



National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

******Report*

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Continuous Improvement Pilot Visit to:

POINT LOMA NAZARENE UNIVERSITY

Point Loma Nazarene University, Evens Hall
3900 Lomaland Drive
San Diego, CA 92106
February 5-8, 2012

Type of Visit:

First visit - Initial Teacher Preparation
First visit - Advanced Preparation

Board of Examiners Report for Continuous Improvement Pilot Visit

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

Institution:

Point Loma Nazarene University

Team Recommendations:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
2. Assessment System and Unit Evaluation	Standard Met	Standard Met
3. Field Experiences and Clinical Practice	Standard Met	Standard Met
4. Diversity	Standard Met	Standard Met
5. Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
6. Unit Governance and Resources	Standard Met	Standard Met

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

I.1 Brief overview of the institution and the unit.

Point Loma Nazarene University is a private 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 includes a President, a Provost who serves as the Chief Academic Officer for Academic Affairs, and two Vice-Provosts providing oversight for academic effectiveness and graduate studies.

The Pacific Bible College was founded in 1902 and moved to Pasadena to become Pasadena College in 1919. The college was relocated to Point Loma and renamed Point Loma Nazarene University (PLNU) in 1973. In 1999, graduate programs in education were launched at regional centers in Bakersfield and Mission Valley. The graduate program remained in Pasadena after the college moved to Point Loma and in 2002 this program moved to Arcadia. PLNU now operates four regional centers in Arcadia, Bakersfield, the Inland Empire/Corona, and Mission Valley, San Diego.

The college is accredited by the WASC Senior Commission and was recently reaffirmed for a ten year accreditation term in February 2008. Within the School of Education, each of 13 programs with supporting licensures is fully accredited by the California 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.

The founder's original vision for the school was for developing a liberal arts institution combining spiritual and academic learning. This legacy is still present today with a commitment to the liberal arts

and to whole-person education. The founder of the fore-runner to PLNU was also a founder of the Church of the Nazarene denomination in 1908. Both the denomination and the university mission and vision are aligned with the philosophical beliefs of 18th century English theologian and reformer John Wesley. This mission seeks 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. Its vision is to become a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church – known for excellence in academic preparation, wholeness in personal development and faithfulness to mission.

The School of Education (SOE) is the unit of PLNU having authority over the professional education preparation programs leading to initial and advanced licenses and master's degrees. In May 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 Dean's Council is the primary governing body of the Unit and consists of the dean, four associate deans (with one serving as the NCATE Coordinator), two regional center directors, and a budget analyst.

Within the SOE, a Liberal Studies Major is offered integrating education preparation courses leading to a blended credential. The unit collaborates with —single subject departments (Math, English, Science, Art, and Music) to advise candidates interested in the field of teacher preparation. Within the Master of Arts in Teaching (MAT) are programs resulting in preliminary teaching credentials for Single Subject, Multiple Subject, and Special Education (mild/moderate and moderate/severe). Within the Master of Arts in Education Degree there are three concentrations. First a concentration in teaching and learning (MATL) includes the options of the multiple and single subject clear credentials. Cross-cultural Language and Academic Development (CLAD), or Reading Certificate. The second concentration is in Counseling and Guidance and with additional coursework leads to a Pupil Personnel Services credential with an additional optional credential in Child Welfare and Attendance. The third concentration in Education Leadership results in Administrative Services Preliminary and the Clear Credential can be added later. The third degree, the Master of Arts in Special Education (MASPED), includes the Education Specialist Clear Credential and one additional authorization in Special Education (AASE) in Autism, Traumatic Brain Injury, and Other Health Impaired.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

