/moderate credential who need to add the authorization.

Recommendations from an Advisory Board that meets twice each year and is comprised of district personnel, parents, and program graduates ensures program modifications discuss identified needs within the field and within the communities where PLNY have campuses. The new authorizations are a result of the advisory board, candidate, and school principal recommendations. Candidates have a variety of means for providing input, including course surveys, exit surveys, culminating meetings, and throughout the advisement process. In addition, one faculty member mentioned that the staff had attended IDEA training to ensure that all members are fully utilizing opportunities to make changes based on student perceptions of the course and individual needs.

Course of Study

Candidates are prepared initially in three common courses. Upon successful completion of these courses, candidates complete methodology coursework appropriate to mild/moderate or moderate/severe settings. Concurrently, students participate in four 15-hour fieldwork experiences. All candidates commence a 16-week clinical practice experience and weekly clinical practice seminar. During the first eight weeks of clinical practice, candidates are enrolled in Classroom Assessment and Research Practices in order to wed theory and practice. Common themes infused throughout all programs are data-based decision-making, early intervention, research-based pedagogy, advocacy and collaboration. Faculty, candidate, and program completer interview data supported this finding.

Courses Specific to the Mild/Moderate Disabilities Credential: The major goal of the program in Mild/Moderate Disabilities is the preparation of effective entry-level special education professionals for teaching positions with students identified as having autism, learning disabilities, mental retardation, emotional disturbance and/or behavior disorders. With this credential, candidates may be employed in a variety of settings, work in a full range of service delivery models, and teach students from kindergarten through age 22. Courses specific to their program of study include a course on assessment, advanced curricular adaptations and a practica course. During a whole class interview, several mild/moderate candidates emphasized that the order of the classes and the assignments were purposefully organized. One candidate shared that at Point Loma students aren't expected to do busy work; they are supported in completing activities that are meaningful and make a difference to student learning.

Courses Specific to the Moderate/Severe Disabilities Credential: The major goal of the credential program in Moderate/Severe Disabilities is the preparation of effective entry-level special education professionals for teaching positions with students identified as having moderate to severe disabilities. Candidates are authorized to teach in programs that serve students from kindergarten through age 22 and service delivery options may range from special day classes to full inclusion. Courses specific to the program of study in Moderate/Severe Disabilities include coursework in assessment, augmentative and alternative communication, assistive technology, curricular adaptations and modifications, positive behavior support, and instructional strategies specific to students identified with moderate/severe disabilities. During interviews with candidates pursuing a moderate/severe teaching credential the students emphasized that the coursework helped them think more broadly about their service to children and the activities were helpful in propelling their understanding of assessment and student growth.

Courses Specific to Early Childhood Special Education (ECSE) Credential: The primary goal of the ECSE program is to prepare effective, entry-level early interventionists and early childhood special educators to work with young children and their families. Candidates are authorized to serve children with disabilities from birth through pre-kindergarten. PLNU SOE Faculty ensure that students have an opportunity to serve children in a variety of natural environments, including the child's home, the home of a family childcare provider, or a community-based preschool program. The main campus of PLNU has an early childhood center where students with disabilities receive preschool services. This program and the local regional centers serve as the primary placement options for field experiences that occur outside of the home. A culminating assignment in the ECSE program includes students completing an Individualized Family Service Plan. The director of the ECSE program enthusiastically shared that students

taking these courses are having a range of placement options for field experiences. In addition, she emphasized

Interns:

The intern program is a partnership between the preparation program and the employing school district. PLNU has interns in both the M/M and M/S credential programs. The intern coordinator reported that students are typically enrolled in the traditional program when they are offered a site position. When this occurs, PLNU provides the school district with evidence that the candidate is enrolled in a credential program. The PLNU pre-service component, as verified by the intern coordinator and program director, includes preparation to teach reading and language arts, English language learners, typical and atypical human development, and curriculum and instruction for students with disabilities. Intern candidates participate in the same coursework as the traditional candidates with the exception of an additional induction course, which they must take for four consecutive semesters. PLNU and the employing school district jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program. Interns meet the requirements of standard 15 by participating in a broad range of field experiences through coursework and interactions with other service providers to avoid leaving their work assignments for an extended period of time. Interns that were interviewed shared that the faculty at PLNU is responsive and supportive of their needs, frequently visiting their school sites, and often providing encouragement and strategies for growth.

Technology is integrated into courses as candidates use a computer-based learning interface to varying degrees and participate in hybrid courses that blend distance/online and face-to-face learning. Interviews with candidates and faculty members suggested that technology is an integral component of coursework, assignments, and field experiences. They cited use of assistive technology, such as low and hi-tech communication supports and educational applications found on iTunes as examples. Several course assignments and projects require immediate application of research and best practices as candidates observe and reflect about classroom experiences, model strategies with students, and collaborate with families and agencies.

The credential program provides a sequence of four field experiences. Each fifteen-hour field experience is strategically linked to coursework to facilitate student application of research into practice. Fieldwork and student teaching locations are determined by faculty outreach with the local community. Classroom placements are chosen based on the recommendation of the school principal. Principals at sites that have an MOU with PLNU indicated that they have a large role in identifying the most competent master teachers for school site placements. Following a recommendation, the Fieldwork or University supervisor visits the location and the “cooperating teacher.” PLNU SOE uses the title “cooperating teacher” to identify master teachers at the field locations. Cooperating teachers are required to attend a training meeting, must hold the same credential the candidate holds, and must obtain verbal recommendation from their principal. In addition, cooperating teachers meet the minimum requirement of a least five years teaching experience with a proven record of successful teaching. The cooperating teachers indicated that PLNU candidates are well-prepared for onsite service, professional, and capable of serving students with a range of ability levels. University supervisors directly observe candidates at least four times throughout each of the two consecutive eight-week culminating field placements. The

cooperating teacher and the university supervisor provide a joint mid-term and final candidate evaluation.