This concurrent visit team consisted of five team members: two CTC state team members and three national team members to review unit standards which are adopted in California as California Common Standards 1-6. The two state team members came very experienced from multiple concurrent visit experiences and had both received prior BOE training by the state. They functioned integrally with out-of-state BOE team members throughout the visit, deliberating on findings, and writing to standards equally. Additionally a state team, headed by a state co-chair who acted as a liaison between both factions of the overall team, reviewed California Common Standards 7-9 and program data onsite concurrently. State protocol was followed throughout the visit. NCATE protocol was followed with the exception of meeting visit timelines that resulted in the institution's receiving offsite feedback several weeks later than called for in guidelines, following a late development of the offsite team and failure to identify state team members to construct the onsite team within the guidelines. Data were shared between NCATE/CTC Common Core Standards writers and CTC program standards reviewers

facilitated by state consultants throughout the visit with formal meetings to corroborate findings at interviews.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The unit delivers programs located at five locations during the time of the onsite visit: main campus in Point Loma/San Diego serves undergraduates and regional centers serve graduate students at Mission Valley Regional center, 8 miles from the main campus in San Diego, Corona campus, about 90 miles north of Mission Valley, Arcadia campus, about 35 miles northwest of Corona, and Bakersfield campus, 110 miles northwest of Arcadia.

No programs are offered via distance learning. Multiple Subjects and Single Subjects program content preparation and four initial core teacher education courses are offered at the Point Loma Nazarene University campus at Point Loma. Candidates who receive their undergraduate degrees in a single subject area or liberal studies for the Multiple Subject programs then complete the remainder of the classes required for the initial certification programs through the MAT programs delivered at the nearby Mission Valley location in San Diego.

Masters degrees leading to credentials in Special Education and Administration are offered at all campuses. Pupil Personnel Specialist, Multiple Subjects, and Single Subjects programs are offered through the MAT program on all campuses except Corona/Inland Empire. Additionally, the Master of Arts in Teaching and Learning is available as an advanced preparation program only at these same locations.

Faculty, candidates, employers and community members on the Advisory Council for each location, and program completers were interviewed using video conference facilities from the four off-campus locations and telephone. Faculty from program sites in Bakersfield and program leadership from all locations appeared in person at the Mission Valley and Point Loma campuses in San Diego for interviews.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

II. 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.

II.1 Provide 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 (SOE) seeks to be recognized as a Christian learning community that promotes excellence in academic preparation, wholeness in personal development, faithfulness to mission, a 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 our 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 California Commission of Teacher Credentialing (CTC) and with the unit's purposes and goal-driven outcomes. Though each program encompasses different content areas, curricular design and integrity are provided through key assessments linked to university and unit outcomes proficiencies. Ethical and value-based dispositions are cited as a critical factor in becoming a successful educator. The unit considers the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. Candidates are expected to 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 SOE requires and supports candidate use of a variety of technologies to engage in and extend 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, 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 is defined at PLNU within the context of 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 SOE's vision, true advocacy is considered to begin 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 and Disposition Assessments)
3. Program Graduate Performance (Exit Surveys and Follow-up Surveys of Preparation and Performance)
4. Assessment of Unit and Program Operations

These data are derived from multiple stakeholders, representing both internal and external sources. They are 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. Courses and other data, such as admissions, 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.

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

All initial teacher preparation programs (MAT Single Subject, MAT Multiple Subjects, MAT Education Specialist Mild to Moderate, MAT Education Specialist Moderate to Severe) participate in a state review through the California 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 find apparent differences across centers in candidate performance on signature assessments and state mandated tests/assessments.

The unit has three advanced programs: 1) Master of Arts in Education, offering concentrations in Teaching and Learning (MATL), Counseling, and Education Leadership, 2) The Master of Arts in Teaching (MAT) and the 3) Master of Arts in Special Education (MASPED.) 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 MASPED 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, the 109 traditional initial credential candidates took the state licensure exams, the California Subject Examinations for Teachers (CSET). The pass rate was 97 percent. Ninety-five intern initial credential, alternative route candidates took the CSET. The pass rate was 96 percent. 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 a pass rate for completers of 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. This is representative of preliminary candidates' first attempt. TPA Task 1 is also required for admission to clinical practice indicating a pass rate for all program completers of 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 had typically postponed taking the RICA until 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 data on signature assessments in their courses provide 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 was likely 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 as of 2010. There were only four candidates in 2010 and six candidates in 2011. Because the program is new, data are 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 indicates 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 was a new program in 2010 with only four candidates in 2010 and six candidates in 2011. Because the program is so new, data are 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 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 and 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 are reported 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.

Advanced candidates demonstrate professional and pedagogical knowledge and skills through signature assessments in specific courses. The signature assessment in GED 616 Curricular Development, Innovation & Evaluation provides an example with data presented above.

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

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 indicate 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 are reported for 98 single-subject preliminary credential candidates. The range of the average score for the eight dispositions is 3.3 to 3.74. Data from other programs report similar findings.

1.2 Continuous Improvement. How has the unit been 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 to this standard

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

None

1.5 Areas for Improvement and Rationales

1.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable	

1.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

1.5.3 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.)

AFI	AFI Rationale
None	

1.6 Recommendation for Standard 1

Initial Teacher Preparation	Met
Advanced Preparation	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 assessment scores, dispositions evaluations, grade point averages, clinical practice evaluations, and exit surveys. 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 ensure 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 California 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 assignment assessments have been entered into TaskStream, making it possible to aggregate and disaggregate data as needed. For example, the data from signature assignment assessments, 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 assignment assessments and rubrics and engaged in calibration activities for scoring assignments. Their intention is to continue to meet annually to examine signature assignment assessment 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 candidates and staff.

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

Not applicable to first visit

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?

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 ensure reliability in scoring signature assessments. 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.

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.

2.5 Areas for Improvement and Rationales

2.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable	

2.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

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.)

AFI	AFI Rationale
None	

2.6 Recommendation for Standard 2

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

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 have Advisory Councils that participate in decision-making about design, governance, and evaluation of all educator preparation programs. The councils meet two to three times a year for the purpose of learning about changes in unit programs and providing input on a range of issues, including the review of Biennial Report results from programs, identifying areas of improvement and suggesting possible changes; reviewing survey results and data on effectiveness of field experiences and clinical practices, generating ideas for better tailoring these to the needs of partner schools; taking part in

dialogue on the conceptual framework and university candidate dispositions and how these are reflected in PLNU programs; and probing ways to increase candidates' competence in working with diverse school populations. Interviews with council members at each center, and review of council minutes provided clear evidence of the strong working relationship between the university and its community partners.

Field 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. For candidates to be placed in schools and/or districts, the schools must meet university criteria for field placements and enter into Memorandums of Agreement with PLNU identifying the responsibilities of each partner in the preparation of candidates. Evidence in the IR Addendum indicated that the same criteria are followed in approving Intern placements for the Education Specialist program. To ensure consistency in the identification and selection of field placement sites for each regional center, the fieldwork coordinators from each center meet monthly to review partnership agreements and resolve questions regarding placements. Any decisions about changes of placement during field work or clinical practice are made in consultation with the appropriate coordinator, program faculty at the 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 allow for highly individualized placement of candidates in all fieldwork, clinical practice, and internships. Additionally, in placement of candidates for fieldwork and clinical practice, local school districts and private K-12 learning institutions are active partners. Protocols may vary, 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 and Interns 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 initial teaching credential programs (Multiple Subject, Single Subject, Special Education) must meet basic skills, subject matter, and course grade and GPA requirements; have completed TPA Tasks 1 and 2 with a minimum score of 3; have received a score of 3 or higher in the Advancement Interview; and be formally recommended for entering clinical practice by the advisor of the program in which the candidate is enrolled. In the event a candidate is not approved for fieldwork or clinical practice, 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 involving extensive clinical practice in school settings to clear preliminary credentials they already hold.

Before they begin teaching under an Intern credential, Education Specialist Interns must meet SOE basic skills and subject matter competency requirements and complete a minimum of 120 hours of pre-service instruction. This instruction covers classroom management and planning, developmentally appropriate teaching practices, special education pedagogy, teaching English learners, and communication skills including reading.

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 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 multiple sites, and at more than one level (ie., elementary, middle school, or 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 candidates to 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 and evaluation by university and site-based supervisors/mentors 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 and portfolios, and exit interviews and/or presentations—and in the case of initial teaching credential candidates, completion of TPA tasks 3 and 4. Review of assessment instruments and procedures for each program indicates that candidates demonstrate the broad range of essential knowledge, skills, and dispositions required for successfully completing clinical practice in the candidate's credential area. 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 in 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, and reviewing classroom and school level student performance data for program improvement. 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 in initial teaching credential programs or work products and/or portfolios in 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. 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. 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 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 and Interns 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 and Interns 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 gathered, analyzed and used for developing improvement plans vary according to the focus of the candidate's action research project.