Candidates are given opportunities to observe and participate in educational settings that model effective practice and serve a diversity of students. All practica occur in school sites where the majority of students represent ethnic and/or linguistic diversity. The university supervisors and program director indicated that candidates teaching of English learners (EL) is supervised by a teacher who holds a valid EL teaching authorization.

Various instructional delivery models (e.g., co-teaching and small group) are also explored through field experience. The culminating practicum extends this opportunity, intensifies the involvement and responsibility of the candidate, and requires demonstration of the competencies required for recommendation for the Education Specialist Credential. All candidates and program completers interviewed remarked on feeling adequately prepared, supported and mentored throughout the program. Nearly all university and field supervisors interviewed were graduates of one of the programs, indicating a strong sense of community and continued partnership between PLNU and program completers. Moreover, candidates and completers commented on both feeling “ready to work” upon program completion and enjoying their program experiences. Interview responses by both candidates and completers also echoed themes of the department goals.

The team was unable to find consistent evidence across all placements that candidates experience a broad range of service delivery options and a variety of age levels during their experiences at the various school sites. Interviews with candidates, fieldwork supervisors, university supervisors, adjunct faculty, part-time faculty, and the special education director confirmed that a mechanism for consistently and strategically placing and monitoring school site placements is not being uniformly utilized by each of the centers.

Assessment of Candidate Competence

Candidates must demonstrate satisfactory completion of TPA tasks, signature assignments, disposition surveys, exit surveys, and dialectic discourse with classmates to demonstrate mastery of coursework which is measured by maintaining 3.0 or higher GPA. Performance criteria in practica also provide a means of ascertaining that candidates have demonstrated competence in applying the knowledge and skills associated with each of the standards to actual instructional situations. All formal assignments and surveys are uploaded to TaskStream, a web-based data management system, so that student progress can be monitored by a variety of stakeholders. During the interviews, candidates and faculty members cited examples of uploading signature assignments and other program documents to TaskStream. The opportunities to review these data and experiences receiving feedback through this system were cited as positive aspects of the TaskStream system.

When the program is completed, the university advisor reviews candidate performance with the university supervisors before recommending the candidate for a credential. The Credentials Office reviews the student's approved program plan against transcripts of completed coursework. If the student has satisfactorily met all department requirements, the Credentials Office forwards a formal recommendation for the appropriate credential.

Candidates struggling to meet competencies are given multiple chances to succeed. They are provided with advisement and coaching by faculty, field supervisors and mentor teachers or district support providers. Dispositions data of candidates are also assessed and monitored throughout Level I and Level II programs to ensure candidates are suitable matches for the field of special education.

Recent changes were made in the Level I Preliminary Education Specialist program due to the implementation of the new Mild/Moderate standards that began with the Fall semester of 2010. The Preliminary Education Specialist program officially transitioned to the new CTC standards on August 24, 2010 for the 2010-2011 school year. The transition was affected by updating existing courses leading to the Preliminary Education Specialist credentials in Mild/Moderate and Moderate/Severe authorizations. The Education Specialist program was reviewed in the Program Sampling as did all approved programs. Since the program has recently undergone transition to new standards, a panel of BIR reviewers will conduct a full program assessment within one year of the June 2012 Biennial Report to ensure that it is aligned with the Preliminary Education Specialist Program Standards.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all of the program standards are fully **Met** with the exception of Program Standard 15: Field Experience in a Broad Range of Service Delivery Options, which is **Met with Concerns** for both the Mild/Moderate and Moderate/Severe programs.

Rationale: Various stakeholder groups representing the M/M and the M/S credential programs reported inconsistent field and student teaching placements; some candidates have planned experiences and/or interactions with the full range of the service delivery options and the providers of such services, including experiences in general education, while others experience a single grade span (elementary, middle, or high school) and a single service delivery model.

Advanced Credentials

General Education (MS/SS) Clear

Program Design

The School of Education operates the MS/SS Clear credential across all four regional centers with oversight provided by an Associate Dean and a Program Director. Interviews with program faculty, program director, and Associate Dean indicate that communication among the program faculty is frequent, occurring monthly in formal, face-to-face meetings, informally through emails and phone conversations, and through video conferencing between centers. Communication with candidates is provided through a detailed program handbook, as well as initial and on-going advising sessions throughout the 12-unit program. Interviews with program candidates and completers reveal general satisfaction with the quality and responsiveness of program advisement.

According to faculty, students, and employers, the program provides a logically sequenced structure of preparation and professional development that prepares its Clear Credential candidates with knowledge, skills, and dispositions needed to deepen teaching competencies. Importantly, program candidates and completers reported during interview sessions that they feel well prepared to teach in different school and community contexts. The program strives to promote excellent communication and collaboration with P-12 schools, university personnel, site personnel and candidates through regular communications and scheduled meetings. Candidates are provided with multiple opportunities to demonstrate and apply the pedagogical knowledge and skills acquired in the preliminary credential program through demonstrations of teaching and lesson planning.

Program faculty members report that candidates are provided with structured and systematic formative assessments that adhere to the Formative Assessment for California Teachers (FACT) model along with a formal seminar that uses a plan-teach-reflect-apply cycle. Finally, the university faculty supervisors work with participants to demonstrate effective teaching with an intentional focus on universal access and equity for all students and with an emphasis on teaching English learners and special populations. Both faculty members and candidates report that most area school districts are highly diverse and provide candidates with ample opportunities to work with special populations.

The Clear program is two semesters (4 quads) in duration. Coursework consists of four three-unit seminars and one four-unit yearlong course for a total of 16 units. Three of the courses are delivered in a traditional course format, one course per eight-week quad. The fourth course is a fieldwork course where embedded assignments are implemented in the field and reflected on by the candidates, their mentors and their classmates. These are also monitored and reviewed by faculty members. The Reflective Coaching course begins with the very first quad and continues throughout the program to ensure continuity and alignment between coursework and field experiences (e.g., theory and practice).

Several opportunities exist for stakeholders to provide input regarding the Clear Credential program. These are part of an ongoing effort by the school of education to promote open and ongoing communication with stakeholders from within and outside of the university. Program leaders seek input from a School of Education Advisory Committee (made up of local school

district personnel and PLNU faculty members) on an annual basis regarding the relevancy of programs and course content based on current needs and policies in schools and districts. Input from candidates is collected at the conclusion of each course through formal course evaluations, as well as the Exit Survey that candidates complete at the conclusion of the credential program. Professors and program directors meet monthly to discuss programmatic strengths, issues and potential changes, and employers of graduated candidates are sent follow up surveys to inform program development and improvement processes.

Course of Study

The multiple subject/single subject course of study was revised in 2010 and consists of four courses. The courses may be taken in any order, with the exception of an ongoing course taken throughout the duration of the program. To bridge theory and practice, three courses dealing with school communities (GED 641), teaching English learners (GED 642), and teaching special populations (GED 677) are taken concurrently with fieldwork.

Candidates perform fieldwork in their own classrooms with the assistance and guidance of a teacher-mentor from their school-site and a university supervisor. Both teacher-mentor and university supervisor observe teaching events and provide critical feedback. The mentor makes three observations with feedback and the university supervisor provides feedback to two teaching events. The candidate, mentor and supervisor reflect on the teaching events, modeled after the Formative Assessment for California Teachers (FACT). Interviews with one program faculty member and the program director indicated that the formative reflections and responses are shared with the candidate's classmates where they analyze and discuss subsequent teaching plans with one another collaboratively.

Candidate Competence

The School of Education collects a wide range of performance data at regular intervals from current students, graduates, employers of graduates, and from professors and mentors who work with candidates. Candidates are informed of the assessment processes and system during initial program advisement activities and during each course. Signature assignments in each course provide capstone demonstrations of student learning, while pre and post assessments relating to candidate dispositions provide faculty and candidates with feedback regarding candidate growth in the domains of the ethical construct defined by PLNU as "Noble Character."

All assessments and artifacts are submitted electronically by candidates to the TaskStream system. Evaluative comments and various assessment results are provided to candidates on TaskStream by professors and mentors.

In addition, course syllabi provide clear overviews of course requirements and describe several assignments provide key assessments for the Multiple and Single Subject Clear Credential Program and include:

- Signature assignments covering the scope of course content specific to the Clear Credential standards for every course.
- Disposition assessments covering eight dispositional character traits completed throughout the program.
- Initial candidate self-assessments, a professor assessment of candidate dispositions, a mentor assessment of candidate dispositions, and a final post self-assessment.

Beginning in 2010-11, an assessment of professional dispositions (e.g, Noble Character) was conducted at multiple points in the program (fall, winter, spring). These assessments are archived on TaskStream. The program director reports that to this date, only a small number of Clear credential candidates have taken the Professional Disposition Assessments, but the assessment shows real promise in the evaluation of candidates.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, faculty and supervising practitioners, the team determined that all program standards in the Preliminary Administrative Services Credential Program are **Met**.

Clear Education Specialist

Program Design

The Associate Dean for the Master of Arts in Teaching (MAT) provides leadership and oversight for the credential and is assisted by the Program Director for Special Education. At each regional center, there is a special education faculty member who provides support, advising, and coherence for the program. All report to the Dean of the School of Education.

The three larger regional centers (Arcadia, Bakersfield and Mission Valley) each have full-time Special Education faculty responsible for supporting the program at the site while the fourth, and considerably smaller site employs adjunct faculty to administer the program. The program also has a director who is responsible for collaborating with and coordinating the four centers to ensure that the program is coherent and aligned. In total, the program is served by a team of four full time faculty and approximately 10 adjunct faculty.

Feedback from program directors and faculty members reveal that the Special Education full and part-time faculty members meet monthly at MAT meetings and bi-monthly as a special education team. In addition, the Associate Dean meets monthly with credential analysts and field experience coordinators to communicate any decisions made by the special education team. Feedback from program faculty indicates a high level of cooperation and collaboration among and between faculty members and between faculty members and university administrators.

Candidates experience two fieldwork opportunities during the program: one in the reflective coaching course and the other during one of five special education authorizations. Interview feedback from several program graduates revealed a high level of satisfaction with the quality of fieldwork activities and especially as they effectively aligned theoretical concepts covered in coursework with practice. One graduate stated fieldwork allowed her to try out knowledge from graduate courses in her own classroom. Another graduate indicated that fieldwork supervisors were always there to provide help when she needed it.

Major changes were made in the Clear Education Specialist program in response to the implementation of new Clear program standards beginning with the spring semester in 2011. As a result, data pertaining to candidate competence and other program outcomes subsequent to these changes are very limited. A more detailed description of program modifications is provided in the Biennial Report. The design of the new program included a revised Master of

Arts in Education, with a concentration in Special Education. Application for a substantive change with WASC was made and approved for the conversion to a stand-alone degree, Master of Arts in Special Education (MA SPED).

Course of Study

The clear education specialist program includes coursework in the following:

- Reflective Coaching and Induction
- Shared Leadership, Legislation, and Due Process
- Universal Access: Equity for all Students OR Advanced Assessment and Behavior Analysis
- Additionally, the clear credential program includes a choice of selecting one of five Added Authorizations for Special Education (AASE). The current authorizations available include: Autism Spectrum Disorders, Traumatic Brain Injury, Other Health Impaired, Early Childhood Special Education, or Emotional Disturbance.

The coursework aligns with the School of Education's learning outcomes, which include:

- Working collaboratively and communicating effectively.
- Engaging in scholarly, professional, personal and spiritual growth.
- Embracing the positive power of diversity through development as advocates for equity and access.
- Serve as research-based transformational leaders within educational organizations.

Interviews with several program completers verified that these four outcomes were common threads throughout the curriculum.

At the beginning of the program, the candidate and the university advisor meet to discuss and frame the candidate's individual induction plan. The candidate then works with his or her fieldwork supervisor in the reflective coaching course to improve the teaching practice either in his/her own classroom or in a secure fieldwork placement. Candidates uniformly report that they meet frequently with university advisors, fieldwork supervisors, coursework faculty members, *and* site level administrators throughout the program. Their feedback supports comments made by faculty members and program directors that PLNU strives to provide ongoing and personalized advisement and support.

Effectiveness of coursework and candidate competence is reflected by the assessment of candidate performance on four signature assignments. Course syllabi and supporting assessment materials delineate assessment standards, procedures, and rubric scoring criteria.

Candidate Competence

Candidates and graduates reported during interviews that they are regularly assessed throughout the program, which was confirmed by faculty. Upon enrollment, candidates meet with their advisors and are apprised of performance expectations and assessment criteria. Throughout the clear credential program, candidates complete four signature assignments. Completed signature assignments are uploaded by the candidates onto the TaskStream website where they are assessed by the professor using a four point rubric. These assignments include:

- PLNU Education Specialist Individual Induction Plan
- Universal Design Lesson Plan

- Comprehensive Philosophy and Action Plan of Assessment and Behavior Support
- School Scan Project

Candidates are informed of their progress on assessments through TaskStream. To complete the clear credential, candidates must also complete the ongoing mentoring course that contains a personalized assessment that ensures candidate growth towards the standards. When asked during an interview to comment on the quality of mentoring, all students in a Clear credential course responded that the mentoring course provided constructive feedback and guidance as they progressed through the Clear credential program.

Candidates are assessed on their Dispositions of Noble Character beginning in the initial class within the Clear Education Specialist program. At the end of the course, candidates once again self-assess their Dispositions. These are reviewed and recorded by the professor of record. Candidates also conduct self-assessments in other coursework at specific regular intervals. The professors of record and university support providers also assess candidates on dispositions. These assessments are central to the mission of the program and are used both formatively and summatively. One faculty member noted during an interview that he has counseled students out of the program who scored poorly on the Noble Character Dispositions assessment. *Note: During 2011 only one candidate completed this assessment.*

Findings On Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, faculty and supervising practitioners, the team determined that all program standards in the Clear Education Specialist Credential Program are **Met**.

Preliminary Administrative Services

Program Design

Program leadership is provided by the Associate Dean for Educational Leadership and four lead faculty members representing the four regional centers. The leadership team meets monthly on the main campus and a second time, two weeks later, via video conferencing. Evidence regarding leadership structure and functions was acquired through interviews with the Associate Dean, regional program directors, and PLNU program documents.

Interviews with program faculty and supervisors at all four campus centers, and the Associate Dean confirmed that communication within the program and with the university occurs through a variety of meetings, committees, catalogues, and handbooks. All faculty members meet on a monthly basis. This meeting is scheduled on the same day as the university's monthly faculty meeting, ensuring all full-time faculty member in the unit attend both meetings. Program oversight, design, implementation, and evaluation protocols are managed by a team comprised full-time, part-time and, when possible, adjunct faculty, teaching in the program. The committee monitors proposals for program changes, evaluates their effectiveness, analyze assessment data, drafts the program assessment documents submitted to CTC, and develops written policies in program handbooks. Finally, internal communication among students, faculty, program administrators is facilitated by the use of TaskStream and e-class software.

Program documents, course syllabi, the website, and college catalogue provide overviews of coursework and related requirements. The program is comprised of 24 semester units consisting of six classes framed around each of the six California Professional Standards for Educational Leaders (CPSELS). Fieldwork activities (6 units per year) are held concurrent with courses and provide evidence-based applications of the CPSEL standards and related theories that undergird the profession. The alignment of fieldwork and course content is evidenced through course syllabi, program handbooks, and confirmed by program faculty members and directors.

Each course, and the accompanying fieldwork activities, occurs over an eight week period. During this time, each candidate is coached and supported by a university fieldwork supervisor and a site administrative supervisor. According to program completers and candidates, the fieldwork activities provide a deep and powerful learning experience that aligns theory and practice. In addition candidates and completers unanimously indicated that university and site supervisors provide ongoing and responsive mentoring throughout all stages of the program.

In recent years, the program has made modifications in the following areas:

1. Program-wide signature assignments and rubrics have been re-calibrated thereby strengthening inter-rater reliability among faculty members.
2. The program handbook has been rewritten to outline uniform procedures and data collection points.
3. All fieldwork assignments have been assessed and up-dated to better reflect the CPSELS and to allow for the application of real-work activities. In many cases, fieldwork activities are aligned with both coursework and signature assignments.

Interviews with program leaders, faculty members, employers, and students reveal that stakeholder input is provided in six ways:

1. Candidate completion of program evaluations, exit survey, self-assessment of professional dispositions, and formative assessments in each course.
2. School of Education Advisory Council meetings are held three times per year to receive input from the community on both program effectiveness and candidate success. During each EAC meeting an educational administration sub-group meets to address EADM program issues.
3. Adjunct faculty members meet three times per year to participate in professional development activities and to receive up-to-date information on the program.
4. Signature assignments are re-calibrated annually and modifications made as necessary to rubric scoring protocols. Anchor papers are identified.
5. Both the program advisor and fieldwork supervisor complete assessments of candidate dispositions and performance on fieldwork assignments.
6. A survey assessment of educational administration alumni and their employers is administered one year after graduation.

Course of Study

Each candidate completes six courses (18 units) and 24 fieldwork activities (6 units) that align with the six CPSELS. Other themes such as participating in a democratic society, social justice, and servant leadership are woven across all courses. The program website states that “this is an evidence-based program.” This statement was confirmed by students, faculty members, fieldwork requirements, and by examples of signature assignments. Each candidate develops a plan for their graduate level coursework and fieldwork that builds on the evidence of prior

knowledge, skills, and dispositions that they bring into the program. In the Mission Valley center, the cohort structure facilitates the articulation and progressive development of knowledge and skills. According to the Associate Dean and two regional program directors, the lack of a cohort structure at the Bakersfield, Arcadia, and Corona centers provides student flexibility in terms of program entry and exit, but also limits the ability to progressively build upon prior coursework and learning activities.

Site and university fieldwork supervisors and program candidates concur that the alignment of coursework and fieldwork is coordinated by university and school site fieldwork supervisors who meet with each candidate to develop an individualized work plan. Course syllabi and the program handbook show that fieldwork activities are representative of the skills, knowledge, and dispositions described in the CPSEs needed to perform at the basic entry level of administrative work. Students and faculty members also confirm that within each course the issues of equity, justice, second language learning and student achievement are discussed and applied through fieldwork assignments. The development of “noble character” is a seminal theme that runs across all program components and is commonly understood by all stakeholders.

According to the Associate Dean, university fieldwork supervisors are chosen on the basis of their depth and breadth of experience in the field of public school administration. Supervisors (and faculty members) must also reflect values and beliefs that are consistent with faith-based education. Supervisors and program students confirmed that they meet at least six times per year with candidates to assess their progress, the quality of tasks completed, and their overall effectiveness and professional dispositions.

The effectiveness of coursework is reflected in the analysis of candidate competency across all six signature assignments. On a scale of 1 (low) to 4 (high), candidates average over 3.5.

At program completion, candidates complete an on-line exit survey, which provides candidate input and perceptions of program and faculty quality and effectiveness as well as suggestions for program improvement and change. In addition, alumni are surveyed one year after graduate to assess the impact of the program. More detailed analysis of the exit and alumni survey results are provided in the 2011 Biennial Report.

Candidate Competence

The program provides clear formative and summative assessment and transition points (or gateways) three times during the year (fall, winter, spring). These assessments include course grades, signature assignment scores, and feedback from site and program supervisors. Initially, candidates are assessed for entry into the program through an initial interview, a writing sample, two letters of recommendations, an initial dispositions interview, and a transcript review.

Candidates within the Preliminary Educational Leadership program are provided multiple opportunities to critique and reflect their work in the context of student learning. This is accomplished through candidate learning outcomes (CLOs) for each course (see program handbook) and a signature assignment in all six courses (see syllabi), which require the candidates to demonstrate how to create a positive learning environment for student learning, the collection and analysis of student achievement data, and strategies for continued improvement of student learning. In addition, the program has conducted a quality review of key program

assessment tools and signature assignments (see Biennial Report). Task Stream is used to archive, organize, analyze, and report on all signature assignments.

Candidates receive advice about how they will be assessed in the program during the initial advising process, through the handbook, and throughout the program as course assignments are introduced. Interviews with candidates and completers indicated a high level of satisfaction with program advisement and assessment protocols and communications.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, faculty and supervising practitioners, the team determined that all program standards in the Preliminary Administrative Services Credential Program are **Met**.

Clear Administrative Services

Program Design

The clear administrative services program was CTC approved in 2004. Program leadership is provided by the Associate Dean for Educational Leadership and two program advisors representing the four regional centers. The leadership team meets monthly on the main campus and a second time, two weeks later, via video conferencing. Evidence regarding leadership structure and functions was acquired through interviews with the Associate Dean, regional program directors, and PLNU program documents. Program oversight, design, implementation, and evaluation protocols are managed by a team comprised full-time, part-time and, when possible, adjunct faculty, teaching in the program. The committee monitors proposals for program changes, evaluates their effectiveness, analyze assessment data, drafts the program assessment documents submitted to CTC, and develops written policies in program handbooks. Finally, internal communication among students, faculty, and program administrators is facilitated by the use of TaskStream and e-class software.

Program documents, handbooks, and the college course catalogue describe all elements of the program. Interviews with program leaders, faculty, and students revealed that these documents are readily available and uniformly understood.

The program is comprised of two three-unit courses with an emphasis on reflective coaching and induction. University coach-supervisors meet at the beginning of the program with candidates and their district mentors to develop an individual induction plan based on the California Professional Standards for Educational Leaders (CPSEL) and work with them throughout the program in a coaching format to support candidate mastery, competence and successful completion of the induction goals. Coaches include the Associate Dean, program directors at the four campus centers, three part time faculty members, and seven adjunct faculty members. All university coaches have received training and certification through the Association of California School Administrators (ACSA) and New Teacher Center (NTC) Coaching Leaders Around Student Success (CLASS) program. A sub-group of the school of education advisory council meets three times per year to review program outcomes and to assist in the development of strategic plans for ongoing improvement.

The Clear Credential consists of two graduate level, field based courses. The Individualized Induction Plan (IIP) is designed in collaboration with the candidate, the employing school district mentor, and the University Supervisor, and serves as the document through which the candidate's strengths, needs and professional growth needs are addressed. The plan consists of at least two major CCTC themes/CPSEL areas, each with identified, specific goals and a means for assessing those goals. Progress on the IIP is monitored regularly by both the University coach-supervisor and the site/district supervisor. In addition, the candidates participate in at least two professional development activities that address the goals in the IIP. A reflective summary is then developed for each of the activities, including expected outcomes and an instructional design for site implementation. Interviews with program candidates and completers reveal that the induction program has helped to deepen the knowledge, skills, and dispositions acquired in the preliminary credential program, while providing useful guidance in the development of their current job skills.

Communication within the program and with the university occurs through a variety of meetings, committees, catalogues, and handbooks. All faculty members meet on a monthly basis. This meeting is scheduled on the same day as the university's monthly faculty meeting, ensuring all full-time faculty member in the unit attend both meetings. An Educational Leadership program committee oversees the program design, implementation, and evaluation. Membership includes all full-time, part-time and when possible, adjunct faculty, teaching in the program. The committee monitors proposals for program changes, evaluates their effectiveness, analyze assessment data, draft the program assessment documents submitted to CTC, and develop written policies in their program handbooks.

Recent program modifications include

- Revised program handbook implementing uniform procedures and data collection points and processes for dispositions, program completion, and fieldwork across centers.
- Collection of data on student dispositions and employer follow up surveys.
- Created process/procedures for posting all required program data points and paperwork submissions for coursework and induction planning electronically on TaskStream.
- Created formal program transition points in the fall, winter, and spring to monitor and assess candidate progress.

Course of Study

The course syllabi and handbook show that the two required courses are specifically aligned with the coaching component. Together all elements of the curriculum support the induction planning requirements for the clear credential. Interviews with candidates and program completers revealed a high level of satisfaction with the structure and implementation of the Clear Credential process, with specific acknowledgement for the helpful expertise of program coaches. Interviews with employers also verify that the program effectively supports and cultivates the competence of newly hired administrators through meaningful and ongoing coaching and through a spirit of collaboration between PLNU coaches and site/district supervisors. Candidates and completers report high levels of satisfaction with program advisement provided by both coaches and program directors at the four campus centers.

Candidate Competence

All professional clear administrative credential program candidates are required to complete a self-assessment of their leadership skills and competencies using a five point rubric based on the California Professional Standards for Educational Leaders (CPSEL) fieldwork supervisor/coach in developing an Individual Induction Plan (IIP). The CPSEL Initial Self-Assessment is archived in TaskStream for data analysis and program improvement purposes. One self-assessment is done at the beginning of the program and one at the completion of the program. In addition, candidates complete a Dispositions of Noble Character self-assessment of the character traits necessary for success as an educational leader. Assessments are archived in TaskStream for data analysis and program improvement purposes.

According to program documents and interviews with program directors, at the beginning *and* completion of the Clear Credential program each professional clear administrative credential candidate asks a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competence as an educational leader. This assessment is specifically aligned to the goals and objectives described in the IIP. The survey is based on the CPSELS and scored using a five-point rubric. The responses are not seen by the candidate and are sent to the university supervisor/coach for compilation and analysis. The compiled responses are provided to the candidate and form the focal point of a coaching conversation that leads to the development of the IIP. The survey results are archived in TaskStream for data analysis and program improvement purposes.

At program completion each candidate completes an on-line exit survey, which provides candidate input and perceptions of program and faculty quality and effectiveness as well as suggestions for program improvement and change.

The School of Education has established a unit wide system of surveying alumni and employers one year following program completion. These surveys provide data on the effectiveness of the program as well as providing input and suggestions for program improvement and change.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, faculty and supervising practitioners, the team determined that all program standards in the Clear Administrative Services Credential Program are **Met**.

Pupil Personnel Services: School Counseling

Program Design

Point Loma Nazarene University offers the Pupil Personnel Services credential program at the Mission Valley, Arcadia, and Bakersfield campuses. Currently, there is one full-time faculty member who oversees the entire program. There is also a one part-time faculty that works with the Pupil Personnel Services program. The program director is responsible to maintain program structure, scheduling, curriculum fidelity, and accreditation requirements. The PPS program director reports to the Associate Dean in the School of Education. In interviews with the president and provost, it was evident that leadership takes a hands-on approach to program management.

Within the PPS credential program, the part-time and full-time faculty members communicate with and evaluate each adjunct faculty who teach in the program. Advisors are assigned at each center to meet student needs. The Associate Dean, Program Director and Part Time faculty meet every month to address overall program and accreditation tasks. According to interviews with the faculty, the Associate Dean communicates with the institution on behalf of the PPS program.

The PPS School Counseling Program consists of 48 semester credits and is designed to be completed in two academic years. Courses are held in eight-week terms (quads) in the evenings, Mondays through Thursdays to better serve the university's working clientele. There are 10 courses per term, and two courses are taught on either a Saturday or an online format. Candidates are required to take a one unit practicum which includes 100 hours of practicum experience. Afterwards candidates must complete six units of fieldwork which requires 600 hours of field experience. Additionally candidates take two units of School Counseling Seminar associated with the fieldwork assignments. All candidates have a university level supervisor and an onsite supervisor. Candidates expressed their satisfaction with receiving both these supports during their fieldwork experiences. The university fieldwork site is required to visit the fieldwork site and onsite supervisor at least once, and maintains regular contact with the candidate throughout the fieldwork experience. On site supervisors are usually provided a site supervisor handbook which includes university guidelines and protocols.

After successful completion of required coursework, fieldwork experience, and completing the portfolio assignment, candidates are eligible to apply to the state for a PPS credential. The Credential Analyst indicated that they are then involved in helping the candidate to apply for the credential.

Over the last year the program has undergone a significant shift in their leadership structure. The Program has also decided to stop offering the program at the Arcadia campus. The leadership has shifted from one full time faculty, who has decided to work on a part time basis, to the only remaining full time faculty member. Additionally, the program has hired a full time fieldwork director to oversee all the fieldwork components of the program. These tasks include revising the fieldwork manual for candidates and supervisors and maintaining fidelity of the fieldwork program to all fieldwork sites. Another significant change is in the university decision to close the Arcadia campus. The PPS program has a large number of candidates in the Arcadia campus, and has developed a plan to work with each candidate in order to ensure they receive the support they need to complete their degree requirements. Interview with candidates in the Arcadia campus indicated that, although they were disappointed and sad that the program was proving the individual support they need to finish their requirements.

The School of Education has advisory boards at each center that meet several times throughout the year. The advisory board includes key constituents in the PPS community, and during board meetings information and suggestions are made for program improvement. One comment from some advisory board members indicated that a behavioral emphasis change was made in the program, based on needs from a local partner school.

Course of Study

The three themes of the university, Equip, Transform, and Empower, are intricately woven into the course content, curriculum, and university experiences. Practicum and fieldwork experiences are coordinated with coursework both in what has to be completed before those experiences and

what courses are to be taken concurrently with the practicum and fieldwork experiences. The remaining courses are scheduled so that full-time candidates can take additional courses and part-time candidates can take one course per quad. The program course work is sequenced to provide candidates a foundation of theoretical knowledge combined with practice within a school counselor's role. Candidates are evaluated throughout the program through signature assignments, disposition assessments, and field work supervision. Both supervisors and candidates indicated their appreciation of the evaluative process, especially the dispositional component with several alluding to the program's ability to teach to the whole person.

In addition to content focused coursework, candidates in the School Counseling Program must complete a minimum of 100 hours of practicum fieldwork and 600 hours of internship/final fieldwork. The majority of these hours must be completed in a K-12 public school setting. All hours must be under the supervision of an onsite experienced professional school counselor with a pupil personnel credential in school counseling. Candidates reported that the supervision was excellent, and all candidates interviewed stated that their supervisor was always available to meet with them and discuss any issues.

Adjunct faculty serve as university supervisors for both internships and practicum. All supervisory faculty hold a PPS School Counseling credential and have two or more years of experience. Most have worked with the program for several years. In interviews with the adjunct faculty, they indicated their appreciation of the program's acknowledgement of their expertise. They indicated that through working closely with the full and part time faculty, they were better able to present their course content. The adjunct faculty meet with the other adjunct faculty, full time faculty, and part-time faculty during program faculty meetings, held at least 3 times a year. Some of the faculty expressed that these meetings help everyone feel connected to the university and allows continuity between the different sites. Adjunct faculty also participate in evaluating candidate dispositions. These two sources of collaboration and feedback offer the full and part-time faculty a way to provide oversight of the program, while also getting information from adjuncts about Candidate status.

Assessment of Candidates

Candidates in the PPS school counseling program are assessed with both qualitative and quantitative measures. The qualitative component can be found in the continual assessment of candidate dispositions, which are now uploaded and evaluated on TaskStream, according to program leaders. The quantitative measures are used with knowledge and skills and can be found in the assessment of signature assignments which are also uploaded and evaluated with a four-point rubric on TaskStream.

Candidates are evaluated through four phases of the PPS program utilizing signature assignments, dispositions, fieldwork experiences, and portfolio which are assessed on TaskStream as of fall 2011. Additionally, according to interviews, the program is planning to use TaskStream to evaluate site supervisor candidate evaluations. Prior to the implementation of TaskStream in the fall 2011, data is available in a hard copy format and reported in the program's biennial report to the state. The staff and administration indicated that they are completely confident that TaskStream has the capacity to manage the type of data they intend to compile over the next few years.

The information from the signature assignments, dispositions, and portfolios are used in the final determination on candidate credential eligibility. The university fieldwork supervisor completes the final disposition assessment and evaluates the candidate's portfolio, which addresses every program standard, in order to determine if the candidate meets all the university requirements for credential recommendation.

Findings on Standards:

After review of the Biennial Report, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met**.

Child Welfare & Attendance

Program Design

Point Loma Nazarene University offers the Pupil Personnel Services (PPS) credential program with an emphasis in Child Welfare and Attendance (CWA) at the Arcadia Campus. Currently, there is one part-time faculty member who oversees the CWA program. There is also an adjunct faculty that works directly with the CWA program. The program director is responsible to maintain program structure, scheduling, curriculum fidelity, and accreditation requirements. The CWA program director reports to the PPS School Counseling director, who in turn reports to the Associate Dean of the School of Education, according to interviews with PPS program leaders. Interviews with the President and Provost revealed that leadership takes a hands-on approach to program management. The associate dean communicates with the institution on behalf of the CWA program. Because the CWA is offered as a hybrid in the summer, the Institutional Technology Department provides support, training, and supplements any technical needs for the program.

The PPS School Counseling Program consists of 12 semester credits and is designed to be completed over a three-month summer course session, followed by 150 hours of fieldwork. Candidates are required to complete 150 hours of fieldwork under the supervision of a CWA counselor and university assigned supervisor. Candidates are evaluated by their site supervisor on meeting CWA standards, as well as PLNU dispositions. Courses are held on Friday and Saturdays with 10 hours of instruction conducted online. The CWA program director works with local districts to assist with the placement and partnerships between districts and the university. Faculty and candidate interviews confirmed the placement procedures. The School of Education has advisory boards at the Arcadia center that meet several times throughout the year. The advisory board includes key constituents in the PPS CWA community and, during board meetings, information and suggestions are made for program improvement.

Course of Study

The three themes of the university, Equip, Transform, and Empower, are intricately woven into the course content, curriculum, and university experiences. There are three courses and one fieldwork course in the CWA program, for a total of 12 units. Candidates must have completed a PPS credential, or be enrolled in a program leading to the PPS credential, in order to participate in the program, this was verified by program documents and interviews. Courses are sequenced to provide candidates with an initial understanding of the role and responsibilities of the CWA

counselor. Courses also help candidates develop knowledge and skills in program development, advocacy, and how to address barriers to learning within a school community. Fieldwork can be taken with the first course and the 150 hours must be completed within three semesters from the initial start date. Faculty, candidates, and documents indicate that ninety hours must be acquired in a school setting in direct contact with pupils. Thirty hours minimum to sixty hours maximum must be acquired with an outside agency such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services or a community based agency. The remaining thirty hours can be acquired based on the discretion of the university.

Assessment of Candidates

Candidates are evaluated through four phases of the CWA program utilizing signature assignments, dispositions, and fieldwork assignments, which are currently assessed on TaskStream, according to document reviews and interviews with key stakeholders. The portfolio includes eight reflective papers, twenty-four pieces of evidence, and other assignments that identify how each CWA standard is met. A final portfolio demonstrates the competencies candidates have gained in conjunction with each of the PPS CWA state standards.

The information from the signature assignments, dispositions, and portfolios are used in the final determination on candidate credential eligibility. The university fieldwork supervisor completes the final disposition assessment and evaluates the candidate's portfolio, which addresses all program standards, in order to determine if the candidate meets all the university requirements for credential recommendation.

Findings on Standards:

After review of the Biennial Report, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met**.

California Teachers of English Learners (CTEL) Certificate

Program Design

There are currently few candidates (approximately four) in the California Teachers of English Learners (CTEL) certificate program, in large part because the relevant program standards and the four CTETL certificate courses that “house” these standards, are now embedded in Masters of Arts in Teaching (MAT) for both Multiple Subject and Single Subject preliminary credential program coursework. Prospective candidates primarily include out-of-state credentialed teachers who are looking to obtain documentation of the cross-cultural and linguistic academic and practical preparation required to make them marketable in most California school districts. There are also students who take one or more of the CTETL certificate courses in order to complete CTETL work they began at other institutions, or who have taken and passed portions, but not all, of the CTETL exam.

Rolling admissions allow for multiple entry points into the program throughout the year. The CTETL certificate program reflects the theme of the School of Education: Equip, Transform, and Empower and combines deep and coordinated understanding of ongoing development with continual transformation in professional practice. Course syllabi, interviews with program faculty and administrators confirm this.

The Associate Dean for Teacher Education supervises a CTEL program coordinator, located at the Mission Valley regional center who, in turn, coordinates the program across the university's four regional centers. Because the courses that comprise the certificate are embedded in the MAT Program, full-time faculty, adjunct faculty, university supervisors, and credential analysts have ample opportunities to consult with each other through meetings, video conferencing, email, and other informal means to ensure that decisions regarding course content, delivery, policies, and student support are collaborative and uniform across the regional centers. External stakeholders provide input through advisory board meetings.

As stated above, the courses in the CTEL certificate program are part of the redesigned (2008) MS and SS (MAT) Programs, as well as other programs in the School of Education. Thus, CTEL candidates attend classes with candidates from a variety of programs. While having the CTEL program coursework overlap with required coursework for other programs provides for rich, multiple sources of program advisory input, the multiple candidate streams make tracking specific CTEL candidates in specific courses and in the certificate program, as a whole, challenging. Depending on their previous preparation (e.g. coursework and/or exams taken), candidates in the program may take one, two, three, or all four courses at any given time. This further complicates tracking of candidates.

Course of Study

The four courses in the CTEL Certificate Program are Language Acquisition & Diverse Populations, School Communities in a Pluralistic Society, Teaching Strategies for English Learners, and Bilingual Education and Specially Designed Academic Instruction. Each of the courses provides candidates with opportunities to meld theoretical and practical coursework with required classroom observations and teaching applications. Course emphases are as follows:

- Candidates are introduced to Language Acquisition Theory.
- Candidates apply their knowledge of theory and practice in a more advanced context.
- Candidates examine the community context of English Learners, including socio-economic and cultural contexts.
- Candidates focus on Specially Designed Academic Instruction in English (SDAIE) content teaching strategies for English Learners.

As course titles imply and interviews and syllabi confirm, the emphasis is on meeting the needs of California's diverse population, particularly English Learners across the CELDT scoring continuum.

Candidate Competence

Candidate competence is assessed completely within the discrete confines of each course. Therefore, successful completion of coursework largely determines candidate eligibility to apply for the certificate. The program is encouraged to find ways to track candidates and document progress throughout each portion of the certificate program, something that program faculty and administration also identified as a goal.

Upon successful completion of required coursework, candidates meet with a credential analyst, who confirms eligibility to apply for the certificate. Because the program is small, there were limited interview data for completers. There were no data from candidates or employers.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of a graduate and program faculty, the team determined that all program standards are fully **Met**.

Reading Certificate Program

Description

The institution currently has an approved program with the Commission on Teacher Credentialing. There are current candidates enrolled in the program who are finishing the previous program. The team interviewed candidates, completers, and faculty. The team determined that the current program is meeting the old standards and that the candidates are being well prepared. The program is in transition, moving from the old standards to the new. The institution will be submitting a new program narrative in the fall of 2012. At that time, the program will be reviewed through the Initial Program Review Process. It will come back with a robust, up-to-date program at that time.