Knowledge, skills, and dispositions for supporting student learning are demonstrated in similar ways in programs for other school personnel. In Administrative Services programs, candidates are required to develop and implement plans for improving student's academic proficiency through data analysis, work with school site personnel to develop and implement improvement plans, and to assess the effectiveness of the efforts. In addition, these efforts usually include analyzing, identifying, and gathering fiscal and personnel resources to effectively implement the 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, 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.

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

Not applicable

3.3 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

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

None

3.5 Areas for Improvement and Rationales

3.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not Applicable	

3.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

3.5.3 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.)

AFI	AFI Rationale
1. 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.	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 Recommendation for Standard 3

Initial Teacher Preparation	Met
Advanced Preparation	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?

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 with faculty and candidates 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.

Disposition:

Indicator 3: Caring, Patience, and Respect.

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 were 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 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.

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.

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?

Not applicable

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.

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.

4.5 Areas for Improvement and Rationales

4.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable	

4.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

4.5.3 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.)

AFI	AFI Rationale
None	

4.6 Recommendation for Standard 4

Initial Teacher Preparation	Met
Advanced Preparation	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 and have 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 assigned areas. Documentation and data, such as faculty portfolios, transcripts, applications, resumes, and verification of faculty involvement in public schools, verify that faculty are qualified. 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.

Faculty know the content they teach, enabling candidates to develop dispositions and proficiencies related to standards, research, reflection, critical thinking, and their teaching and learning. As requested in 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 of who are female. All faculty hold credentials in the program and have experiences in P-12 schools ranging from 10 to 16 years. One faculty member has 22 years of experience in higher education. Three faculty hold doctorates, and two faculty members hold Master's degrees. Another example of disaggregated data is from the Educational Leadership program in Bakersfield Regional Center. Nine faculty are identified, the majority are Caucasian, one faculty member is Hispanic. Six of the nine faculty are male. All faculty have with credentials in the program and experiences in educational leadership positions such as superintendents, principals, and chief business officers. Seven faculty have doctorates; one faculty member is in a doctoral program and one holds a master's degree.

Scholarship is one of the institutional requirements for 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 the unit, school communities, and institution-wide colleagues and are actively involved in professional associations. Similar to the institution's scholarship requirement, faculty are expected to provide service in their respective communities. Data and documentation of faculty volunteering in Special Olympics and classrooms, sitting on the county's office of education action team or Commission on Teacher Credentials teams, being seminar leaders 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 indicate that 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, and a course and faculty evaluation tool called Instructional Development and Evaluation Assessment (IDEA) indicate 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.

Through the CTL, professional development activities will continue in exploring questioning strategies at the 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.

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

Not applicable

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 necessary changes in programs, instruction, and objectives. These modifications are based on formative and summative evaluations and on changes in 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?

AFI	AFI Rationale
Not applicable	

5.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

5.5.3 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.)

AFI	AFI Rationale
None	

5.6 Recommendation for Standard 5

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

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.

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

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, a liberal studies director on the main campus, a NCATE coordinator, a 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 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 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 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 per year, nine per semester including summer. 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 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 units; 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. Additional needs beyond this amount or other faculty support is available through 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. Classrooms at all locations are equipped with a podium that contains a presenter computer, document camera, DVD/VCR player, and a serial connector to a laptop. Wireless networks are provided at each regional center. Arcadia, Mission Valley, and Bakersfield regional centers have computer labs, and Bakersfield maintains a mobile laptop lab with 24 computers. 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 electronic databases, resources, 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. Professional development is comprehensively targeted and provided uniformly to support the mission of the unit. Librarians support faculty and candidates across the unit.

Off campus programs are operated, budgeted, and financed seamlessly with a single operations system and supported by adequate resources. Admission requirements are identical throughout all programs at off-campus site.

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?

Not applicable

6.5 Areas for Improvement and Rationales

6.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable	

6.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

6.5.3 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.)

AFI	AFI Rationale
None	

6.6 Recommendation for Standard 6

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Met <input type="button" value="v"/>

IV. SOURCES OF EVIDENCE

Documents Reviewed

Persons Interviewed

Please upload sources of evidence and the list of persons interviewed.

List of Persons Interviewed
Documents Reviewed

See **Attachments** panel below.

(Optional) State Addendum: