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## Information

### *Professional Services Committee*

### Accreditation Study Session

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**Executive Summary:** This agenda item provides an overview of the Commission's current accreditation policies and procedures and examines accreditation through case studies. In addition, this item includes information about the general direction of the Accreditation Study Work Group and the Committee on Accreditation regarding their review of the current system.

**Recommended Action:** No action is required at this time. Commission comment regarding the direction of the review process will be important in developing the report from the Committee on Accreditation that will be considered by the Commission at the August meeting.

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# Accreditation Study Session

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## Accreditation Study Session

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### Introduction

Throughout education, accreditation plays an important role in assuring the public and students of program and institutional quality. In the preparation of teachers, the status of accreditation conveys that programs offered by institutions meet state adopted standards of quality and effectiveness and that sufficient quality characterizes the preparation of educators. The fundamental tenet of the existing system is that professional educators make professional judgments about the quality of educator preparation programs. This agenda item provides an overview of California's system of accreditation for educator preparation, examines through case studies the policies and procedures of that system, and includes a progress report on the review of the accreditation system that has occurred since June 2004.

### Background

Prior to the Ryan Act of 1970, state oversight of educator licensing resided with the Bureau of Teacher Certification in the California Department of Education (CDE). Licensure requirements were defined through coursework and field experience expectations. Candidates submitted applications and transcripts to the Bureau for review and determination of eligibility for the credential. They were awarded a license if all established requirements were met. The Bureau conducted site visits to colleges and universities with two to three member teams of postsecondary educators to determine whether or not the institution should be recognized as eligible to offer educator preparation. During the late 1960s the concept of approved programs was introduced whereby institutions would be approved to offer specific preparation programs. Institutions would be responsible for determining that all requirements were met and would recommend candidates for the credential. However, this concept was not fully implemented before the credentialing system was reformed in 1970.

In 1970, the Ryan Act created the Commission on Teacher Preparation and Licensure (CTPL), later to be renamed the California Commission on Teacher Credentialing (CCTC), and shifted the licensure of educators and the monitoring of teacher preparation programs to this new entity. The approved programs concept was refined over time and fully implemented by the Commission. During 1971-72, the Commission established an exhaustive set of detailed guidelines to govern the review of educator preparation programs. The guidelines were developed by Commission staff, with input from advisory groups, and addressed such aspects as program administration, faculty qualifications, curriculum, reading instruction, and program evaluation. There was a strong emphasis in these guidelines and in the process through which they were implemented on analyzing the minute details of a program as opposed to a more holistic approach.

In 1973-74, an External Assessment Process was launched with four pilot institutions. Under this new process, teams of thirty or more K-12 professionals and parents conducted site visits at colleges and universities to determine whether institutions were implementing the programs they were approved to offer based on their written responses to the Commission's guidelines. Teams analyzed programs using a discrepancy approach wherein each element of the program was

evaluated against each element of the guidelines to determine whether the program was doing what it said it was doing. Teams were drawn from the region in which the institution was located and received no training prior to conducting a site visit. Each of the pilot institutions were found to have a small number of discrepancies and received approval from the Commission with the requirement that all discrepancies be remedied within one year. This approach to conditional approval has been retained as an aspect of the Commission's accountability system through multiple reforms over the years. For the next two years, the Commission made a number of refinements to the External Assessment Process. In 1974-75 twelve institutions participated in the pilot process. Smaller teams, consisting exclusively of K-12 representative and parents visited the institutions and continued working with the discrepancy process. In the 1975-76 year, fourteen additional institutions participated in the process. One of the changes to the system that year was the addition of higher education professionals to the visiting teams. Teams provided the institutions with the written discrepancy reports, but also engaged them for the first time in dialogue about the overall quality of their programs.

A new Program Evaluation Process was introduced, replacing the External Assessment Process in 1976-77. Refined guidelines were adopted by the Commission that focused on broader domains of quality and moved away from the extreme detail of the earlier guidelines. Quantitative data regarding the number of hours and weeks spent in supervised student teaching and the nature and extent of K-12 and community involvement in the development and evaluation of programs became indicators of program sufficiency evaluated by teams. Mixed teams of higher education, K-12 and parent representatives continued to visit programs, though team size was substantially reduced. Teams of 2-5 individuals, depending on the size of the credential program, were provided with training on the first day of a visit, another first for the Commission. Teams were asked to make more holistic judgments about the overall adequacy of programs. Separate teams were formed for each program area, so multiple teams would be visiting at the same time. Thus the total number of team members visiting an institution could range from three to over thirty depending on the number and size of programs. Each individual program was recommended to the Commission for approval, approval with conditions, probation, or termination.

This was the beginning of a shift by the Commission toward stronger guidelines that focused on aspects of program quality. Three categories of guidelines emerged from this process: (a) Institutional Issues (resources, faculty, admissions, organization); (b) Candidate Competence (program curriculum and candidate outcomes); and (c) Program and Candidate Evaluation (how the program conducted needs analyses, engaged with the field, evaluated and recommended candidates for credentials). Teams began moving away from counting the elements within guidelines that were present in a program and toward making more qualitative judgments about programs. These shifts in the guidelines and procedures for program review were driven by an emerging concept of best practice based on the knowledge and expertise of professionals in the K-12 and higher education communities.

In the late 1980's the Commission started a transition from guidelines to standards for each of its program areas. In 1987 the Commission adopted standards of quality and effectiveness for multiple and single subject credential programs. The program approval process begun in 1976 was retained, but instead of evaluating programs based on guidelines, mixed teams of reviewers

(K-12 and higher education) were trained to review programs based on standards. Commission staff developed and implemented two-day training sessions for larger groups of professionals who formed a pool of reviewers from which teams were chosen.

The Program Evaluation system remained in place until the mid-1990's when the results of an extensive teacher preparation and accountability reform effort came to fruition. Senate Bill 148 by Marian Bergeson had been enacted in 1988 which led to the Commission adoption of an *Accreditation Framework* in May 1993, thus taking the first step in replacing its individual program approval system with a unit wide professional accreditation system. The Commission was among the first in the nation to establish a standards-based teacher preparation system. The background and context for this reform effort were detailed in an extensive analysis conducted by the Commission staff in 1991. Excerpts from this analysis are provided in the next two sections below.

*Educator Preparation for California 2000: Background Information for a New Accreditation Framework (excerpted and updated from staff analysis in September 1991)*

In the decade from 1980 to 1989, advocates for educational reform and school improvement turned their attention to the quality of teaching and learning in the K-12 schools. With mounting evidence of inadequate student standards, poor morale and high turnover among teachers, increasing numbers of observers expressed support for changes that would "professionalize" education, particularly teaching. The following reforms were among the changes frequently advocated by educational leaders and 'reform commissions' nationally and in California.

- Site-based decision-making that includes strong roles for classroom teachers, and other proposals for teacher empowerment.
- Mentoring programs and intensive summer institutes to upgrade teacher skills while preserving individual discretion and professional legitimacy.
- Basic skills tests to disqualify candidates who lack academic skills that are characteristic of well-educated adults.
- Performance assessments to establish high standards for the subject matter competence and pedagogical skills of beginning teachers.
- Professional standards for the initial preparation of teachers, and professional procedures for reviewing the quality of preservice programs.

Nationally, these proposals and others were recommended by the Holmes Group (1986), the Carnegie Forum on Teaching as a Profession (1986), the National Commission for Excellence in Teacher Education (1985), and many comparable bodies and leaders. In California, efforts to 'professionalize' teaching were strongly advocated by the Commission on Teacher Credentialing, the California Commission on the Teaching Profession (1985), the Commission on Teacher Quality (1984), the Business-Education Roundtable (1984), and the Governor's Commission on Educational Quality (1988).

In the context of this whirlwind of reform proposals, educators and policymakers also discussed extensively the review and approval of professional educator preparation programs in California

by the Commission on Teacher Credentialing. Many of these dialogues tended to reinforce perceptions that had developed during the 1970's -- that the Commission's review and approval of programs was technical and narrow in scope, that it had the effect of inhibiting innovation and diversity in professional preparation, and that it was more bureaucratic than professional. The Commission was transforming its policies and practices, but these reforms were ignored or downplayed by some observers. Nevertheless, the Commission continued to concentrate on improvements in its review of institutional programs.

*Conceptual Origins of Senate Bill 148 (Chapter 1455, Statutes of 1988)*

Throughout the 1980s, improving the quality and effectiveness of teaching and increasing its attractiveness as a profession were the policy goals of Senator Marian Bergeson, a former teacher and school board member. In 1987, the Senator introduced Senate Bill 148, which included the following reforms in teaching.

- A policy of support for beginning teachers, in the form of guidance and assistance to increase their effectiveness and retention, as a future requirement for earning a professional teaching credential.
- A policy of individual accountability according to standards of teaching performance, to be assessed independently to verify each new teacher's competence, as a future requirement for a professional teaching credential.
- Greater involvement by practitioners, especially teachers, in governing the profession through participation in the deliberations and decisions of the Commission on Teacher Credentialing.
- Greater independence and autonomy for the professional governing body – the Commission - - in establishing and administering high standards and other policies to improve teaching and learning in the schools.
- Higher standards for issuance and renewal of emergency certificates to practitioners who had not fulfilled the conventional standards for membership in the teaching profession.

As enacted, SB 148 included several provisions to direct the Commission in the area of accreditation. Among those were the following:

- 1) The legislation established an Accreditation Advisory Council (AAC). SB 148 dictated the structure of this representative body, which included representatives from each of the segments of higher education and the K-12 community. Two distinct groups fulfilled this requirement of law between 1989 and 1993. The function of the AAC was to advise the Commission regarding the establishment of an accreditation framework.
- 2) Several provisions governed the shift from program approval by the Commission to program accreditation by one or more nongovernmental accrediting entities. Motivated by a desire to "hold professional elementary, secondary, and postsecondary educators responsible for the quality of (educator) preparation," the legislation required the Commission to attempt to

delegate the accreditation function to one or more "nongovernmental accrediting entities." Article 10 required that such an entity "include California elementary, secondary, and postsecondary educators." The law also provided for the contingency in which the Commission could not select a nongovernmental accrediting entity. The Commission determined that it was important, with respect to its role as a professional standards board, to retain some responsibility for this function, and neither practical nor desirable to shift accountability for educator preparation to another agency. The Committee on Accreditation was established as a compromise solution. Consistent with the intent of SB 148, the body is considered to be non-governmental to the extent that it consists of six individuals from higher education and six individuals from K-12 who do not represent, per se, any agency, institution or system. Rather, members of the COA are selected for their distinguished records of accomplishment in education. Pursuant to subsequent legislation, the Commission retained overall responsibility for the accreditation system through its appointed Committee on Accreditation. Particular roles and responsibilities are defined in the *Accreditation Framework*, and described elsewhere in this report.

- 3) Several provisions related to the adoption, contents and use of an accreditation framework by the Commission. Two drafts of an accreditation framework were developed by the AAC during its four-year history. The first draft was rejected by the Commission for a variety of reasons, including (but not limited to) the perception that it would lower expectations for quality in educator preparation, it proposed to eliminate standards of candidate competence and performance, the approach to team size and structure for site visits was flawed, and it emphasized unit accreditation in a manner that would severely undermine the review of individual programs within the institution. The second version of the *Accreditation Framework* was adopted by the Commission in May 1993 for subsequent implementation under Senate Bill 655 (Bergeson, Chapter 426, Statutes of 1993), which became effective on January 1, 1994.

The adoption by the Commission of the *Accreditation Framework* and the creation of the Committee on Accreditation with the responsibility for the direct monitoring of educator preparation programs, brought about three major shifts in the Commission's accountability system:

- 1) The *Framework* shifted the focus from individual credential programs operating independently within an institution, to a "unit-plus" approach, wherein the "unit" refers to the sponsoring agency (e.g., institution), and the "plus" refers to all of the educator preparation programs that are offered by the sponsoring agency. In this manner the Commission and the AAC sought to ensure that the sponsoring agency took appropriate responsibility for all of the credential programs being offered and that each program within the institution continued to be adequately monitored for quality. Unlike the Program Review Process, under the COA, accreditation decisions were made about the institution as a whole.
- 2) The second major shift in this reform had to do with the size and structure of review teams. Pursuant to the *Framework*, the Commission adopted Common Standards that addressed expectations of quality and effectiveness for the unit as a whole. Accreditation teams began to include a Common Standards cluster that focused on institutional issues cutting across all

programs. Other clusters were formed within the accreditation team with responsibilities for the basic teaching credential (multiple and single subject), services credentials (administrative services, health services and pupil personnel services) and specialist credentials (education specialist, reading specialist). The whole accreditation team, including all of the clusters, is now required to vote on the accreditation status of the unit. Any issues or concerns within a particular program area are addressed as stipulations on the accreditation report.

- 3) The *Accreditation Framework* also impacted the role of the accreditation team leader in the process. Under the new system, the team leader serves as the primary point of contact for the team, the institution and the COA regarding the findings and recommendations of the team. Commission staff serve as facilitators of the process, and have primary responsibility for the logistical aspects of a visit.

**The Commission’s Current Legislative Mandate Related to Accreditation of Educator Preparation Programs**

The Commission’s accreditation system is governed by California Education Code, the *Accreditation Framework*, and the *Accreditation Handbook*. Education Code sections 44370-44374 are critical to understanding the underlying philosophy, purpose, and duties of California's accreditation system. The Education Code defines specific objectives and responsibilities for California’s accreditation system. The Commission has adopted policies that further describe the accreditation system. These policies are what constitute the *Accreditation Framework*. Once the Commission appointed the first Committee on Accreditation, the Committee began working on the procedural issues for the implementation of the accreditation system. The *Accreditation Handbook* is the procedural manual for the system. Table 1 below illustrates the division of responsibility and authority for the current accreditation system.

**Table 1. Accreditation System Structure and Authority**

Definition and Description of California’s Accreditation System		
California Legislature	Commission	Committee on Accreditation
↓	↓	↓
State Law	Commission Policy	Procedural Implementation
↓	↓	↓
<i>Education Code</i> 44370-44374	<i>Accreditation Framework</i> (1993)	<i>Accreditation Handbook</i> (1997)

Section 44370 establishes the legislative findings and declarations and reads:

"The Legislature finds and declares that the competence and performance of professional educators depends in part on the quality of their academic and professional preparation. The Legislature recognizes that standards of quality in collegiate preparation complement standards of candidate competence and performance, and that general standards and criteria regarding the overall quality of a candidate's preparation are as essential as the assessment of the candidate's competence and performance."

The Education Code defines the objectives of the accreditation system. Section 44371 states that the system shall do all of the following:

- 1) Concentrate on the overall quality of educator preparation in credential programs.
- 2) Hold professional elementary, secondary, and postsecondary educators responsible for quality in the preparation of professional practitioners.
- 3) Contribute to improvements in educator preparation and recognize excellence in preparation programs and institutions.
- 4) Replace the prior system of program approval, as established by the Teacher Preparation and Licensing Act of 1970.
- 5) Be governed by an accreditation framework that sets forth the policies of the Commission on Teacher Credentialing regarding the accreditation of educator preparation.

*The Accreditation Framework as Defined in Education Code*

In addition, Education Codes Section 44371 (b) defines the purpose and objectives of the Accreditation Framework. It requires that the Framework do all of the following:

- 1) Establish broad, flexible policies and standards for accreditation of educator preparation.
- 2) Define the accreditation responsibilities, authority, and roles of the Commission on Teacher Credentialing and the Committee on Accreditation.
- 3) Establish an accreditation system that is efficient and cost effective.
- 4) Require that accreditation decisions be based on sufficient, reliable evidence about the quality of educator preparation.

*Commission Responsibilities as Defined in Education Code*

Pursuant to Education Code Section 44372, the Commission is responsible for oversight of the accreditation system and framework. Specifically, the Education Code delegates to the Commission responsibility to:

- 1) Adopt and implement an *Accreditation Framework*, which sets forth the policies of the Commission regarding the accreditation of educator preparation in California.
- 2) Establish and modify credential-specific standards, experimental program standards, and alternative program standards, as defined in the adopted *Accreditation Framework*.
- 3) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.
- 4) Appoint and reappoint the members of the Committee on Accreditation, in accordance with Section 44373, by selecting among nominees submitted by a panel of distinguished educators.
- 5) Review periodic accreditation reports by the Committee on Accreditation, and refer accreditation issues and concerns to the committee for its examination and response.
- 6) Hear and resolve appeals of accreditation decisions, pursuant to subdivision (e) of Section 44374.
- 7) Allocate resources annually for implementation of the accreditation system.
- 8) With the Committee on Accreditation, jointly design an evaluation of accreditation policies and their implementation, and jointly select an external evaluator to conduct the evaluation, in accordance with Section 8 of the accreditation framework that was in effect on June 30, 1993.
- 9) Modify the accreditation framework in accordance with Section 8 of the framework that was in effect on June 30, 1993.
- 10) Inform and advise the Legislature regarding statutory issues related to accreditation, and submit legislative recommendations, after considering the advice of the Committee on Accreditation, educational institutions, and professional organizations.

*Committee on Accreditation Responsibilities as Defined in Education Code*

In accordance with Education Code Section 44373 (c), the COA is generally responsible for carrying out the policies enacted by the Commission and is responsible for accreditation decisions. Specifically, the Education Code requires that the COA shall do, but shall not be limited to doing, all of the following:

- 1) Make decisions about the accreditation of educator preparation. The committee's decision making process shall be in accordance with the *Accreditation Framework*.
- 2) Make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the committee.
- 3) Determine the comparability of standards submitted by applicants with those adopted by the Commission, in accordance with the *Accreditation Framework*.

- 4) Adopt guidelines for accreditation reviews, and monitor the performance of accreditation teams and other aspects of the accreditation system.
- 5) Present an annual accreditation report to the commission and respond to accreditation issues and concerns referred to the committee by the commission.

### *Accreditation Framework and Accreditation Handbook*

The current policies of the Commission relating to Accreditation were adopted in 1993 and are contained in the *Accreditation Framework*. The *Framework* contains eight sections. (The full *Accreditation Framework* can be found on the Commission's web site at <http://www.ctc.ca.gov/educator-prep/coa-reports.html>.) The Commission's responsibilities are described in Section 1 of the *Accreditation Framework*. Most of the Commission's responsibilities are directly tied to language in the Education Code. Section 2 of the *Accreditation Framework* defines the functions of the Committee on Accreditation. Available in Appendix A is a copy of the first two sections of the *Accreditation Framework* with the language from the Education Code italicized and the specific education code section referenced. The Committee on Accreditation is a group of twelve educators—half from K-12 and half from higher education—appointed by the Commission. The Committee on Accreditation is charged with the implementation of the accreditation system based on the policies the Commission has adopted. In addition, for a complete list of the current members of the Committee on Accreditation, please see Appendix B.

The Committee on Accreditation has over time developed the *Accreditation Handbook*. The handbook was originally adopted in 1997 and a revised version was last adopted in 2001. The *Accreditation Handbook* describes the procedural implementation of the accreditation system for institutions under review, educators that volunteer to be reviewers, and others interested in California's accreditation system. The full text of the Handbook can be found at <http://www.ctc.ca.gov/educator-prep/PDF/accreditationhandbook.pdf>

### **Sequence of Events in the Current Accreditation System**

California's adopted *Accreditation Framework* defines professional accreditation as the "process of ascertaining and verifying that, at each college and university that prepares individuals for state certification, sufficient quality characterizes that preparation." The Commission adopts standards for each program of educator preparation and the institutions that offer the program(s) is expected to implement a program that meets all standards. Under the process put in place with SB 148 and *Framework*, the Commission review examines all educator preparation programs offered by an institution and makes a single accreditation decision about the accreditation of educator preparation at the institution including a decision about the status of each credential program. Accreditation is a means to ensure that all programs are designed and implemented to meet these standards.

In California, there are multiple steps that an institution or program sponsor must complete prior to offering an educator preparation program and recommending individuals for credentials. If an

institution or program sponsor has not previously offered credential programs, it must be approved as an entity that is eligible to offer educator preparation programs: This is referred to as Initial Institutional Accreditation. Then the institution must submit a document that describes in detail the program that will be offered. The program must meet the requirements of the appropriate adopted program standards: Initial program review and approval. Completion of these two steps allows an institution or program sponsor to begin offering an educator preparation program and will add the program sponsor to the list of institutions reviewed under the Continuing Institutional and Program Accreditation policies (See Table 2: Steps in California's Current Accreditation and Program Approval Process).

It is important to note that the Commission has a partnership with the National Council for the Accreditation of Teacher Education (NCATE). National accreditation is strictly voluntary, however, the Commission has an established protocol to help coordinate NCATE/CTC accreditation. While the current accreditation process is similar for NCATE and non-NCATE institutions in this state, there are some differences such as length of the visit and the composition of the Common Standards or Unit Standards cluster of reviewers. Currently of the 96 California educator preparation institutions or program sponsors, twenty are also accredited by NCATE. The objective of the merged NCATE/CTC visit is to allow the institution the opportunity to seek both national and state accreditation simultaneously which helps streamline the process by eliminating the need for two separate visits. This topic is discussed more in greater detail later in this report.

**Table 2: Steps in California’s Current Accreditation and Program Approval Process**

**Step 1: Initial Institutional Accreditation: Eligibility to offer a program**

A sponsor (institution of higher education, local education agency) that wishes to offer any credential programs must submit evidence that the entity meets the Education Code and Commission requirements to be a program sponsor.	<b>On what basis is the institution /program sponsor reviewed?</b>	<b>Who reviews the institution /program sponsor’s response?</b>	<b>Who approves the institution /program sponsor</b>	<b>Current number of institutions /program sponsors</b>
	Preconditions and parts of the Common Standards	CCTC Staff	Commission	<b>96</b> UC (8), CSU (23), AICCU (53), and 12 others- local education agencies

**Step 2: Initial Program Approval\***

A sponsor that has been initially accredited by the Commission may submit programs to be approved. The sponsor submits a program document that addresses all the appropriate program standards and provides evidence to support the program document.	<b>On what basis are programs reviewed?</b>	<b>Who reviews the program document?</b>	<b>Who approves the program</b>	<b>Current number of programs</b>
	Common Standards and Program Standards	Trained teams of educators (K-12 and higher ed) and CTC staff review the document. Questions are asked of the program sponsor. Once all standards have been adequately addressed, a recommendation goes to the COA for program approval.	Committee on Accreditation	Approximately <b>700</b> { multiple subjects (81), single subject (69), fifth year of study (38), education specialist (117), pupil personnel services (76), administrative services (96), specialist certificates and credentials (106), other services (18), designated subjects (50), clinical rehabilitative services (21) }**

**Step 3: Ongoing Institutional Accreditation and Program Approval**

All institutions/program sponsors that offer approved educator preparation programs are reviewed through periodic site visits. The institution submits a self-study that addresses all standards for each approved program. The review team reads the self-study prior to the site visit. At the site visit, the review team collects data through interviews with candidates, graduates, employers, faculty and other stakeholders. In addition, the review team reviews documents and evidence on site.	<b>On what basis is the institution and all its programs reviewed?</b>	<b>Who reviews the institution and all its programs?</b>	<b>Who accredits the institution and all of its programs</b>
	Preconditions, Common Standards and all applicable Program Standards	Through a site visit, members of the Board of Institutional Reviewers make decisions on the Common Standards and all program standards and make a recommendation regarding accreditation to the COA.	Committee on Accreditation

\* Does not include subject matter programs.

\*\* Program total does not include Induction programs (149) or subject matter programs (409): elementary subject matter-88\*\*\*, single subject-321), CLAD/BCLAD programs, or Blended programs.

\*\*\* Of the 88 elementary subject matter programs, 64 were approved on the standards prior to SB 2042 and are currently phasing out

The first two steps an institution must comply with to offer an educator preparation program, Initial accreditation of institutions and initial program review and approval, were described in the April 2005 Commission Agenda Item 5E. A portion of that agenda item that described the initial accreditation of institutions and approval of programs is included here:

### **Initial Institutional Accreditation**

Prior to 1995, institutions not previously approved to offer programs of professional preparation would submit a program proposal responding to the preconditions and standards of the California Commission on Teacher Credentialing. If the institution was accredited by the Western Association of Schools and Colleges (WASC) or another regional accrediting body and if the response to the preconditions and standards was judged to be satisfactory, the Commission voted to give approval to the institution to begin offering one or more programs.

With the adoption of the *Accreditation Framework* in 1995, the Commission made a distinction between “initial accreditation of institutions” and “initial accreditation of programs,” as described below.

#### *Policies for Initial Accreditation of Institutions*

Under the authority of the Education Code, the Commission has the authority to determine the eligibility of institutions to offer preparation programs and to recommend issuance of credentials to candidates completing programs of preparation. This authority also applies to other program sponsors such as school districts, who were made eligible to sponsor professional educator preparation programs through subsequent legislation.

**Education Code Section 44227 (a)** – The Commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the Commission, to recommend to the Commission the issuance of credentials to persons who have successfully completed those programs.

**Education Code Section 44372** – The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

(c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

***Accreditation Framework Section 4 A 1 - Initial Accreditation of Institutions.*** A postsecondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation. Institutional accreditation by the Western Association of Schools and Colleges (WASC) or another regional accrediting body is required for initial professional accreditation by the Commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education.

Under the above provisions, the only specific criterion for initial accreditation is regional accreditation. However, the Commission is given authority by the *Accreditation Framework* to establish additional procedures and criteria. In October 1998, the Commission adopted procedures and additional requirements for initial accreditation.

#### *Adopted Procedures for Initial Institutional Accreditation*

The following procedures, adopted by the Commission, apply to institutions and other program sponsors, such as school districts, who have not previously prepared educators for state certification in California:

1. The institution (program sponsor) prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The proposal is considered to be the application for accreditation.
2. Initial Accreditation is a two-stage process:
  - a. The proposal is reviewed for compliance with the appropriate preconditions (regional accreditation [or governing board approval], identification of position responsible for oversight, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.) and brought before the Commission for initial institutional accreditation action. If the proposal meets the Commission's requirements, the institution (program sponsor) will be recommended for initial accreditation.
  - b. If the Commission acts favorably on the proposal, it will be forwarded to the Committee on Accreditation for further action. The program sponsor's responses to the credential program standards for each program the institution (sponsor) wishes to offer are reviewed by Commission staff or panels of expert advisors to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's program standards, the program sponsor is recommended to the Committee on Accreditation for initial program accreditation.
3. Once granted initial accreditation, the institution (program sponsor) will then come under the continuing accreditation procedures and will participate in the regular cycle for on-site reviews.

#### *Cost for the Initial Institutional Accreditation Review Process*

The costs of reviewing a prospective program sponsor for Initial Institutional Accreditation are relatively minor for the Commission. Before a proposal is submitted for review, there is usually consultation with one or more Commission staff members. Typically, the consultation would be one to two hours in length. Once the proposal is submitted, staff review is conducted to see if it is complete, if responses to the required preconditions and standards are satisfactory, and if appropriate supporting evidence is included. If the response is incomplete, the prospective sponsor is notified and given the opportunity to submit additional information. Depending on the

thoroughness of the submission, the review could take as little as two to three hours of staff time. However, if the response to the preconditions is deficient, the time necessary to complete the review could increase to double the time. If the proposal meets the Commission's requirements, a Commission agenda item will be prepared and the program sponsor will be considered for initial institutional accreditation. The estimated time for the preparation of the agenda item is two to three hours of staff time. The total amount of time required for an initial institutional action would be, at a minimum, of five to eight hours of staff time.

The time necessary for the prospective program sponsor to prepare the proposal would be considerably longer, responding to all required preconditions and standards and supplying supporting evidence. Further, once the program sponsor is granted initial institutional accreditation, the program proposal is forwarded for program review by staff or a review panel.

An ongoing cost to the Commission, once a program sponsor has been given initial institutional accreditation, is the inclusion in the ongoing continuing accreditation system. At the present time, this would mean regular updating of program standards and participation in the accreditation site visit process. For every new program sponsor granted initial institutional accreditation, the Commission's accountability responsibilities are increased.

#### *Examples of Recent Accreditation Activities:*

At the April 2005 Commission meeting, the Santa Barbara County Office of Education was granted initial institutional accreditation. The Santa Barbara County Office of Education had also submitted a proposal for a preliminary administrative services credential program. Once the initial institutional accreditation was approved, this program was able to be reviewed under the program review process and appear before the Committee on Accreditation for program approval. For a full list of all 96 program sponsors that have been granted initial accreditation, please see Appendix C.

### **Initial Program Review and Approval**

Program sponsors who have already received initial institutional accreditation are eligible to submit new programs of preparation for review and approval. Under the *Accreditation Framework* in 1995, the Committee on Accreditation was given initial program accreditation responsibilities for the professional preparation programs included in the ongoing accreditation site visit process. Other types of program approval remained with the Commission. Thus, the results of the program review of a professional preparation program are submitted to the Committee on Accreditation for program accreditation according to the *Accreditation Framework* (Section 2 A 2). Other programs, including subject matter preparation and induction programs are submitted to the Commission for approval. In either case, the review process is the same. The difference is in the body making the decision to approve the program.

#### *Policies for Program Review*

Under the authority of the Education Code, the Commission and the Committee on Accreditation both have responsibilities related to the review of programs of educator preparation.

**Education Code Section 44311** – The Commission shall evaluate any subject matter program offered by an accredited institution in satisfaction of paragraph (5) of subdivision (b) or Section 44259. The evaluation shall be based on standards of program quality and effectiveness, which shall be consistent with the assessments and examinations of subject matter knowledge and competence adopted by the Commission.

**Education Code Section 44259 (b) (5)** – (Requirements for Preliminary Multiple and Single Subject Credential) Completion of a subject matter program that has been approved by the commission on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Section 44310) or passage of a subject matter examination pursuant to Article 5 (commencing with Section 44280). The Commission shall ensure that subject matter standards and examinations are aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605

**Education Code Section 44373(c)** – The committee (Committee on Accreditation) shall do, but not be limited to doing all of the following:

(2) Make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures adopted by the committee.

### *Initial Program Review Procedures*

Following are the general procedures for the review of new programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to sponsors wishing to submit responses to the new standards. The technical assistance may take several forms. Staff members may arrange meetings of prospective sponsors to discuss the standards and how to respond to them. Staff members respond to questions from sponsors in e-mails and telephone calls. Occasionally, staff members will provide an informal review of one or more written responses to standards. Finally, technical assistance materials are provided on the Commission’s website.
2. Preconditions Review – After the program proposal is received, Commission staff members review the sponsor’s response to the preconditions. The preconditions are based on state laws and Commission policies and do not involve issues of program quality but do address minimum unit and content area requirements. Staff reviews the proposed program to determine that it complies with the requirements of state laws and Commission policies. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions. The sponsor may submit the information requested or resubmit the entire proposal with the inclusion of the requested information.
3. Program Review – In addition to the preconditions review, the program sponsor’s responses to the credential program standards for the program submitted are reviewed. Unlike the preconditions, the standards address issues of program quality and effectiveness. Each

response to the standards is reviewed by Commission staff and/or external volunteer K-12 or postsecondary educators expert in the field of preparation to determine the sufficiency of the responses. Reviewers are trained in the standards and the review process and then assigned proposals to review. If the program does not meet the standards, the proposal is returned to the sponsor with an explanation of the findings. The sponsor may resubmit the proposal with the inclusion of the requested information. Once the reviewers determine that the program proposal meets the Commission's program standards, the program is recommended to the Committee on Accreditation for initial program accreditation or the Commission for program approval.

4. Once granted initial program accreditation, the institution (program sponsor) will then come under the Commission's continuing accreditation procedures and will participate in the regular cycle for on-site reviews, as appropriate.

#### *Cost for the Initial Program Review Process*

The costs of reviewing a prospective program for Initial Program Approval will vary. Before a proposal is submitted for review, there may be consultation with one or more Commission staff members. Typically, the consultation might be one to two hours in length. Once the proposal is submitted, staff review is conducted to see if it is complete, if responses to the required preconditions and standards are satisfactory, and if appropriate supporting evidence is included. If the response is incomplete, the prospective sponsor is notified and given the opportunity to submit additional information. Depending on the thoroughness of the submission, the preconditions review could take as little as one hour of staff time. The full review of a program proposal could take from four to eight hours to review the responses to the standards per reviewer. Again, if the response to the preconditions or standards is deficient, the time necessary to complete the review could increase. Each review requires at least two reviewers to reach consensus about the response of the program sponsor. Reviewers communicate by e-mail or telephone about the results of their individual reviews and come to agreement about the specific review. If reviewers cannot agree upon the program report, another reviewer and/or staff interact with the original reviewers to come to agreement about the response.

Over the past fifteen years, varied methods have been used for program reviews. For many years, the Commission brought groups of volunteer program reviewers together (paying only their transportation, lodging and meal costs) and conducted two-day meetings of reviewers, providing them with training and protected time to review the proposals and discuss the results with colleagues. These review sessions resulted in an expedient method of reviewing programs because many reviews could be completed in the two day review meeting. In more recent times, because of fiscal constraints, the Commission has not been able to bring reviewers together. Instead, after an initial training session, the reviewers are assigned a document to review at home and all communication takes place by e-mail or telephone. Although less costly, the time necessary for an individual reader complete the review of a proposal in "non-protected" time more typically takes three to four months for the review of a single program to be completed.

*Examples of Recent Accreditation Activities:*

At the April 2005 Commission meeting, the English subject matter program from California State University, Long Beach was approved by the Commission. The Commission grants approval for all subject matter programs, induction programs and Tier II Guidelines based Administrative Services Credential programs.

At the Committee on Accreditation's April 2005 meeting, nine educator preparation programs were granted initial program approval:

Education Specialist

- Preliminary Level I Deaf and Hard of Hearing University of San Diego
- Professional Level II Mild/Moderate Disabilities CSU, Channel Islands
- Professional Level II Mild/Moderate Disabilities Claremont Graduate University
- Professional Level II Moderate/Severe Disabilities CSU, Monterey Bay
- Professional Level II Mild/Moderate Disabilities Orange County Office of Education
- Professional Level II Moderate/Severe Disabilities San Joaquin Office of Education

Administrative Services Credential

- Preliminary Santa Barbara Office of Education
- Professional CSU, San Bernardino
- Professional Pt. Loma Nazarene

Table 2: Steps in California's Current Accreditation and Program Approval Process shows that there are currently approximately 700 professional preparation programs, an additional 400 subject matter programs and 149 teacher induction programs. Currently, there are fifty-five different credentials or certificates for which an institution or program sponsor might offer a program. For a full list of all the educator preparation programs that an institution may offer, please see Appendix D.

**Continuing Accreditation System**

Once an institution or program sponsor has received initial institutional accreditation to offer educator preparation programs and has one or more programs with initial program accreditation, the sponsor and all of its programs is then reviewed through the Continuing Accreditation system. Currently, the continuing accreditation reviews take place during a site visit conducted on a five to six year cycle.

In addition to the actual site visit, the current system includes pre-visits and technical assistance (See Table 3, next page) provided to the institution by Commission staff and a team leader as well as development by the institution of a comprehensive self study document that demonstrates how the institution meets the appropriate standards of quality and effectiveness. All institutions must address the eight Common Standards (see Appendix E) and all applicable program standards in the self study document. The self study document is sent to all site visit team members prior to the accreditation visit.

In December 2002 and, in subsequent action at the March 2004 Commission meeting, the Commission adopted a limited accreditation schedule that postponed all non-NCATE accreditation visits for spring 2003 through the state fiscal year 2004-05 (with the exception of institutions scheduled for NCATE visits) in order to allow for full implementation of the new SB 2042 teacher preparation standards and to conduct a review of the Commission's accreditation system. During the suspension of accreditation site visits, the Commission directed that all accreditation site visits for institutions seeking initial or continuing NCATE accreditation be continued in keeping with the protocol for the partnership agreement with NCATE.

### *Board of Institutional Reviewers*

To conduct reviews for the continuing accreditation of educator preparation institutions, the Executive Director of the Commission maintains a pool of trained reviewers consisting of California college and university faculty members and administrators, elementary and secondary school teachers and other certificated professionals, and local school board members, pursuant to Education Code Section 44374-b. The pool consists of approximately 350 persons who are geographically and culturally diverse, who represent gender equity. In addition, appropriate implementation of the accreditation system requires that the BIR contain a sufficient pool of individuals with expertise to address the broad range of credential areas.

All BIR members attend a four day training that models the activities that occur during a site visit. At the training, reviewers are trained in the adopted program standards and how to work with them. They learn how to examine and triangulate data in making findings relative to the standards. New BIR members are trained in interview techniques and other strategies to gather information. Finally, they are trained in the accreditation decision-making process. Additional training and orientation takes place for all team members through the materials mailed to team members and on the first day of the site visit with the team leader and Commission staff consultant working organize the team for the specific visit.

The on site accreditation review is conducted by a team with the size, skill, and expertise appropriate for the institution being reviewed. The size and configuration of the team is determined jointly by the dean of the institution, the team leader and the Commission consultant. For an institution with only a few programs, for example a multiple subject and a single subject program, the team may only have two to four members. But, when an institution offers many programs including some of the specialized educator preparation programs (school nurse, pupil personnel services, reading, education specialist), the team may be much larger. The Commission's Administrator for Accreditation is responsible for the selection of all teams working in cooperation with the assigned Commission consultant. Team members are selected for their expertise and screened for conflicts of interest, for example having attended or applied for a position at the institution being reviewed. Teams are composed primarily of experienced reviewers, but newly trained reviewers are worked in to the process. At the conclusion of each site visit, each team member's participation is evaluated by the team leader, the cluster leader and the institution. The results of the evaluations are reviewed by the COA and are used to determine future participation on teams.

**Figure 1: Continuing Accreditation Site Visit Timeline**

<u>Prior to Visit</u>	<u>Site Visit</u>	<u>After the Visit</u>
<p><u>24 Months Prior to Site Visit</u></p> <ul style="list-style-type: none"> <li>- Institution is formally notified of the site visit</li> <li>- CCTC Consultant is assigned</li> </ul>	<p><u>1st Day (Sunday)</u></p> <ul style="list-style-type: none"> <li>- Orientation meeting</li> <li>- Optional reception at institution</li> <li>- Possible team meeting after dinner</li> </ul>	<p><u>Committee on Accreditation</u></p> <ul style="list-style-type: none"> <li>- Team leader and consultant present report to COA</li> <li>- COA votes on recommended accreditation status</li> <li>- Notification letter sent</li> </ul>
<p><u>18-24 Months Prior - Previsit</u></p> <ul style="list-style-type: none"> <li>- Consultant meets with faculty and administrators at institution:               <ul style="list-style-type: none"> <li>-review schedule for visit</li> <li>-review framework and standards</li> <li>-discuss preliminary report</li> </ul> </li> <li>- Institutional preparation of Preliminary and Self Study reports</li> </ul>	<p><u>2nd Day (Monday)</u></p> <ul style="list-style-type: none"> <li>- Evidence Review (documents, interviews)</li> <li>- Evening-team meetings</li> </ul>	<p>If decision is <b>Accreditation</b> — Next site visit scheduled in 5-7 years</p>
<p><u>12 Months Prior</u></p> <ul style="list-style-type: none"> <li>- Preliminary report sent by institution</li> <li>- Reviewed by Consultant to determine that Preconditions are met</li> <li>- Team Leader selected</li> </ul>	<p><u>3rd Day (Tuesday)</u></p> <ul style="list-style-type: none"> <li>- Evidence Review</li> <li>- Mid Visit Status Report with Institution</li> <li>- Evening - team meeting, development of findings and accreditation recommendation</li> </ul>	<p>If decision is <b>Accreditation with Stipulations</b> — institution required to take corrective action, COA reconsiders accreditation status in one year, revisit by team for institutions with substantive stipulations or probationary stipulations</p>
<p><u>6 - 12 Months Prior</u></p> <ul style="list-style-type: none"> <li>- Team leader/consultant establishes clusters, designate cluster leaders</li> </ul>	<p><u>4th Day (Wednesday)</u></p> <ul style="list-style-type: none"> <li>- morning - team meetings, final decision making, team report written</li> <li>- afternoon - presentation of findings, recommendation, and team report to the institution</li> </ul>	<p>If decision is <b>Denial of Accreditation</b> — Institutions must take immediate steps to close all credential programs</p>
<p><u>No Less than 60 Days Prior</u></p> <ul style="list-style-type: none"> <li>- Institution submits Self Study</li> <li>- Self Study is sent to team members</li> </ul>		<p><u>Appeal</u> Institution may appeal COA decision to CTC.</p>

CCTC Accreditation Visit (Timelines for NCATE/COA merged visit are different)

The purpose of the site visit is to gather evidence including reviewing substantial documentation and conducting interviews with students, graduates, university faculty, and administrators, master teachers, employers, and advisory committee members to triangulate data, and to reach conclusions about whether the programs and services offered by an institution meet the Commission's adopted standards of quality and effectiveness. At all times, the team's review is focused on whether or not the institution and its programs meet the standards. Review teams can not go beyond the language in the adopted standards. The institution as an educational unit is reviewed against the Common Standards (see Appendix E).

Professional educators, both K-12 and higher education, review evidence and make professional judgments about an institution and all its programs at the site visit. The accreditation team operates on a consensus model and the individual program standard decisions and unit-wide accreditation recommendation are contained in the team's accreditation report. The team discusses each program that is offered by the institution and comes to decisions on all program standards for each of the programs. Program standards may be met, met with concerns, or not met.

All credential programs are reviewed against the Commission's adopted California preparation program standards. To earn a credential, all teachers must meet both subject matter and pedagogical requirements, but the current accreditation system reviews only the professional preparation program standards or pedagogical requirements. The accreditation system does not review the subject matter waiver programs or the examinations that candidates may use to satisfy the subject matter requirement. But, the teaching of subject matter is integral to the preparation program and is reviewed during the site visit. For example, the multiple and single subject program standards Seven and Eight are reviewed by the team during the site visit.

*Standard 7: Preparation to Teach Reading-Language Arts*

*Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction*

With respect to the educational unit as a whole, the team discusses all eight of the Common Standards (or all six NCATE unit standards if it is a merged CTC/NCATE visit) and comes to a decision on each of the standards. The decision options for standards are; standard met, standard met with concerns, or standard not met. The team prepares an accreditation team report and then discusses the accreditation recommendation that will be made to the COA. The team will recommend one of the following actions: accreditation; accreditation with stipulations -- technical, substantive, or probationary -- or denial of accreditation. The team includes the accreditation recommendation in the team report prepared for the COA.

At a regularly scheduled meeting, the accreditation team report is submitted to the COA which is also composed of professional educators (six from postsecondary education institutions and six who are certificated professionals from K-12 public schools). The COA reviews the team report prior to the meeting and at the COA meeting hears from the team leader, the institution, and the staff consultant. The COA asks questions and probes issues with the team leader and institution. Then, the COA formally makes an accreditation decision. The accreditation decision made by the COA applies to the education unit and all the educator preparation programs offered by the institution or program sponsor.

Institutions receiving the status of accreditation are permitted to continue all accredited credential programs until their next review and are not required to make additional reports to the COA. Institutions that are accredited with stipulations are required to take action that results in the removal of the stipulations within one year. Institutions are required to prepare a written report with appropriate documentation that the stipulations have been appropriately addressed. In the case of substantive or probationary stipulations, institutions are also required to prepare for a revisit that focuses on the area(s) of concern noted by the accreditation team during the original visit. The report of the actions taken to remove the stipulations and of the revisit team is to be received and acted upon by the Committee on Accreditation within one calendar year of the original visit. Throughout this process, technical assistance from the Commission staff is available to the institution.

An institution receiving denial of accreditation, after failing to satisfy all stipulations within the prescribed time, is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the Committee on Accreditation action took place, file a plan for discontinuation, and seek to assist students to complete their program requirements through alternative means.

### **Accreditation Decisions**

Since 1997, the Commission has conducted a total of 79 accreditation visits at institutions of higher education and district internship programs. Using the five years preceding the limited accreditation schedule, the number of accreditation visits per year ranged from 11 to 17 with an average of 13 visits per year.

Of the accreditation visits conducted from 1997 to 2005:

- 40 institutions, or 51 percent, received full "Accreditation" from the Commission;
- 17 institutions, or 22 percent, received a finding of "Accreditation with Technical Stipulations" from the Commission;
- 20 institutions, or 26 percent, received findings of "Accreditation with Substantive Stipulations" from the Commission; and
- No institution received either a finding of "Accreditation with Probationary Stipulations" (implemented as a possible finding in 2000-01) or "Denial of Accreditation" by the Commission.
- Reviews at two institutions (California Lutheran in 2003-04 and the University of San Diego in 2004-05) were handled uniquely as there was a need to accommodate an NCATE review prior to the scheduled time for a CTC review since each institution had a complete state accreditation visit two to three years before the NCATE review. State accreditation team members participated in the NCATE review for the purposes of upholding the protocols with NCATE, but there was not a need to render a state decision at that time.

The following chart summarizes accreditation visit decisions for 1997 through 2005.

**Table 3: Accreditation Decisions**

	<b>Total Reviews</b>	<b>Accreditation</b>	<b>Accreditation/ Technical Stipulations</b>	<b>Accreditation/ Substantive Stipulations</b>
<b>California State University</b>	22	12	4	6
<b>University of California</b>	8	7	1	
<b>Independent / Private Institutions</b>	45	20	11	12
<b>District Intern Programs</b>	4	1	1	2
	79	40	17	20

No institution has previously received an accreditation finding of Accreditation with Probationary Stipulations. However, the addition of the possible finding of Accreditation with Probationary Stipulations had only been in place approximately two years before the Commission adopted its limited schedule of accreditation visits in 2002.

The finding of Denial of Accreditation, was not intended to be the accreditation decision immediately following a site visit. If an institution were to receive an accreditation decision of Accreditation with Technical, Substantive or Probationary Stipulations, the institution has one year to address all stipulations. If the stipulations are not adequately addressed in that time period, the Committee on Accreditation has the ability to adopt additional stipulations or adopt the status of Denial of Accreditation which requires that the institution take immediate steps to close all credential programs. This option has not been utilized because all institutions have satisfactorily addressed the stipulations the Committee has imposed.

With the current accreditation system, an institution may voluntarily close an individual preparation program at least one year prior to an accreditation site visit. That program is not reviewed during the site visit and the quality of the program does not factor into the accreditation decision. There have been a number of instances where an individual program at an institution was closed prior to a scheduled accreditation site visit. The institution may not reopen the program for a minimum of two years after the site visit and may only do so after submitting a new proposal for initial program accreditation according to COA initial accreditation policies.

### **National Accreditation**

The Education Code makes provision for an institution or a program to seek national accreditation in conjunction with state accreditation subject to the conditions established in the

Commission's *Accreditation Framework*. To this date, the only national unit accreditation process California institutions have requested has been the National Council for the Accreditation of Teacher Education (NCATE). Since 1989, the CCTC and its Committee on Accreditation have been involved in a partnership with NCATE for merged/joint accreditation visits. The Partnership Agreement with NCATE meets the requirements of the *Accreditation Framework*.

As part of the NCATE Partnership Agreement, all California institutions participate in California's program review process. This means that all institutions must meet the California Program Standards and the Commission's program review process must be completed. California institutions are exempt from the NCATE program review as a result of the partnership agreement. If the Partnership Agreement were not in place, California programs (for example Education Specialist, Multiple Subject, Single Subject, or School Counseling programs) would be reviewed against the national standards instead of the adopted California Standards. Thus, a strong benefit of the Partnership Agreement is that all California preparation programs are reviewed against the adopted California Standards which focus on teaching students in California's public schools and meeting California's adopted K-12 content standards.

At the present time, twenty institutions in California are currently accredited by NCATE and three institutions are formal candidates for NCATE accreditation. In addition, at least five program sponsors have expressed interest to Commission staff about working toward NCATE accreditation. The site visit timeline for a merged/joint visit varies slightly from the information provided in Figure 1 (page PSC-6A-19). In a visit where NCATE is merged with the California accreditation process, the team arrives a day earlier. California educators serve as team members on all NCATE merged visits. The institutional unit may be reviewed against the NCATE Unit Standards (see Appendix F) which have been deemed comparable to California's Common Standards. Most institutions seeking NCATE accreditation will choose to use the NCATE Unit Standards in place of the Common Standards. The most visible difference will be that the team report is organized along the six NCATE Unit Standards rather than the eight Common Standards. At the completion of a merged NCATE-CTC visit, the institution has participated in both the state and a national accreditation process at the same time.

### **Cost for the Continuing Accreditation System**

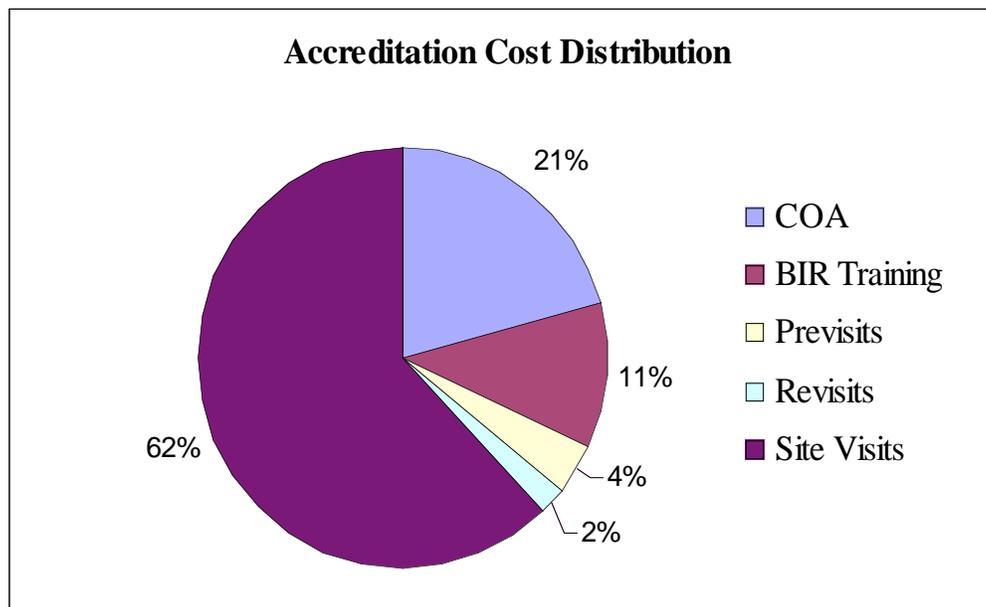
Under the current system, costs related to the implementation of the accreditation system are borne by both the institution or program sponsor under review and the Commission. The majority of the institution's costs are related to preparation for the review including the preparation of the self study document, staff and faculty time in organizing and compiling the evidence that will be used in the review, and the logistics involved in planning and preparing the interview schedules, providing facilities for the review, transportation of the team members to the campus from the hotel, and some meal expenses for the review team while they are on campus.

At full implementation, total costs assumed by the Commission for activities related to the accreditation system were approximately \$200,000-\$300,000 per year. The costs borne by the Commission to support the existing system are for five basic categories:

- 1) the Committee on Accreditation;
- 2) the training of the reviewers on the Board of Institutional Reviewers;
- 3) pre-visits, which include an initial visit to the campus by the Commission consultant to provide technical assistance (18-24 months before the accreditation visit) and the previsit to the campus by the team leader and the Commission consultant (1-2 months prior to the accreditation visit) to review the institutional progress in preparation for the visit and review final details about the visit and make final plans for the interview schedule;
- 4) a revisit or follow up visit for institutions or program sponsors who have been accredited with stipulations; and
- 5) the site visit.

Below is a chart illustrating the general distribution of accreditation related costs.

**Figure 2: Accreditation Cost Distribution**



As illustrated above, site visits comprise the majority of the costs for the current accreditation system. Actual site visit costs however vary significantly. Appendix G contains a list of actual accreditation site visit costs for 2000-01 through 2004-05. Years 2000-01 and 2001-02 represent more accurately the costs of full implementation of the accreditation system as the Commission action postponing all accreditation site visits, with the exception of merged NCATE/CTC visits, affected reviews beginning in 2002-03. Therefore, the costs identified for 2002-03, 2003-04, and 2004-05 reflect this limited accreditation schedule. In addition, since 2002, there have been a number of new institutions granted Initial Institutional Accreditation. These institutions will need to be added to the list of institutions reviewed once the revised accreditation system is implemented.

In the years listed, site visit costs ranged from \$1,360 for the review of a single district intern program, to over \$30,000 for a large institution with numerous programs offered at numerous locations throughout the state. Using the actual costs for all 37 site visits that took place from 2000-01 to 2004-05, the average costs for an accreditation site visit under the current structure and *Framework* is \$12,074.

Numerous factors affect the ultimate cost of an accreditation site visit under the current *Framework*. The Commission must reimburse the costs related to the travel and hotel for the review team. The size of the review team is a function of the size of the institution, the number of programs offered requiring review, and the number of educational sites. A common misperception is that merged NCATE/CTC visits are substantively more costly than stand alone CTC only visits. NCATE/CTC visits do require one additional day of visitation at the campus for the California team members serving on the Common Standards cluster and the arrival of the team leader one day earlier in order to meet and confer with the NCATE team leader and ensure the logistics of the merged visit are finalized. However, these costs are offset by the fact that fewer California team members are needed to complete the common standards cluster – since NCATE out of state reviewers comprise the remainder of the cluster of reviewers.

#### *Commission staffing*

In addition to the costs listed above, the Commission's real costs also include the cost of staffing the accreditation system and conducting the reviews. The Professional Services Division typically has 5-6 consultants who have as part of their responsibility the staffing of accreditation reviews along with their other duties. In addition, there is an Administrator for Accreditation and one full time support staff position. It is estimated that this would be the equivalent to 2.5 FTE consultants, for about \$250,000 total, and one FTE administrator and one FTE support staff for about \$200,000 total.

#### *Examples of Recent Accreditation Activities:*

Attached in Appendix H are two recent Accreditation Team Reports. The most recent site visit was to Sonoma State University, a NCATE merged visit, and that team report is included in Appendix H. Only 21% of California's institutions are NCATE accredited therefore, the University of San Francisco team report is also included as an example of a state visit.

NCATE Merged Visit:	Sonoma State University, March 6-9, 2005
California Visit:	University of San Francisco, April 21-24, 2002

#### **The Current Accreditation Review Process**

The Commission began the process of reviewing the current accreditation system in January 2004. At that meeting, the Commission directed the Committee on Accreditation to meet with stakeholders to identify options for establishing a process for the review of the Commission's *Accreditation Framework* that would be open, inclusive of key stakeholders, and consultative. Several meetings with stakeholders were held to discuss various options for conducting the

review. The COA proposed and the Commission then approved the formation of the Accreditation Study Work Group at its May 2004 meeting. The work group began meeting in June 2004. All meetings have been open to the public and materials have been made available on the Commission's website. A list of the Accreditation Study Work Group members is included as Attachment J.

Under the course of the action approved by the Commission, this work group has been responsible for much of the research, issue exploration, and identification of options for redesign. The identified options and preliminary recommendations from the work group have been brought throughout the course of the review to the Committee on Accreditation for discussion to ensure an on-going dialogue between the two groups. The Committee on Accreditation is charged with considering the recommendations and options from the work group and moving forth recommendations to the Commission for consideration. In order to ensure that all perspectives are addressed, the work group has been co-facilitated by one representative of COA (Ed Kujawa) and one representative chosen of the stakeholders (Beverly Young). Work Group members were required to be vested with the authority to represent and speak on behalf of their institution, organization, or constituency group. They have communicated regularly to their constituencies and have reported this feedback to the group so that these comments can be considered. Other than the COA members, the stakeholder groups have financially supported the representatives participation in the work group.

The group has met on a nearly monthly basis since June 2004 and has reached a common understanding and agreement on many issues. The Committee on Accreditation has also reached agreement on many issues, however, additional discussion at its June meeting is expected following the Commission's comments during this study session. Because there are numerous, complex issues that fall under the umbrella of accreditation, some of these issues still require further discussion, and still others have been identified as beyond the scope of the work group and COA.

Both groups will meet again prior to the next Commission meeting to consider the comments made by the Commission members today and to consider any refinements or adjustments to the recommendations.

Two major factors or events contributed to the current review of the *Accreditation Framework*: (1) the completion of an independent evaluation of the existing system by the American Institutes for Research, and (2) a changing state and national policy environment.

*Completion of an Independent Evaluation of the Commission's Implementation of the Framework.*

Education Code Section 44372 (h) required that the Commission, with the Committee on Accreditation jointly design an evaluation of accreditation policies and their implementation and jointly select an external evaluator to conduct the evaluation in accordance with the *Accreditation Framework*. In March 2003, the American Institutes for Research submitted a final report on its three year independent evaluation of the *Framework*. The purpose of this

study was to examine the policies and procedures found in California's *Accreditation Framework* and *Accreditation Handbook*, the Commission's processes and procedures for conducting accreditation visits, the preparation of the Board of Institutional Reviewers for site visits, and the question of whether the current process implemented by the Commission allows for a fair and productive in assessing program quality and accountability while facilitating program and institutional improvement.

In general, AIR concluded that the COA process for review of education preparation programs

*effectively serves the goals and objectives of accreditation as identified by the process and procedures in the Accreditation Framework and Handbook. Even though the process of preparing for accreditation is long and arduous, it provides IHEs an invaluable opportunity to self-examine their programs and practices to all them to identify weaknesses and improve their programs through a self reflective process. The process allows the accreditation team of peers to make an informed assessment of the educator preparation programs from the self study documentation and on-site review, and to produce a report and recommendations for the COA's consideration."* (page 9-10)

The AIR report included a number of findings and recommendations. A summary of AIR's findings is included as Appendix K, and the report can be found in its entirety on the Commission's website at <http://www.ctc.ca.gov/reports/other-reports-archive.html>.

It is important to note that the design of the AIR study has limited usefulness in the revision of the accreditation system in a few substantial ways. First, it was limited in that it examined the implementation of the existing structure only. In addition, AIR was not charged to consider alternative policies or procedures to the Commission's *Accreditation Framework*.

### *Changing Policy Context*

The other major factor that led to the Commission's current examination of its accreditation policies and procedures is the changing policy context at both the state and national levels. In the past decade since the adoption of the *Accreditation Framework*, California, like most states across the nation, has undergone a significant transformation towards greater accountability in education. Numerous reforms have been enacted requiring increased demonstration of educational effectiveness. Central to these reforms was the adoption of standards – student academic content standards as well as new teacher preparation and subject matter preparation standards aligned to those student academic content standards. In addition, there has been a greater focus on the need for establishing valid and reliable measures of effectiveness for policy and programmatic decision-making as well as the increased requirements for public disclosure and notification.

In addition, the federal government has also increasingly demanded greater accountability. During the 1998 reauthorization of the Higher Education Act (HEA), Congress imposed a new

system of accountability for the nation's teacher preparation programs and required public disclosure of an institution's aggregated data related to teacher licensure examinations. Title II reporting requirements require that each institution receiving federal financial aid funds report to the states and publicly disclose particular information about their programs, including pass rate information on all required state licensure and certification exams for graduates of their educator preparation program, including those for subject matter competence. States are then required to compile this pass rate data and produce a report to the Secretary of Education, who in turn is required to report to Congress on the state of educator preparation programs nationwide. While criticism of the Title II reporting system exists, the implementation of such a system, nevertheless, underscores the desire of public officials to seek alternative measures to evaluate the quality of teacher education programs.

#### *Other important considerations*

In addition to the two factors described that led to the current review, other major considerations have underscored the need for this review. Since the existing *Framework* was adopted, all educator preparation programs have responded to and are now implementing the new CTC adopted SB 2042 standards. Adoption of these standards marked an important addition to program quality standards in that they included a greater emphasis than prior standards on what candidates should know and be able to do upon completion of the program. How this shift impacts the accreditation process has been a critical underlying question permeating the current review of the accreditation system.

And finally, but not insignificantly, has been the fact that the Commission is operating in an environment of significantly greater fiscal limitations than at any point in its history. Budget constraints have required that the Commission reevaluate and adjust the manner in which it carries out all its statutory mandates.

#### *California Performance Review and Bureau of State Audits Reports*

While the Work Group and the Committee on Accreditation have made significant progress in their discussions, there is a need to resolve, in a timely manner, the direction the Commission will take with respect to accreditation. Two reports from external state agencies underscore this.

In 2004, Governor Schwarzenegger's California Performance Review report included the following recommendation: *The Governor, through the Secretary for Education or his or her successor, should direct CTC to resume accreditation visits in FY 2004-05. The Governor should direct the Department of Finance or its successor to authorize CTC, as necessary to charge institutions for the costs of accreditation.*

It further stated, *"The accreditation function plays a critical role in establishing the basis for the issuance of credentials and monitoring the quality of educator preparation for the state. Suspension of this activity undermines the system in a manner that is serious, making the need for a fiscal remedy critical."*

Additionally, the Bureau of State Audits, in its report on the Commission issued in November 2004, recommended that the Commission resume its continuing accreditation reviews and take steps to complete the evaluation and revision of its accreditation policy promptly.

### **Adopting Modifications to the Current Accreditation System**

Education Code Section 44372 provides the Commission with the authority to modify the *Accreditation Framework* “in accordance with Section 8 of the *Framework* that was in effect on June 30, 1993.”

Section 8 A of the *Framework* addresses the evaluation of the *Framework* and Section 8 B addresses the conditions under which the *Accreditation Framework* may be modified. The *Framework* provides for modifications of three types: 1) General Provisions Regarding Modifications; 2) Refinements and Clarifications; and 3) Significant Modifications of the *Framework*. Because of its relevance to the current review process, the text of this section of the *Framework* is reproduced verbatim below.

#### Section 8 B. Modification of the *Accreditation Framework*

1. **General Provisions Regarding Modifications.** The Commission will consult with the Committee on Accreditation and educational institutions and organizations regarding any proposed modifications of the Framework. Modifications will occur in public meetings of the Commission, after the Commission has considered relevant information provided by the Committee on Accreditation, postsecondary institutions, accreditation team members, the Commission’s professional staff, and other concerned individuals. The Commission will determine the date when a policy modification is effective.
2. **Refinements and Clarifications of the *Framework*.** The Commission may modify the *Accreditation Framework* to refine or clarify its contents, as needed. The Commission retains its authority to reconsider and modify the Program Standards for Options 1, 4, and 5 as the need arises.
3. **Significant Modifications of the *Framework*.** The Commission will maintain without significant modifications the *Framework*’s major features and options, including the Common Standards, and Option 3 (General Program Standards), until the summative evaluation is completed or until there is compelling evidence that a significant modification is warranted. The determination of compelling evidence and the warranted significant modification will be made by the Commission with the concurrence of the Committee on Accreditation and the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent California Colleges and Universities.

#### *Issues Identified by the Work Group*

The AIR report concluded that the current accreditation system generally serves the goals and objectives of accreditation as defined by the *Accreditation Framework*. Nevertheless, the current

policy environment, the AIR report, COA concerns, and stakeholder feedback suggest that the review of the existing accreditation system include several key considerations. These considerations have permeated the discussions of both the Accreditation Study Work Group and the COA. Summarized below are some of the key considerations and questions included in the review.

- 1) *Accountability*: Does the current system ensure a level of accountability consistent with the current policy environment? If not, how can the system be improved to be more aligned with the current policy environment and ensure greater accountability to the people of the state of California?
- 2) *Fostering Program Improvement* – Does the current system help and encourage institutions to evaluate their effectiveness and to make on-going program improvements that will benefit their teacher candidates and ultimately, the K-12 students they teach? If not, how can the system be improved to ensure institutions embrace an environment of continual evaluation of their data, self-reflection, and program improvement?
- 3) *Responsiveness and Follow-Up* – Does the current system allow for appropriate follow up of an institution with identified issues or concerns? Is the system unnecessarily limited in the extent to which it can request additional information from institutions, require that action be taken, or intervene between scheduled site visits when compelling evidence comes to light about an institution’s practices, policies, or quality of services offered?
- 4) *Ensuring both Quality and Effectiveness* – Does the current system, which is based on state adopted standards, ensure appropriate attention to both quality within programs (inputs) and effectiveness of the programs (outputs)? If not, how can it be improved to ensure an appropriate balance? This consideration is particularly difficult because of the complexity in measuring effectiveness in the area of teacher preparation. Even if it were agreed that greater attention to effectiveness were warranted, what valid and reliable measures would be used? What would they tell us? And how might they be used appropriately in making accreditation decisions? What are their limitations and how might we reduce barriers to their use in accreditation
- 5) *Data Driven Decision Making*. Does the current system consider both quantitative and qualitative data appropriately? What quantitative data is available to review? How would valid and reliable decisions be made based on the data?
- 6) *Cost-effectiveness* – Do the current system protocols and procedures support the most cost-effective means to achieve the objectives? Can the system be streamlined such that information is collected and evaluated in a manner that is more cost-effective but that does not hamper the integrity of the accreditation process?”

### **Preliminary Direction of a Revised Accreditation System**

The following section is intended to provide information on the general direction and nature of the discussions of the Work Group and Committee on Accreditation. It is provided here for the purposes of obtaining Commission comment.

## *Purpose of Accreditation*

In statute, California's accreditation is charged to

“concentrate on the overall quality of educator preparation in credential programs. Hold professional elementary, secondary, and postsecondary educators responsible for quality in the preparation of professional practitioners. Contribute to improvements in educator preparation and recognize excellence in preparation programs and institutions. (Ed Code 44371 (a) 1-3)

The work group reviewed the existing language in the *Accreditation Framework* and believes that the *Framework* language should be revised. Currently, the purposes identified in the *Framework* are as follows:

- 1) To assure the public, the students and the profession that future educators have access to excellence in content education, specialized preparation and professional practica in education and that these components of educator preparation are oriented to the educational needs of future elementary and secondary students.
- 2) To ensure future educators have acquired abilities and perspectives that are essential for fulfilling specified professional responsibilities.
- 3) To verify that each educator's specialized preparation and attainments are appropriate for the assignments of particular responsibilities in schools, and that these are related to his or her preparation and expertise in the profession.
- 4) To contribute to the broader efforts to enhance the personal stature and professional standing of teachers and other educators as members of a profession that has a strong base of specialized knowledge and demonstrate record of accomplishment in elementary and secondary schools.

The *Framework* also identifies “attributes” of the accreditation system as follows:

- 1) Orientation to Educational Quality
- 2) Professional Character of Accreditation
- 3) Breadth and Flexibility
- 4) Intensity in Accreditation
- 5) Integration with Certification
- 6) Contributions of Accreditation to Improved Preparation
- 7) Efficiency and Cost-Effectiveness

After an extensive review of accreditation activities within educator preparation in other states and countries and accreditation in professions other than education, and in consultation with COA, the Work Group suggests that these purposes be revised to reflect the following four purposes:

- 1) To ensure public accountability
- 2) To ensure adherence to standards
- 3) To assure high quality and effective programs of educator preparation
- 4) To support program improvement

It will also suggest that the “attributes” be revised to include the following:

- 1) Professional Nature
- 2) Knowledgeable Participants
- 3) Breadth and Flexibility
- 4) Intensity
- 5) Efficiency and Cost Effectiveness

Consultation with COA and preliminary comments from the field sought by the workgroup suggest general support for these revisions.

### *Role of CTC and COA*

The Education Code clearly states that the Commission is responsible for establishing accreditation policy and that the Committee on Accreditation implements the Commission’s policy and is primarily responsible for making accreditation decisions. The Commission serves as the appellate body for adverse decisions made by the COA.

The work group and COA considered the advantages and disadvantages of the current distribution of responsibilities among the Commission and the COA. General support for the existing system was expressed, but some concerns were raised about the manner in which the system has been implemented and improvements are suggested. Members of the Work Group and COA expressed an appreciation that the current system allows for a focused and deliberative discussion of accreditation decisions. In addition, the members of the work group expressed an appreciation that the current system has professional educators making professional judgments about programs and institutions and that the Committee on Accreditation’s composition -- six individuals from higher education and six individuals from the K-12 community -- who are chosen because of their distinguished careers in education, is in alignment with professional accreditation and brings credibility to the process.

Alternative configurations such as transferring the decision-making authority to the Commission itself was discussed, but many stakeholders and work group members expressed concern that with the Commission’s voluminous work load, it would not be feasible to add extensive program review and accreditation decision making. Accreditation decision making requires significant time and deliberation and many expressed appreciation that the current system allows for such important deliberation.

Hence, the members of the Work Group and COA generally agree upon keeping the statutory relationship unchanged, however both groups have suggested that there is a need to strengthen the relationship and dialogue between COA and the Commission. Currently, the COA reports annually to the Commission. All those involved in the accreditation review thus far have suggested that this is insufficient. Concerns were noted that an annual report alone does not provide the Commission with enough information to determine whether its system is being implemented appropriately. While there is recognition that the scope of Commission responsibilities is already significant, there is a general desire for greater communication on a

more frequent basis between COA and the Commission and a richer and more complete on-going discussion about the accomplishments, emerging trends and challenges of the accreditation system and its implementation than the current reporting relationship.

### *Unit Accreditation and Program Approval*

As previously discussed in this agenda item, in the past, the Commission's accountability system was based upon individual credential program approval and evaluation. With the adoption of the current *Accreditation Framework* a shift was made to a "Unit Plus" accreditation system that focused on the program sponsor and all its credential programs. The work group considered the benefits and disadvantages of the current system. Alternative approaches that were considered included 1) continue to accredit the institution with program approval embedded in the single accreditation process; 2) move back to a program approval system without any institution-wide accreditation decision; or 3) develop a revised system that addresses both unit accreditation and enhanced program review in a different manner.

The work group discussed this topic at length. Ultimately, it was determined that the work group will recommend appropriate attention in the process be paid to both unit related issues as well as program specific issues. Feedback from the field suggested overwhelming support for continuing a "unit" based system. Deans and administrators of education preparation programs commented that the unit based system allows them some degree of leverage with the university or district to initiate or implement improvements in programs, particularly with those programs that are out of their direct control. However, work group members noted anecdotal information that some accreditation review team members failed to sufficiently identify program issues in the report for fear of risking the accreditation status of the institution. This seemed to occur in larger institutions where there may have been one weak program among several strong programs. While it was recognized that this is not a structural problem with the system, but one of implementation, it was enough of a concern that the work group determined that some changes should be made to ensure that all program issues are appropriately noted by the review team.

For this reason, the work group will recommend to COA that the Commission develop a revised system that addresses both unit accreditation and enhanced program review in a different manner. The section on accreditation decisions addresses the changes that the work group would suggest be made to ensure that both program and unit issues are identified in the accreditation report.

### *Accreditation as a single event or an on-going process*

The current accreditation system requires a site visit at the institution once every five or six years, at which time the review team examines the institution and all its credential programs against the standards. The review team is limited to the information about the institution available at that time -- the quality of the program at the time of the review, commonly called a "snapshot" approach. If an institution receives the status of accreditation, it is permitted to continue to operate its programs and is not required to provide further information to the COA

until the next review. If an institution receives the status of accreditation with stipulations, it must take action to satisfactorily address them within one year, and no follow up occurs beyond that year until the next review.

Members of the work group and the COA agreed that this system may not sufficiently promote on-going program improvement -- that many faculty and administrators involved in credential programs too often tend to view the current system as a cyclical event that they “go through” and then they do not have to think about it again, until just before the next cycle. While the accreditation process can, and does, encourage the kind of dialogue that prompts positive change, many suggest that once the site visit is complete, the same level of focus on issues is not always maintained consistently over the intervening years.

Further, the work group and COA suggest that the current system does not assure a sufficient level of accountability in the new era of greater accountability. Both the work group and COA suggest a fundamental change in the manner in which accreditation is viewed by all -- that accreditation should be seen as an on-going process focused on accountability, meeting the standards, and data-driven decision making. The accreditation cycle could be restructured to ensure accountability and encourage institutions to analyze data about their candidates and to make appropriate and immediate changes in response to that analysis, while at the same time, providing the general public and the Commission with assurance that a sufficient level of quality exists in the programs.

If the change in focus of accreditation is that it is no longer viewed as a “snapshot” or point in time process, but rather a look at an institution over time, the use of historical data -- including continuing reports -- can and should be considered for use in the accreditation system. Under such a system, full “accreditation” no longer would mean that an institution had no responsibilities related to accreditation between reviews. On the contrary, accreditation activities and the reporting of performance data would be required of all institutions and programs throughout the cycle. Likewise, follow up and corrective action on issues of concern would not be limited to one year. More flexibility would be required to ensure that the institution is making steady progress to address weaknesses and areas of concern.

#### *Cycle of Accreditation Activities/Revised Structure for Accreditation*

The current accreditation system utilizes a site visit at the institution once every five or six years as the measure of institution and program quality. Again, the work group and the Committee on Accreditation believe this structure can be improved upon to encourage program improvement and public accountability on a more consistent basis.

The work group is proposing that the same type of activities—review of program documentation and information from candidates, graduates, employers, and faculty—should take place across time, rather than at a single point in time. In addition, the work group proposes that by collecting some specific information from programs, at multiple times during the accreditation cycle, that reviewers will have a more accurate understanding of the institution and its programs.

Also by distributing accreditation activities across time, institutions will be able to meet one of the key purposes of accreditation, that of program improvement.

The work group considered no fewer than 12 variations of reporting requirements and interim activities between site visits that could be undertaken to foster program improvement and increase accountability. It reviewed the BTSA formal program review model, which many consider rigorous, comprehensive, and on-going. In addition, the work group reviewed NCATE and several national professional associations review processes. The work group and COA also considered the workload capacity of the institutions and the Commission, the COA, and the Commission staff in discussing options. Members were clear that data collected in an accreditation system need be meaningful data that hold programs accountable for quality and provides direction for program improvement. It is also important that the data be tied to the standards.

In the revised accreditation system under discussion, accreditation would be viewed as an ongoing process rather than a point in time evaluation that is stands until the next site visit. Activities would take place at the institution throughout a seven year cycle and build one upon another. In the current accreditation system, the site visit team reviews all individual programs, program documentation, supporting evidence and the institution as a whole during the one visit. In the proposed revised system, the review of the information is spread out over time allowing for more information to be included and on-going performance monitoring. Each program would submit data/information describing how candidate competence is assessed in the program and how the candidates perform on those assessments. The proposed revised accreditation system, although recognizing the importance of meeting all standards and maintaining a review of the institution as a whole, would focus particular attention on candidate competence/performance standards and evaluation/assessment standards.

The system under discussion would include the following components:

*Annual Data Gathering and Analysis:* Each program would be expected to collect regular data (contextual, demographic, and candidate competence data). The program would aggregate and analyze these data, utilize data driven decision making and then adjust the program as appropriate.

*Report to the Commission/COA (Years 2, 4, and 6):* The institution would report summary data for each program for the current and prior year to the CTC. In addition, each report would include a brief statement of analysis and an action plan based on the analysis. Each institution or program sponsor would also submit an institutional summary identifying trends across the programs or critical issues. The COA/CTC staff would review the biennial reports. If the report is not submitted, or is incomplete or inadequate, CTC staff would contact the institution/program. Institutions that submit reports with data that do not demonstrate measures of candidate competence or that have other deficiencies would be reviewed by COA and could result in a request for additional information from the institution/program or possibly a site review.

*Program Review (Years 4 and 5):* Each program that is offered by an institution/program sponsor would submit an updated version of its approved program document including up to date syllabi.

The update would detail all modifications in the program since its approval. In addition, the candidate assessments, rubrics, and scoring procedures that generated the data gathered over the current year and previous three years would be submitted. Program review teams (trained members of the BIR) would review each program through a review of updates to approved program documents, data reports, and the Reports to the Commission/COA. The program review team may raise questions or request additional information. The program submits additional information and evidence to address the questions that the reviewers have raised. Reasonable time limits need to be observed by both the program and the reviewers so that the preliminary findings are submitted to the COA at least one year prior to the scheduled site visit. The program review team considers all information and comes to “preliminary findings” for all program standards. The program review team submits any additional questions or areas of concern to the COA and makes a recommendation to COA whether the issue needs to be further reviewed at the site visit. The COA would consider the recommendation and in so doing, would determine the nature of the program review (size and composition of the team) that would take place during the site visit.

*Site Visit (Year 6):* Each institution or program sponsor would have an accreditation team visit the site in the sixth year of the accreditation cycle. Prior to the visit, the institution would submit a self-study that responds to the Common Standards. The institution would prepare for a site visit that focuses mainly on the Common Standards, but includes students, graduates, and faculty as well as other stakeholders from all programs that are sponsored by the institution. The site review team would be composed of 3 to 6 members that would focus on the Common Standards plus any program areas directed to be reviewed by COA as a result of the program review. Within the site visit, each program in operation would participate fully in the interview schedule. The COA may add additional members to the team with expertise in the program area(s) to be reviewed at the site visit. The site review team would submit a report with program findings and an accreditation recommendation to the COA. It is possible that the site visit team may uncover a program concern or issue not previously identified by the program reviewers. In so doing, the team may recommend a follow up focused program review of the concerns or issues that have arisen. In this event, there would be no accreditation recommendation until after the focused review has been completed. The COA would review the team report and ask questions prior to making an accreditation decision. When follow-up is required, the COA would indicate what follow-up is required and when.

*Follow-up to site visit: (Year 7)* If necessary, the institution and all its programs would begin to respond to the follow-up required by the COA. COA will state the timeline for response from the institution. The timeline for COA follow up may extend beyond the one year.

#### *Accreditation Decisions-Follow up*

Currently, there are three possible accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation (Ed Code 44374(d)). Under the current system, any institution that receives Accreditation has no required follow-up or interaction with the accreditation system until the next scheduled visit. An institution that receives Accreditation with Stipulations has one year to remedy the situation. Denial of Accreditation means the

institution must cease admitting students to all its programs and file a plan of discontinuation within 90 days of the Committee's decision.

The work group is proposing that an institution could receive full accreditation but still be required to provide follow-up documentation or information to the COA. For example, if an institution has stated that a new class will be developed, a new faculty position will be created, or even a new building is going to be built, the COA would be able to request documentation that the stated change actually does take place. This would be a fundamental change for institutions receiving full accreditation. Additionally, institutions receiving stipulations, while still expected to take action to address those stipulations, would no longer be limited to one year of COA follow up.

#### *National Unit Accreditation*

The current accreditation system supports institutions that want to combine state and national accreditation. This option allows program sponsors to prepare for one accreditation event and earn two distinct accreditations. The team that visits the institution has both California and out of state members on it. The work group does not propose any significant changes to the National Unit Accreditation option.

#### *National Program Accreditation*

The current accreditation system supports programs that want to combine state and national accreditation. For example, a school counseling program could coordinate its accreditation from the national professional organization, Council for Accreditation of Counseling and Related Education Programs (CACREP), and the California state visit.

The work group supports the integration of National Program Accreditation with state accreditation when possible, but believes that all programs that prepare educators for California licensure must fully participate in the California accreditation system. The California accreditation system should be designed to assure that educators are prepared to work in California schools with California students, meeting California's K-12 adopted content standards. For that reason, the work group believes that where the process can be coordinated, they should be, but that California institutions must meet California Standards.

#### *Programs that could/should fall within Accreditation system*

Currently, not all the programs that a program sponsor may elect to offer are reviewed through the continuing accreditation system. This inconsistency is largely the result of years of piecemeal approaches and legislative mandates regarding various aspects of credentialing and educator preparation. For example, Induction programs are fairly new to the credentialing system. Prior to 2002, only universities recommended candidates for the Professional Clear Multiple and Single Subject credential. Now, BTSA Induction programs also recommend candidates for

Professional Clear Multiple and Single Subject credentials. Prior to becoming credentialing programs, BTSA Programs participated in a Formal Program Review process that was distinct from the accreditation system. In addition, subject matter programs have historically been reviewed when initially submitted as a program or when responding to newly adopted program standards, but have not been included in the accreditation system. There are two major reasons for this. First, the subject matter programs are not considered part of the education “unit” (school or department of education). The subject matter programs are contained in other divisions or units of the institution of higher education. For example, the approved subject matter program in mathematics is contained in the Math Department. The second reason is the cost associated with adding to continuing accreditation the review of the numerous undergraduate programs that are approved subject matter programs. Designated Subject programs offered by local education agencies have not been included in the continuing accreditation review although those offered by institutions of higher education are reviewed through the continuing accreditation reviews.

The work group has reached consensus on the principle that all programs that lead to a credential or a certificate in California should be reviewed on a periodic basis and that the review process should be implemented in an equitable although, not necessarily exactly the same, manner for all programs. The specifics of how to integrate programs that have not historically been a part of the accreditation system is still under discussion.

Types of Credential or Certificate Programs the work group has considered:

- Teacher preparation programs (Multiple Subject, Single Subject and Education Specialist)
- Services Credentials (Administrative and Pupil Personnel)
- Subject Matter programs
- Certificate programs
- Designated subject programs
- Induction programs
- Fifth year programs

#### *Selection of COA members*

The current Committee on Accreditation selection process is cumbersome, expensive, and irregular. A nominating panel is convened and reviews applications which by itself, as implemented in the past has been cumbersome and expensive. This nominating panel submits twelve nominations to the Commission in one year. The Commission interviews the applicants and selects six COA members. The next year the process is repeated and in the third year no new appointments are made to the COA. In the fourth year, the process begins again. The work group will be propose to COA a streamlined nomination process.

With the current selection process, half the COA is new each year for two years and then no appointments are made for one year. In addition, members serve for a three year term and are just beginning to understand the accreditation system when the term comes to an end. The work

group, after consultation with the COA, will propose that the term for COA members be lengthened to four years rather than current three. In addition, the selection process would become an annual activity with the Commission appointing three new members to the COA each year. This would ensure that a cadre of COA members (nine of the twelve) has experience as committee members rather than having half of the members being brand new, two-thirds of the time.

### *Conclusion*

The Committee on Accreditation and the Accreditation Work Study Group will discuss the Commission comments from the study session and prepare options and recommendations for the Commission's consideration at the August meeting.



# **Appendix A**

## **Accreditation Framework with Language from California Education Code Italicized**

### **Accreditation Framework-Section 1**

*Authority and Responsibilities of the Commission on Teacher Credentialing*

### **Accreditation Framework-Section 2**

*Functions and Appointment of the Committee on Accreditation*

# Accreditation Framework and California Education Code

## Accreditation Framework-Section 1

Ed. Code

### Authority and Responsibilities of the Commission on Teacher Credentialing

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#### A. Responsibilities Related to Accreditation Policies

- 1. Adopt and Modify the Accreditation Framework.** *The Commission has the authority and responsibility to adopt an Accreditation Framework, “which sets forth the policies of the Commission regarding the accreditation of educator preparation in California” (Education Code Section 44372-a). The present document is the adopted Accreditation Framework. The Commission may modify the Framework in accordance with Section 8 of the Framework. Modifications occur in public meetings after the Commission considers relevant information provided by the Committee on Accreditation, institutions, accreditation team members, the Commission’s staff, and other concerned individuals. The Commission determines when a policy modification takes effect.* 44371 (a)  
44371 (b)  
44372 (a)  
44372 (i)
- 2. Establish and Modify Standards for Educator Preparation.** Pursuant to Education Code Section 44372-b, *the Commission has the authority and responsibility to establish and modify standards for educator preparation in California.* 44372 (b)
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#### B. Responsibilities Related to Accreditation Decisions

- 1. Initial Accreditation of Institutions.** In accordance with Education Code Sections 44227-a and 44372-c and Section 4 of this *Framework*, *the Commission determines the eligibility of an institution that applies for initial accreditation and that has not previously prepared educators for state certification in California. The Commission accredits institutions that meet the criteria that have been adopted for that purpose by the Commission. Institutional accreditation by the Commission establishes the eligibility of an institution to submit specific program proposals to the Committee on Accreditation.* 44372 (c)
- 2. Hear and Resolve Accreditation Appeals.** *The Commission hears appeals of accreditation decisions, which must be based on evidence that accreditation procedures or decisions were “arbitrary, capricious, unfair, or contrary to the policies of the Commission or the procedural guidelines of the Committee on Accreditation” (Education Code Section 44374-e). The Commission resolves each appeal, and the Executive Director communicates the Commission’s decision to the Committee on Accreditation, the accreditation team, and the affected institution.* 44372 (f)  
44372 (e)  
44374 (e)
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#### C. Responsibilities Related to the Committee on Accreditation

- 1. Establish a Nominating Panel.** *In collaboration with the Accreditation Advisory Council and subsequently with the Committee on Accreditation, the Commission establishes a Nominating Panel to solicit and screen nominations and recommend educators to serve on the Committee on Accreditation.* 44373 (b)
- 2. Appoint the Committee on Accreditation.** Pursuant to Education Code 44372-d and Section 2 of this *Framework*, *the Commission appoints members and alternate members of the Committee on Accreditation for specific terms. The Commission selects the Committee members and alternate members from nominees submitted by the Nominating Panel. The Commission ensures that the Committee on Accreditation is professionally distinguished and balanced in its composition, but does not appoint members to represent particular institutions, organizations or constituencies.* 44373 (a)  
44373 (b)  
44372 (d)
- 3. Address Issues and Refer Concerns Related to Accreditation.** *The Commission considers issues and concerns related to accreditation that it identifies, as well as those brought to the Commission’s attention by the Committee on Accreditation, postsecondary institutions, the Commission’s staff, or other concerned individuals or organizations. At its discretion, the Commission may refer accreditation issues and concerns to the Committee on Accreditation for* 44374 (e)  
44372 (e)  
44373 (c) (5)

Accreditation Framework-Section 1

Ed. Code

Authority and Responsibilities of the Commission on Teacher Credentialing

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*examination and response.*

- 4. Review Annual Reports by the Committee on Accreditation.** *The Commission reviews Annual Accreditation Reports submitted by the Committee on Accreditation. Annual Reports include standard information about the dimensions and results of the accreditation process. Annual Reports may also identify the Committee's issues and concerns, but these may be presented to the Commission separately from the Annual Reports.* 44372 (e)
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**D. Responsibilities Related to the Accreditation System**

- 1. Allocate Resources Annually for Accreditation Operations.** *The Commission annually allocates resources for accreditation operations to implement this Accreditation Framework. Consistent with the Commission's general practice, staff assignments to accreditation operations are made by the Executive Director, in accordance with state budgets, laws and regulations.* 44372 (g)
- 2. Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.** *The Commission shares responsibility with the Committee on Accreditation for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of this Accreditation Framework.* 44372 (h).
- 3. Review and Sponsor Legislation Related to Accreditation.** *The Commission reviews legislative proposals to amend the Education Code related to the accreditation of educator preparation institutions. As the need arises, the Commission sponsors legislation related to accreditation, after considering the advice of the Commission's professional staff, the Committee on Accreditation, educational institutions and professional organizations.* 44372 (j)

Accreditation Framework-Section 2

Ed. Code

Functions and Appointment of the Committee on Accreditation

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**A. Functions of the Committee on Accreditation**

- 1. Comparability of Standards.** In accordance with Section 3 of this *Framework*, the Committee determines whether standards submitted by institutions under Option 2 (National or Professional Program Standards) or Option 5 (Alternative Program Standards), taken as a whole, provide a level of program quality comparable to standards adopted by the Commission under Option 1 (California Program Standards). If the Committee determines that the proposed standards are collectively comparable in breadth and depth, when taken as a whole, to the Commission-adopted standards, the Committee on Accreditation may approve the proposed standards as Program Standards in California. 44373 (c) (3)
- 2. Initial Accreditation of Programs.** The Committee reviews proposals for the initial accreditation of programs submitted by institutions that have been determined eligible by the Commission. New programs of educator preparation may be submitted under Options One, Two, Four or Five in Section 3. If the Committee determines that a program meets all applicable standards, the Committee grants initial accreditation to the program. 44373 (c) (2)
- 3. Continuing Accreditation Decisions.** After reviewing the recommendations of accreditation teams and the responses of institutions, the Committee makes decisions about the continuing accreditation of educator preparation institutions and programs, consistent with Section 6 of this *Framework*. *Pertaining to each institution, the Committee makes one of three decisions: Accreditation, Accreditation with Stipulations, or Denial of Accreditation.* 44373 (c) (1)  
44374 (d)
- 4. Accreditation Procedures.** Consistent with the terms of Section 6, the Committee recommends 44373 (c) (4)

**Functions and Appointment of the Committee on Accreditation**

appropriate guidelines for self-study reports and other accreditation materials and exhibits to be prepared by institutions. The Committee also adopts guidelines for accreditation team reports, which emphasize the use of narrative, qualitative explanations of team recommendations. The Committee may provide additional guidance to institutions, teams and the Executive Director regarding accreditation visit procedures. The procedural guidelines of the Committee are published by the Commission as an *Accreditation Handbook*.

**5. Monitor the Accreditation System.** The Committee monitors the performance of accreditation teams and oversees other activities associated with the accreditation system. **44373 (c) (4)**

**6. Annual Reports, Recommendations and Responses.** The Committee presents *Annual Accreditation Reports* to the Commission. Annual Reports include standard information about the dimensions and results of the accreditation process. The Committee also advises the Commission about policy changes to improve the quality and integrity of the accreditation process. **44373 (c) (5)**

**7. Meet in Public Sessions.** The Committee conducts its business and makes its decisions in meetings that are open to the public, except as provided by statute. **Bagley-Keene**

**8. Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.** *The Committee shares responsibility with the Commission for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of the Framework.* **44372 (h)**

**B. Membership of the Committee on Accreditation**

**1. Membership Composition.** *The Committee consists of twelve members. Six members are from postsecondary education institutions, and six are certificated professionals in public schools, school districts, or county offices of education in California. Selection of members is based on the breadth of their experience, the diversity of their perspectives, and "their distinguished records of accomplishment in education" (Education Code Section 44373-a). All members serve as members-at-large. No member serves on the Committee as a representative of any organization, institution, or constituency. To the maximum extent possible, Committee membership is balanced according to ethnicity, gender, and geographic regions. The Committee includes members from elementary and secondary schools, and from public and private postsecondary institutions. The elementary and secondary school members include at least one certificated administrator, one teacher, and one role specialist. The postsecondary members include at least one administrator and one faculty member, both of whom must be involved in professional teacher education programs.* **44373 (a)**

**2. Membership Criteria.** The criteria for membership on the Committee are: *evidence of achievement in the education profession; recognized professional or scholarly contributions in the field of education; recognition of excellence by peers; experience with and sensitivity to issues of human diversity; distinguished service in the field of educator preparation; knowledge of issues related to the preparation and licensing of education professionals; length of professional service; and possession of appropriate educational degrees and professional credentials.* **44373 (a)**

**C. Appointment of the Committee on Accreditation**

**1. Nominating Panel.** *A Nominating Panel of six distinguished members of the education profession in California identifies and nominates individuals to serve on the Committee on Accreditation. The Nominating Panel is comprised of three college and university members and three elementary and secondary school members. The Commission and the Accreditation Advisory Council must reach consensus on the members of the initial Nominating Panel. Subsequently, the Commission and the Committee on Accreditation will reach consensus on new members of the Nominating Panel. The terms of Nominating Panel members are four years long. Members of the Panel may not serve more* **44373 (b)**

**Functions and Appointment of the Committee on Accreditation**

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than one term.

**2. Nomination of Committee Members.** To select members for the Committee on Accreditation, **44373 (b)** the Nominating Panel solicits *nominations* from professional organizations, agencies, institutions, and individuals in education. Each nomination must be submitted with the consent of the individual and the nominee's professional resume. Self-nominations are not accepted.

**3. Selection of Initial Committee Members.** Based on the membership criteria and the principles of **44372 (d)** balanced composition set forth in this section, the Nominating Panel recommends for initial appointment twenty-four highly qualified nominees who are drawn equally from colleges and universities (twelve nominees) and elementary and secondary schools (twelve nominees). The *Commission appoints the twelve members and six alternate members of the Committee by selecting from the nominations submitted by the Panel.*

**4. Terms of Appointment.** The Commission appoints members of the Committee on Accreditation to three-year terms. However, the initial appointees include six members with two-year appointments and six with three-year appointments. A member may be renominated and reappointed to a second term of three years. A member may serve a maximum of two terms on the Committee.

**5. Selection of Subsequent Committee Members.** Prior to the conclusion of the Committee **44373 (b)** members' terms, the Nominating Panel again submits nominations to the Commission, which must be drawn from individuals who have been nominated and reviewed. *The Panel submits twice as many nominees as the number of pending vacancies on the Committee. The Commission fills each Committee seat and alternate position by selecting from the nominations.*

**6. Committee Vacancies.** When a seat on the Committee becomes vacant prior to the conclusion of the member's term, the Executive Director fills the seat for the remainder of the term by appointing a replacement from the list of alternate members.



# **Appendix B**

**Committee on Accreditation**

**2004-2005**

## **The Committee on Accreditation**

**2004-2005**

**Fred Baker**

Professor  
School of Education & Integrative Studies  
Calif. State Polytechnic Univ., Pomona

**Edward Kujawa**

Dean  
School of Business, Education and Leadership  
Dominican University

**Diane Doe**

Teacher  
Peer Assistance and Review  
San Francisco Unified School District

**David Madrigal**

Principal  
John Muir Elementary School  
Antioch Unified School District

**Karen O'Connor**

Teacher  
Sunset Hills Elementary School  
Poway Unified School District

**Ruth Sandlin**

Chair, Ed. Psych & Couns.  
College of Education  
Calif. State University, San Bernardino

**Lynne Cook, COA Co-Chair**

Professor  
College of Education  
California State University, Northridge

**Sue Teele**

Director  
Education Extension  
University of California, Riverside

**Dana Griggs, COA Co-Chair**

Assistant Superintendent  
Ontario Montclair School District

**Donna Uyemoto**

Chief Personnel Officer  
Dublin Unified School District

**Irma Guzman-Wagner**

Dean  
College of Education  
California State University, Stanislaus

**Michael Watenpaugh**

Superintendent  
Cotati-Rohnert Park Unified School District

# **Appendix C**

**Program Sponsors that have received  
Initial Institutional Accreditation  
from the  
California Commission on Teacher Credentialing**

## **Institutions Eligible to offer Accredited Professional Preparation Programs**

### **California State University**

Bakersfield, California State University  
Calstate Teach  
Channel Islands, California State University  
Chico, California State University  
Dominguez Hills, California State University  
East Bay, California State University  
Fresno, California State University  
Fullerton, California State University  
Humboldt State University  
Long Beach, California State University  
Los Angeles, California State University  
Monterey Bay, California State University  
Northridge, California State University  
Pomona, California Polytechnic University  
Sacramento, California State University  
San Bernardino, California State University  
San Diego State University  
San Francisco State University  
San Jose State University  
San Luis Obispo, California Polytechnic State University  
San Marcos, California State University  
Sonoma State University  
Stanislaus, California State University

### **University of California**

Berkeley, University of California  
Davis, University of California  
Irvine, University of California  
Los Angeles, University of California  
Riverside, University of California  
San Diego, University of California  
Santa Barbara, University of California  
Santa Cruz, University of California

### **Private Institutions**

Alliant International University  
Antioch University of Southern California  
Argosy University  
Azusa Pacific University

Bethany College  
Biola University  
California Baptist University  
California Lutheran University  
Chapman University  
Christian Heritage College  
Claremont Graduate University  
Concordia University  
Dominican University of California  
Fresno Pacific University-  
Holy Names College  
Hope International University  
Interamerican College  
John F. Kennedy University  
La Sierra University  
Loma Linda University  
Loyola Marymount University  
Masters College, The  
Mills College  
Mount St. Mary's College  
National Hispanic University  
National University  
New College of California  
Notre Dame De Namur University  
Nova Southeastern University  
Occidental College  
Pacific Oaks College  
Pacific Union College  
Patten University  
Pepperdine University  
Phillips Graduate Institute  
Pt Loma Nazarene University  
Santa Clara University  
Simpson University  
St. Mary's College  
Stanford University  
Touro University  
University of La Verne  
University of Phoenix  
University of Redlands  
University of San Diego  
University of San Francisco  
University of Southern California  
University of The Pacific  
Vanguard University  
Western Governors University

Westmont College  
Whittier College  
William Jessup University

**Other Institutions**

Compton Unified School District  
High Tech High School  
Long Beach Unified School District  
Los Angeles Unified School District  
Ontario-Montclair School District  
Orange County Office of Education  
Sacramento County Office of Education - Project Pipeline  
San Diego City Schools  
San Joaquin County Office of Education District Internship  
Santa Barbara County Office of Education  
Standard-Aligned Instructional Leadership (Sail)  
Stanislaus County Office of Education

# **Appendix D**

## **Educator Preparation Programs that an Approved Program Sponsor May offer**

## **Educator Preparation Programs that an Approved Program Sponsor May Offer**

### **Multiple and Single Subject Credentials**

- Preliminary Multiple Subject
- Preliminary Multiple Subject-Intern
- Preliminary Single Subject
- Preliminary Single Subject-Intern
- Professional Clear Induction Program or Fifth Year of Study

### **Education Specialist Credential**

- Preliminary Level I
- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Deaf and Hard of Hearing
- Visual Impairments
- Physical and Health Impairments
- Early Childhood Special Education
- Mild/Moderate Disabilities Internship
- Moderate/Severe Disabilities Internship
- Deaf and Hard of Hearing Internship
- Visual Impairments Internship
- Physical and Health Impairments Internship
- Early Childhood Special Education Internship
- Professional Level II
- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Deaf and Hard of Hearing
- Visual Impairments
- Physical and Health Impairments
- Early Childhood Special Education

### **Specialist Credentials**

- Adapted Physical Education Specialist
- Reading and Language Arts
  - Reading Certificate
  - Reading and Language Arts Specialist
- Agricultural Specialist
- Early Childhood Education Specialist
- Bilingual/Cross-cultural Specialist
- Mathematics Specialist

### **Administrative Services Credential**

- Preliminary
- Preliminary Internship
- Professional Clear

**Health Services Credential**

School Nurse  
Special Teaching Authorization in Health

**Library Services Credential**

Library Media Teacher

**Clinical Rehabilitation Services Credential**

Language Speech and Hearing  
Audiology  
Orientation and Mobility  
Special Class Authorization

**Pupil Personnel Services Credential**

School Counseling  
School Psychology  
School Social Work  
School Counseling Internship  
School Psychology Internship  
School Social Work Internship  
Child Welfare and Attendance

**Designated Subjects Credential**

Vocational Education  
Adult Education  
Supervision & Coordination  
Special Subjects

**Certificates**

Early Childhood Special Education Certificate  
Resource Specialist Certificate  
BCLAD Certificate  
CLAD Certificate



# **Appendix E**

## **Common Standards**

# Common Standards

## **Standard 1: Education Leadership**

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

## **Standard 2: Resources**

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

## **Standard 3: Faculty**

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

## **Standard 4: Evaluation**

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

## **Standard 5: Admission**

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is

encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

### **Standard 6: Advice and Assistance**

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

### **Standard 7: School Collaboration**

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

### **Standard 8: District Field Supervisors**

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.



# **Appendix F**

## **NCATE Unit Standards**

# NCATE Unit Standards

## *Conceptual Framework*

The conceptual framework(s) 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(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

### **I. CANDIDATE PERFORMANCE**

#### **Standard 1: *Candidate Knowledge, Skills, and Dispositions***

Candidates<sub>2</sub> preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students<sub>3</sub> learn. Assessments indicate that candidates meet professional, state, and institutional<sub>4</sub> standards.

#### **Standard 2: *Assessment System and Unit Evaluation***

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

### **II. UNIT CAPACITY**

#### **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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

#### **Standard 4: *Diversity***

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

**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.

**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.



# **Appendix G**

## **Accreditation Costs 2000-2005**

### Accreditation Review Costs 2000-2005

2000-01			2001-02			2002-03 <sup>1</sup>		
Site Visit Costs	# Team Members	Total Cost	Site Visit Costs	# Team Members	Total Cost	Site Visit Costs	# Team Members	Total Cost
CSU Fullerton*	18	\$9,809	CSU Stanislaus*	18	\$12,287	University of Southern California	12	\$14,309
New College	2	\$2,307	Mount St. Mary's College	8	\$4,831	CSU Northridge*	17	\$13,230
UC Irvine	7	\$8,797	Humboldt State	12	\$11,186	San Jose State University*	19	\$18,878
Hope International	3	\$3,655	University of Redlands	11	\$7,299	Loyola Marymount University*	11	\$11,467
Azusa Pacific*	20	\$11,663	University San Francisco	9	\$7,589	San Diego State University*	19	\$13,718
Pacific Oaks College	5	\$10,998	CSU Hayward*	19	\$10,769	San Joaquin County Office of Ed	4	\$2,400
UC, San Diego	6	\$9,198	CSU San Bernardino*	20	\$8,592			
CSU Bakersfield*	16	\$8,203	Stanford University*	11	\$6,223			
Claremont Graduate	5	\$7,049	National University	33	\$30,727			
CSU Long Beach*	25	\$28,431	Cal Poly, Pomona	13	\$18,477			
La Sierra University	7	\$6,336	University of San Diego	13	\$8,026			
UC Davis	6	\$6,623	Bethany Bible College	4	\$4,157			
Compton District Intern	2	\$1,360						
<b>Subtotal</b>		<b>\$114,429</b>	<b>Subtotal</b>		<b>\$130,163</b>	<b>Subtotal</b>		<b>\$74,002</b>
Other Related Costs			Other Related Costs			Other Related Costs		
COA		\$61,634	COA		\$20,217	COA		\$9,543
BIR Training		\$12,166	BIR Training		\$32,167	BIR Training		\$0
Previsits		\$3,942	Previsits		\$11,299	Previsits		\$1,500
Revisits		\$1,509	Revisits		\$7,284	Revisits		\$0
<b>Subtotal Other Costs</b>		<b>\$79,251</b>	<b>Subtotal Other Costs</b>		<b>\$70,967</b>	<b>Subtotal Other Costs</b>		<b>\$11,043</b>
<b>TOTAL COSTS 2000-01</b>		<b>\$193,680</b>	<b>TOTAL COSTS 2001-02</b>		<b>\$201,130</b>	<b>TOTAL COSTS 2002-03</b>		<b>\$85,045</b>
<b>2003-04</b>			<b>2004-05</b>			<sup>1</sup> Commission acted to postpone non-NCATE visits 12/02. Only 6 of the 16 originally planned visits were conducted.		
California Lutheran	7	\$8,009	University of San Diego	5	\$5,865	<b>Annual Costs 2000-2001 through 2004-2005</b>		
University of Pacific	13	\$8,101	CSU Los Angeles	21	\$12,852			
			CSU Dominguez Hills	15	\$8,828			
			Sonoma State University	13	\$11,525			
<b>Subtotal</b>		<b>\$16,110</b>	<b>Subtotal</b>		<b>\$39,070</b>			
Other Related Costs			Other Related Costs			<b>2000-2001</b>	<b>\$193,680</b>	
COA		\$9,845	COA		\$18,396	<b>2001-2002</b>	<b>\$201,130</b>	
BIR Training		\$0	BIR Training		\$0	<b>2002-2003</b>	<b>\$85,045</b>	
Previsits		\$500	Previsits		\$500	<b>2003-2004</b>	<b>\$26,455</b>	
Revisits		\$0	Revisits		\$0	<b>2004-2005</b>	<b>\$57,966</b>	
<b>Subtotal Other Costs</b>		<b>\$10,345</b>	<b>Subtotal Other Costs</b>		<b>\$18,896</b>	<i>* NCATE Institution</i>		
<b>TOTAL COSTS 2003-04</b>		<b>\$26,455</b>	<b>TOTAL COSTS 2004-05</b>		<b>\$57,966</b>			

## **Appendix H**

### **Accreditation Team Reports**

**NCATE Merged Visit: Sonoma State University, March 6-9, 2005**

**California Visit: University of San Francisco, April 21-24, 2002**

# **Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Sonoma State University**

## **Professional Services Division**

**April 8, 2005**

### **Overview of This Report**

This agenda report includes the findings of the Accreditation Team visit conducted at Sonoma State 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. On the basis of the report, an accreditation recommendation is made for the institution.

### **Accreditation Recommendations**

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Sonoma State University and all of its credential programs: **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Adapted Physical Education Specialist Credential
- Administrative Services Credential
  - Preliminary
  - Preliminary Internship
  - Professional
- Education Specialist Credentials
  - Preliminary Level I
    - Mild/Moderate Disabilities
    - Mild/Moderate Disabilities Internship
    - Moderate/Severe Disabilities
    - Moderate/Severe Disabilities Internship
  - Professional Level II
    - Mild/Moderate Disabilities
    - Moderate/Severe Disabilities

- Multiple Subject Credential
  - Multiple Subject
  - Multiple Subject Internship
  - BCLAD Emphasis (Spanish)
- Pupil Personnel Services Credential
  - School Counseling
  - School Counseling Internship
- Reading and Language Arts Specialist Credential
  - Reading Certificate
  - Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Credential
  - Single Subject Credential
  - Single Subject Internship

(2) Staff recommends that:

- The institution's response to the preconditions be accepted
- Sonoma State University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Sonoma State University be placed on the schedule of accreditation visits for the 2009-2010 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

### **Background Information**

Originally founded in 1956 as a satellite of San Francisco State University, Sonoma State University (SSU) is now a comprehensive liberal arts institution committed to the liberal arts and sciences. SSU is located on a 274-acre site in Rohnert Park, California in the hills of Sonoma County, just one hour north of San Francisco and 40 minutes from the Pacific Ocean. The University is a public institution of higher learning, and is one of the 23 campuses of the California State University System. SSU celebrated the 40<sup>th</sup> anniversary of its founding in 2000. When originally founded as a satellite campus, one of the primary purposes was to offer teacher education courses and programs to residents of the North Bay counties in California. In 1961, Sonoma State College officially opened its doors with an enrollment of 265 students. The current location became home to the institution in 1966, at which time more than 1,000 students were

enrolled. University status was granted and the name of the institution was changed to Sonoma State University in 1978.

SSU continues to serve the five-county area [in the North Bay region] it was originally founded to serve, as well as the state. The five counties include Marin, Sonoma, Napa, Mendocino, Lake, and Solano. However, in the past decade the student demographics have changed. The student body has become more traditional-aged and increasingly residential. University enrollment is approximately 8,000 students, and of those 8,000, approximately 2,400 reside on campus. Currently, more than 70 percent of the freshmen and 50 percent of the junior transfer students come from outside the North Bay region. The institution has 36 academic departments, and offers 41 bachelor's degree programs, 14 master's degree programs, eight undergraduate and graduate certificate programs, and ten credential programs.

The institution serves as a cultural resource for the region. Various programs and special events in the arts, sciences, and athletics contribute to the cultural and intellectual life of the region's population. Examples include the Osher Lifelong Learning Institute, a continuing education program for senior citizen and the Jean and Charles Schulz Information Center that has become a resource for the entire community and provides opportunities for connections with schools and libraries throughout the area.

The School of Education is designated as the professional education unit. The official head of the unit is the Dean of the School of Education. The School of Education currently has three departments: Curriculum Studies and Secondary Education (CSEE), Educational Leadership and Special Education (ELSE), and Literacy Studies and Elementary Education (LSEE). Each department houses one basic credential program and at least one Education M.A. program concentration.

The breakdown of university and unit student enrollment figures for fall 2004 is as follows:

**Table I.1 University and Unit Enrollment Data for Fall 2004**

<b>University</b>	<b>Enrollment</b>	<b>Male</b>	<b>Female</b>	<b>Caucasian</b>	<b>Minority</b>	<b>Unknown</b>
Undergraduate (FT)	5321	1985	3336	3646	993	682
Undergraduate (PT)	1342	519	823	742	218	382
Graduate (FT)	574	154	420	355	74	145
Graduate (PT)	565	173	392	354	63	148
<b>Unit</b>	<b>Enrollment</b>	<b>Male</b>	<b>Female</b>	<b>Caucasian</b>	<b>Minority</b>	<b>Unknown</b>
Undergraduate (FT)	31	2	29	16	9	6
Undergraduate (PT)	NA	NA	NA	NA	NA	NA
Graduate (FT)	338	91	247	217	47	74
Graduate (PT)	233	55	178	149	27	57

Within the scope of the School of Education, eight credential programs and one Education M.A. with five concentrations are offered. In addition, the Department of Kinesiology, in the School of Science and Technology, offers a credential in Adapted P.E. (in conjunction with the Single Subject Credential), the Department of Counseling, housed in the School of Social Sciences, offers the School Counseling program option (which has CACREP accreditation) in which candidates earn both a Pupil Personnel Services credential and an M.A. degree in School Counseling, and the Hutchins School of Liberal Studies housed in the School of Arts and Humanities partners with the School of Education in offering the Blended Multiple Subject Program.

**Table I.2 Credential Programs Subject to Review by CCTC and NCATE**

Program Name	Award Level	Program Level	Number of Candidates	Agency or Association Reviewing Program	Status of National and State Program Reviews	
					Program Review Submitted (Yes or No)	Current Status (First Review, Rejoinding, Complete)
<b>Multiple Subject</b>	Credential	ITP	180	CCTC	Yes	Complete
MS BCLAD	Credential	ITP	12	CCTC	Yes	Complete
MS Intern	Credential	ITP	5	CCTC	Yes	Complete
MS Blended	Credential	ITP	17	CCTC	Yes	Complete
<b>Single Subject</b>	Credential	ITP	120	CCTC	Yes	Complete
SS Intern	Credential	ITP	15	CCTC	Yes	Complete
Adapted PE	Credential	ITP		CCTC	Yes	Complete
<b>Education Specialist, Level I</b> (Mild/Moderate, Moderate/Severe)	Credential	ITP	80	CCTC	Yes	Complete
Intern	Credential	ITP		CCTC	Yes	Complete
<b>Education Specialist, Level II</b> (Mild/Moderate, Moderate/Severe)	Credential	ADV	49	CCTC	Yes	Complete
<b>Reading Certificate</b>	Certificate	ADV	33	CCTC	Yes	Complete
<b>Reading and Language Specialist</b>	Credential	ADV	24	CCTC	Yes	Complete
<b>Preliminary Administrative Services</b>	Credential	ADV	42	CCTC	Yes	First Review
PASC I Intern			1			
<b>Professional Administrative Services</b>	Credential	ADV	14	CCTC	Yes	First Review
<b>Pupil Personnel Services</b>	Credential	ADV	23	CCTC/CACREP	Yes	Complete
PPS Intern			7			

When looking at teacher credentialing programs in California, one must keep two facts in mind. First, there is no such thing as an “elementary” or “secondary” teaching credential in California; instead, candidates earn “multiple subject” or “single subject” credentials. A multiple subject credential entitles the bearer to teach all subjects in self-contained classrooms grades K-12, while a single subject credential certifies the holder to teach a particular subject (English, science, art, physical education, etc.) to students in any grades K-12. Departmentalization of traditional academic subjects (i.e. English, math, social studies, science) is rare in elementary schools, so individuals certified to teach those subjects find work almost exclusively in middle or high schools (grades 6-12); but those teaching art, music, or physical education frequently find teaching jobs as specialists in elementary as well as middle and high school. Conversely, some few high school teachers work in alternative program self-contained classrooms.

Secondly, one must remember that there is no Education undergraduate major in California. In most cases, candidates seeking a basic credential complete their B.A. degree before seeking their credentials as post-baccalaureate students. The vast majority (over 70%) of basic credential candidates (multiple subject, single subject, and education specialist) enter their programs with post-baccalaureate status. The only exceptions are 1) candidates pursuing an “Integrated” undergraduate program, and advising pathway which candidates enter in their freshman year and, over a four and a half year period, complete both their undergraduate majors and a teaching credential program, and 2) those enrolled in a CCTC-approved “Blended” undergraduate program, which consists of a “blending” of a major course of study with relevant credential courses. The School of Education’s Single Subject Credential Program has three Integrated programs, in physical education, English, and mathematics; and the Multiple Subject Credential Program has integrated programs in Chicano and Latino Studies and American Multicultural Studies, as well as a Blended program in partnership with SSU’s Hutchins School of Liberal Studies.

Although this is the first NCATE visit to Sonoma State University; this is a continuing visit for the California Commission on Teacher Credentialing (CCTC). Since the 1998 visit of the CCTC, these significant developments have occurred:

- Of the 20 current tenured or tenure-track School of Education faculty, only nine were at SSU during the last visit;
- All credential programs have been revised according to the latest CCTC standards, and all have received CCTC approval
- Numerous satellite programs have been developed and implemented to provide service for the region:
  - Solano County (elementary intern and educational leadership)
  - Contra Costa County (special education)
  - Mendocino County (elementary and reading)
  - Del Norte County (M.A. in Curriculum, teaching, and Learning)
  - Joint Doctorate (with Sacramento State University and University of California at Davis) – (just being implemented)
- Addition of a Technology Support Center to assist faculty and students with new technology
- Program and curricular assessment protocols have been developed

- An Educator-in-Residence program has been developed
- Community Advisory Boards have been developed for each credential program
- The School of Education participates in the Renaissance Group

### **Merged COA and NCATE Visit**

*This was an initial accreditation visit by the National Council for Accreditation of Teacher Education (NCATE). The visit merged the accreditation processes of the Committee on Accreditation (COA) and the National Council for the Accreditation of Teacher Education (NCATE) according to the approved protocol. The Accreditation Team, which included membership from the COA and NCATE, received a single Institutional Self-Study Report, worked from a common interview schedule, and collaborated on all decisions related to accreditation standards.*

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was revised and renewed in 1996 and subsequently revised and renewed in 2001. The Partnership Agreement requires that all California universities who are NCATE accredited participate in reviews that are merged with the State's accreditation process. The agreement allows the university the option to respond to the NCATE 2000 Standards, provided that the Commission's Common Standards are addressed in the context of that response. It also allows the subsequent accreditation team report to be written based upon those standards. Sonoma State University exercised that option. In addition, the institution must respond to all appropriate Program Standards. The agreement also states that the teams will be merged, will share common information and interview schedules, and will collect data and reach conclusions about the quality of the programs in a collaborative manner. However, the accreditation team will take the common data collected by the team and adapt it according to the needs of the respective accrediting bodies. This is because the NCATE Unit Accreditation Board requires a report that uses the familiar language and format of the NCATE standards rather than the language that is needed for the COA (i.e., information about Common Standards and Program Standards.) Under the provisions of the partnership agreement, California universities are not required to submit Folios to the NCATE-affiliated professional associations for review. The state review stands in place of that requirement.

### **Preparation for the Accreditation Visit**

The Commission staff consultant, Dr. Lawrence Birch, was assigned to the institution in Fall, 2003, and met with institutional leadership in Spring 2004. The meeting led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In addition, telephone, e-mail and regular mail communication was maintained between the staff consultant and institutional representatives. The Team Leader (Co-chair for the visit), Dr. Lamar Mayer, was selected in July 2004. The Chair of the NCATE Board of Examiners (Co-chair for the visit), Dr. Melba Spooner, was assigned in November, 2004. On January 24, 2005, the NCATE co-chair and the

staff consultant met with the representatives of Sonoma State University to make final determinations about the interview schedule, the template for the visit and any remaining organizational details.

### **Preparation of the Institutional Self-Study Report**

The Institutional Self-Study Report was prepared beginning with responses to the NCATE unit standards and appropriate references to the California Common Standards. This was followed by separate responses to the Program Standards. For each program area, the institution decided which of the five options in the *Accreditation Framework* would be used for responses to the Program Standards. Institutional personnel decided to respond using Option One, California Program Standards.

### **Selection and Composition of the Accreditation Team**

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the School of Education and the Commission Consultant. It was agreed that there would be a team of sixteen consisting of a Team Leader, a Common Standards Cluster that would include five NCATE members and two COA members; a Basic Credential Cluster of five members; and a Services Credential Cluster of three members. The Dean and Consultant assigned each credential program to one of the program clusters. The Commission Consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework* and experience in merged accreditation visits. (Unfortunately, on the first day of the visit, one of the state team members had to leave because of an unexpected family emergency. This left a final team size of 15.)

The COA Team Leader and the Chair of the NCATE Board of Examiners served as Co-Chairs of the visit. Each member of the COA/NCATE Common Standards Cluster examined primarily the University's responses to the NCATE Standards/Common Standards but also considered the Program Standards for each credential area. Members of the Basic and Services Clusters primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered unit issues.

### **Intensive Evaluation of Program Data**

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Saturday, March 5. On Saturday mid-day, the Team Leader and the COA members of the Common Standards Cluster and CCTC staff began their deliberations with the NCATE team members. It included orientation to the accreditation procedures and organizational arrangements for both the COA and NCATE team members. The Common Standards Cluster began its examination of documents on the campus the rest of Saturday and on

Sunday morning. The remainder of the team arrived on Sunday mid-day, March 6, with a meeting of the team followed by organizational meetings of the clusters. The institution sponsored a poster session and reception on Sunday afternoon to provide an orientation to the institution. This was followed by further meetings of the clusters to prepare for the activities of the next day.

On Monday and Tuesday, March 7 and 8, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution arranged to transport members of the team to various local school sites used for collaborative activities. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team Co-chairs met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the NCATE/Common Standards findings also affected each of the Program Clusters.

### **Preparation of the Accreditation Team Report**

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the NCATE/Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns beyond the narrative supporting the findings on the standard.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

### **Accreditation Decisions by the Team**

The entire team met on Tuesday evening to review the findings and make decisions about the results of the visit. The team discussed each NCATE/Common Standard and decided that the six NCATE standards were fully met, with three areas for improvement identified for purposes of the NCATE report, that the six standards were met for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all program standards were met for all program areas, with the exception that in two of the credential programs, one standard was met with concerns in each program.

The team then made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook*. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations," or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of "**Accreditation.**" The recommendation for "Accreditation" was based on the unanimous agreement of the team and that the overall evidence clearly supported the accreditation recommendation. Following the decision, the team went on to complete the written accreditation report, which was reviewed by the team on Wednesday morning. A draft of the report was presented to the faculty late Wednesday morning.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING  
COMMITTEE ON ACCREDITATION  
ACCREDITATION TEAM REPORT**

**INSTITUTION:** Sonoma State University

**DATES OF VISIT:** March 5-9, 2005

**ACCREDITATION TEAM  
RECOMMENDATION:** ACCREDITATION

**RATIONALE:**

The accreditation team conducted a thorough review of the Institutional Report, the program documents for each approved credential program, and the supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty, staff and administration of the university, employers of graduates, field supervisors and advisory committee members. Team members obtained sufficient and consistent information that led to a high degree of confidence in making judgments about the educator preparation programs offered by the institution.

The recommendations pertaining to the accreditation status of Sonoma State University and all of its credential programs was determined based on the following:

**NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK:** The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.

**PROGRAM STANDARDS:** Team clusters for (1) Basic credential programs (Multiple and Single Subject – including internship, Multiple Subject BCLAD Emphasis, Blended Multiple Subject, Adapted Physical Education Specialist, Reading Certificate and Reading/Language Arts Specialist, Education Specialist in Special Education – Mild/Moderate and Moderate/Severe – including internship; (2) Services credential programs (Administrative Services including Preliminary, Preliminary Internship and Professional and Pupil Personnel Services: School Counseling including Internship) reviewed all program areas. Discussion of findings and appropriate input by individual team members and by the total merged team membership was provided to each of the clusters. Following these discussions of each program reviewed the total team,

NCATE and COA considered whether the program standards were either met, met with concerns, or not met.

**ACCREDITATION RECOMMENDATION:** The decision to recommend Accreditation was based on team consensus that the six NCATE Standards were met, with three identified areas for improvement for purposes of the NCATE report and the six standards were met for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas, with the exception that in two of the credential programs, one standard was met with concerns in each program. This accomplishment was made in a period of time when a transition to newly designed programs (Multiple and Single Subject and Pupil Personnel Services) had recently been implemented. One program (Administrative Services) was beginning to work with new CCTC Standards. Finally, there had been a recent change in leadership of the unit. It is obvious that the school and university administration has been strongly supportive of faculty efforts and has provided appropriate leadership to the school during this time of change.

#### **ACCREDITATION TEAM**

**State Team Leader:** **C. Lamar Mayer** (Team Co-Chair)  
California State University, Los Angeles

**NCATE Team Leader** **Melba Spooner** (Team Co-Chair and  
Common Standards Cluster Leader)  
University of North Carolina, Charlotte

**NCATE/Common Standards Cluster:**  
**Derek Minakami** (NCATE Member)  
Hawaii School District

**Linda Cornelius** (NCATE Member)  
Mississippi State University

**Vernon Luft** (NCATE Member)  
University of Nevada, Reno

**Mary McCorkle** (NCATE Member)  
Mobridge School District, South Dakota

**Shane Martin** (CCTC/COA Member)  
Loyola Marymount University

**Carol McAllister** (CCTC/COA Member)  
Los Alamitos Unified School District

**Basic Credential Cluster:**

**Carl Brown,** (Cluster Leader)  
California Polytechnic State University, San Luis Obispo

**Judith Greig**  
Notre Dame de Namur University

**Carol Sue Adams**  
Lompoc Unified School District

**Nancy Burstein**  
California State University, Northridge

**Bert Goldhammer**  
Placer Hills Union High School District

**Services Credential Cluster:**

**Gary Hoban,** (Cluster Leader)  
National University

**Marcel Soriano**  
California State University, Los Angeles

## DOCUMENTS REVIEWED

University Catalog  
 Institutional Self Study  
 Course Syllabi  
 Candidate Files  
 Fieldwork Handbooks  
 Course Materials  
 Information Booklets  
 Field Experience Notebooks  
 Schedule of Classes  
 Advisement Documents  
 Faculty Vitae

Portfolios  
 Candidate Work Samples  
 Exit Surveys  
 Assessment Data  
 Follow-up Survey Results

## INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	TOTAL
Program Faculty	11	20	46	14	<b>91</b>
Institutional Administration	10	21	6	7	<b>44</b>
Candidates	14	64	139	56	<b>173</b>
Graduates	5	23	56	29	<b>113</b>
Employers of Graduates	0	6	23	14	<b>43</b>
Supervising Practitioners	0	5	30	9	<b>44</b>
Advisors	0	0	7	2	<b>9</b>
School Administrators	3	3	14	23	<b>43</b>
Credential Analyst	0	2	2	0	<b>4</b>
Tech Support	2	2	2	0	<b>6</b>
Advisory Committee	2	5	15	4	<b>27</b>
<b>TOTAL</b>					<b>596</b>

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

**STANDARD 1: Candidate Knowledge, Skills, and Dispositions**

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

**A. Level: Initial and Advanced**

**B. Findings**

***Initial***

For the purpose of state licensure, California teaching credential candidates demonstrate their knowledge of content through the California Subject Examinations for Teachers (CSET). However, single subject candidates may opt to demonstrate their knowledge of content by completing a “subject matter waiver program,” a series of courses approved by the California Commission on Teaching Credentialing (CCTC). Sonoma State University (SSU) has been approved by CCTC to offer seven “subject matter waiver programs”: art, English, math, music, physical education, Spanish, and social science. In addition, candidates for Multiple Subject (MS) Teaching Credentials and Educational Specialist (ES) Instruction Credentials must pass the Reading Instruction Competence Assessment (RICA). RICA assesses the candidate’s ability to provide reading instruction.

Currently, SSU offers three initial teacher preparation programs: MS, ES, and Single Subject (SS). For students who opt to take the CSET, there is a 100 percent pass rate indicating SSU’s candidates possess an adequate knowledge of content. SSU also houses two graduate degree programs that do not require applicants to be licensed teachers, M.A. in Curriculum, Teaching and Learning (CTL) and M.A. in Early Childhood Education (ECE). Students enrolled in the CTL program who do not already hold a basic teaching credential typically do not plan to obtain one. Many of these students enroll in the program to better understand how to use educational technology in training adults. According the chair of the School of Education (SOE) Graduate Studies Committee, there is no CSET pass rate information for these graduate programs.

**Table 1.1: Unit Pass Rate on Content Tests (initial programs): Academic Year 2003-2004**

Credential Program	CSET Subject Matter Exams			RICA Exam		
	Tested	Passed	SSU Pass Rate	Tested	Passed	SSU Pass Rate
Multiple Subject	124	124	100%	155	152	98%
Single Subject	31	31	100%	na	na	na
Education Specialist Level I	26	26	100%	29	29	100%
Aggregate	181	181	100%	184	181	98%

In California, the CCTC conducts the program review and approval. For SSU, this CCTC program review was conducted simultaneous to the NCATE site review. Table I.2, Credential Programs Subject to Review by CCTC and NCATE, found in the introduction, provides a

summary of the CCTC review team's decisions regarding the adequacy of SSU's credential and degree programs. In each case, the review team found SSU's programs meet each of California's Program Standards and its candidates possess adequate content knowledge. None of SSU's initial programs are accredited by another accrediting agency.

Beyond coursework, SSU's initial programs assess candidates' content knowledge through portfolios. Students must present evidence demonstrating adequate attainment of each of the state's Teacher Performance Expectations (TPE), which includes content knowledge. Faculty members, working in teams, assess portfolios using rubrics. Each program has been using portfolios with these rubrics for at least three years.

The MS program requires candidates to use an online service, LiveText, to compile two digital portfolios, midway and at the culmination of the program. Because the MS program's rubrics are fully aligned to the TPEs, LiveText facilitates item and trend analysis. Last year was the first year LiveText was fully implemented, thus only two semesters of data are available for review. A review of data indicates more than 80 percent of candidates meet or exceed the performance expectations related to content knowledge. LiveText also produces an inter-rater reliability report. A review of the inter-rater report indicates the assessment process is credible.

The SS and ES programs require candidates to submit paper portfolios. SS candidates' portfolios serve as a gatekeeper to student teaching while ES candidates' portfolios serve as a culminating assessment for the program. While both programs require candidates to address each TPE, the rubrics assess TPE attainment holistically. Furthermore, only records of pass and failure are kept. Hence, it was difficult to consider SS and ES candidates' knowledge of content as a whole, but sample student portfolios did demonstrate an adequate knowledge of content. Besides this, the assessment process did seem credible, as teams often reached consensus on candidate performance and allowed candidates to resubmit portfolios if there were any shortcomings.

Each program also assesses knowledge of content midway and at the end of the candidate's field experience. Each program uses evaluation tools aligned to the TPEs and provided data disaggregated by TPE. Candidates participate in a three-way conference with their university supervisor and mentor teacher to assess attainment of each TPE. The three-way conference process seems credible as consensus is sought throughout the process. Each program provided four semesters of data in which nearly all candidates demonstrated adequate content knowledge.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, in an interview with a class of MS candidates every single student attested to feeling well prepared to teach and well supported by their faculty. Responses from surveys were less favorable but consistent with evidence reviewed on site.

Table 1.2: California State University Systemwide Evaluation of Graduates: Multiple Subject, Single Subject Educational Specialist (Note: G=MS and SS)

Effectiveness of Candidate Preparation: percent rating preparation as adequate or very well												
	SSU						CSU					
	2002		2003		2004		2002		2003		2004	
The new teacher was prepared to	ES	G										
Know and understand the subjects of the curriculum taught	90	69	88	78	87	81	89	75	89	82	89	82

### *Advanced*

Applicants to most of the unit’s advanced teacher preparation programs, which include Reading Certificate, a Reading and Language Arts Specialist Credential, ES II, a M.A. in Education with an emphasis in Reading and Language and a M.A. in Education with an emphasis in Special Education, are required to possess a current California basic teaching credential. Consequently, all advanced teacher preparation candidates in these programs have passed the CSET or an equivalent exam depending on the time of licensure. According to faculty, a few candidates in the CTL program possess a basic teaching credential, but the exact number was not provided at the time of the visit.

In joint meetings, the CCTC review team indicated that SSU’s programs meet each of California’s Program Standards and revealed candidates appear to possess adequate content knowledge. Table I.2, Credential Programs Subject to Review by CCTC and NCATE, found in the introduction, provides a summary of the CCTC review team’s decisions regarding the adequacy of SSU’s credential and degree programs. None of SSU’s advanced programs are accredited by another accrediting agency.

Candidates enrolled in each of the advanced programs demonstrate their content knowledge through their coursework as well as through portfolios. In their portfolios, candidates present evidence demonstrating adequate attainment of each of the TPEs and Conceptual Framework, which includes content knowledge. Faculty members, working in teams, assess portfolios using rubrics. Each program has been using portfolios with these rubrics for at least three years, although the graduate programs just started using a rubric aligned to the TPEs. Because students are provided an opportunity to resubmit portfolios as well as be assessed by a team of faculty members, the assessment process seemed credible. Reviewed student work samples were consistent with adequate content knowledge.

Candidates in the two reading programs also demonstrate content knowledge through case studies and field experiences. For example, candidates plan for and conduct a Summer Reading and Writing Reading Academy for diverse K-12 aged learners. The Summer Reading and Writing Academy began in summer 2001. There, candidates must put into practice their knowledge of reading. All candidates are assessed by university faculty. Reading Certificate candidates are also evaluated by Reading and Language Arts Specialist candidates who oversee operations. Reading and Language Arts Specialist candidates also support the Reading Certificate candidates, assessing adult needs and organizing professional development. Exhibits

featuring the Summer Reading and Writing Academy were consistent in demonstrating adequacy of candidates' knowledge of content.

M.A. candidates demonstrate content knowledge through a capstone project. At the culmination of the M.A. program, candidates have the option of submitting a Thesis Project or Cognate, or taking an Individualized Exam. For each route, credibility, rigor and demonstrated embodiment of the Conceptual Framework are ensured through continual dialogue as well as review of sample projects by the SOE Graduate Studies committee. A review of sample capstone projects was consistent in demonstrating adequacy of candidates' knowledge of content.

Responses from interviews with candidates and graduates were consistent with finding candidate content knowledge adequate. Likewise, responses from surveys were consistent with evidence reviewed on site.

Table 1.3: Exit Survey for Advanced Credentials and M.A. in Education Students

Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low

Survey Items (Number of Respondents = 38)

			<i>Mean</i>
Perf Exp ~	Depth & breadth of content & pedagogical knowledge (Pre-Importance)	2.70	<b>2.58</b>
	Depth & Breadth of content & pedagogical knowledge (Mastery)	2.49	
	Depth & Breadth of content & pedagogical knowledge (SOE Impact)	2.51	

### Content knowledge of other school personnel

For other school personnel, SSU offers an Administrative Services Credential Programs (PASC I and PASC II) the M.A. program in Educational Leadership, and the M.A. program in School Counseling (PPS). Reading and Language Arts Specialist candidates must possess a Reading Certificate. PASC I candidates must possess a valid California teaching credential or a services credential. The state of California requires candidates to successfully complete a CCTC approved PASC I program to be eligible for a school administrator position in the California public school system. However, the PASC I credential expires after five years, consequently school administrators must obtain a PASC II credential. PASC II candidates must possess a PASC I credential and successfully complete a CCTC approved PASC II program. As for the PPS candidates, the Professional Preparation for the Pupil Services Credential is required for employment as a counselor in elementary, middle/intermediate, and secondary public schools in California. This credential may be attained from successful completion of a CCTC approved PPS program. CCTC has approved all of SSU's programs preparing administrators and school counselors thus graduates of these programs are eligible to receive credentials in these areas.

Besides state approval, the M.A. program in School Counseling is also accredited by CACREP. The M.A. program is accredited through June 30, 2006. As a result of the program's review by CACREP, no significant recommendations were made regarding or related to candidate knowledge and skills.

PASC I candidates demonstrate content knowledge through a field experience portfolio. The field experience portfolio and its accompanying rubric aligned to program standards are in their

second year of use. A review of candidate work samples suggests an adequate level of content knowledge.

PASC II candidates conduct a personalized, action-research project, demonstrating depth of content knowledge. Like the PASC I portfolio, the action-research project is aligned to and assessed according to program standards. Also similar to the PASC I portfolio, the action-research project along with its system of assessment is only in its second year of use. A review of candidate work samples suggests an adequate level of content knowledge.

PPS program candidates are assessed on their knowledge of content through a practicum evaluation and a field experience evaluation. Three semesters of data dating back to Spring 2002 was submitted. The data indicated a total of 45 candidates out of 45 passed the field experience. It also showed five groups of candidates out of five received a “B” or higher on an assessment demonstrating knowledge of PPS concepts. The data does not provide candidate performance disaggregated by standard hence it was difficult to fully verify candidates’ adequacy of content knowledge across the program. However a review of student products and exhibits suggest s an adequate level of content knowledge.

As with M.A. programs for advanced level candidates, M.A. candidates for other school personnel demonstrate content knowledge through a capstone project. As stated before, aggregate data pertaining to capstone projects are unavailable. But, a review of sample capstone projects was consistent in demonstrating adequacy of candidates’ knowledge of content.

Responses from interviews with candidates and graduates were consistent with finding candidate content knowledge adequate. Likewise, responses from surveys were consistent with evidence reviewed on site.

Table 1.4: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of the current supervisors of program graduates who are working as school administrators pertaining to the quality of preparation the graduates demonstrate as beginning administrators (N = 7) Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1							
	How well prepared do you feel this person was to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
7	Overall, how well prepared do you feel this person was as a beginning administrator?	7	57%	43%	0%	2.57	.53

Table 1.5: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of program graduates who are currently working as school administrators pertaining to the quality of preparation they received in the SSU Educational Leadership administrative credential program (N = 15) Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1							
	Once you finished your SSU administrative credential, how well prepared were you to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
7	Overall, how well prepared were you?	14	71%	29%	0%	2.71	.47

### **Pedagogical content knowledge for teachers**

#### ***Initial***

SSU’s initial programs use portfolios to assess candidates’ knowledge of instructional strategies as well as their ability to clearly present content. A review of the MS program portfolio data indicates more than 80 percent of candidates meet or exceed the performance expectations related to pedagogical knowledge including the use of technology. A review of sample student portfolios did demonstrate an adequate knowledge of pedagogy.

Additionally each program assesses knowledge of pedagogy including the possession of broad knowledge of instructional strategies and the ability to present content in clear and meaningful ways through the candidates’ field experiences. Each program provided four semesters of data disaggregated by standard in which nearly all candidates demonstrated adequate knowledge of pedagogy. Nearly all MS candidates also demonstrated an adequate ability to integrate technology in their teaching. SS candidates’ ability to integrate technology was reported as an aggregate average score, which was above the acceptable level.

Evidence demonstrating the assessment of ES candidate skills and knowledge related to technology was limited. However, exhibits, candidate work samples, off-campus site visits, and interviews with candidates and graduates did confirm that candidates possess an adequate ability to use adaptive technology.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, initial credential graduates reported feeling well prepared to integrate technology into their instruction. Every graduate also commended the program for instilling them with a solid pedagogical foundation. Faculty from the School of Arts and Humanity who advise prospective and current SS candidates complemented the SOE faculty for modeling instructional strategies and sharing these strategies with faculty across the campus. CCTC members reviewing initial programs confirmed that candidates possess a solid pedagogical background and are adept at integrating technology. Responses from surveys indicated graduates felt prepared to “use an effective mix” of instructional strategies. However,

far fewer graduates felt as confident teaching students with special learning needs. Likewise a minority of MS and SS graduates felt prepared to integrate computer technology.

Table 1.6: California State University Systemwide Evaluation of Graduates: Multiple Subject, Single Subject Educational Specialist (Note: G=MS and SS)

<b>Effectiveness of Candidate Preparation: percent rating preparation as adequate or very well</b>												
	SSU						CSU					
	2002		2003		2004		2002		2003		2004	
	ES	G										
The new teacher was prepared to												
Use an effective mix of teaching strategies and instructional activities	84	80	80	80	74	81	83	80	81	82	82	80
Meet the instructional needs of students who are English language learners	78	52	74	64	74	73	72	64	75	73	76	73
Meet the instructional needs of students from diverse cultural backgrounds	81	67	86	82	74	73	80	75	82	83	81	81
Meet the instructional needs of students with special learning needs*	69	42	74	55	61	49	70	52	72	63	72	61
Use computer applications to help pupils learn curriculum subjects	-	-	89	44	65	64	-	-	82	60	77	68

\*SSU graduates in 01-02 and 02-03 came through a program in which many of them took the special education mainstreaming course after completion of the program.

### ***Advanced***

CCTC members reviewing advanced programs expressed candidates demonstrate adequate pedagogical knowledge.

As with content knowledge, advanced candidates use portfolios to demonstrate pedagogical knowledge. In their portfolios, candidates are assessed on their level of pedagogical knowledge. Reviewed candidate work samples demonstrated adequate knowledge of pedagogy and instructional strategies.

Candidates in the Reading Certificate program and Reading and Language Arts Specialist program demonstrate pedagogical knowledge in field experiences such as the Summer Reading and Writing Academy. Candidates assess student needs and recommend instructional strategies. Furthermore, candidates must clearly present about their work with each student to parents and students at the end of the three-week experience. Exhibits featuring the Summer Reading and Writing Academy were consistent in demonstrating adequacy of candidates' knowledge of pedagogy.

M.A. candidates demonstrate knowledge of pedagogy through their portfolio review and a capstone project. While knowledge of instructional strategies and the ability to clearly present information are highly valued in each project, the integration of technology is not a requirement. However, a review of sample capstone projects demonstrated that many are proficient in the use of technology as well as adequately possess knowledge of pedagogy.

Responses from interviews with candidates and graduates were consistent with finding candidate content knowledge adequate. Likewise, responses from surveys were consistent with evidence reviewed on site, with the lowest rating in the areas of technology.

Table 1.7: Exit Survey for Advanced Credentials and M.A. in Education Students

Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low

Survey Items (Number of Respondents = 38)

		<i>Mean</i>
Perf Exp 1	Design and implement pedagogy (Pre-Importance)	2.43
	Design and implement pedagogy (Mastery)	2.35
	Design and Implement Pedagogy (SOE Impact)	2.40
Perf Exp 2	Depth & breadth of content & pedagogical knowledge (Pre-Importance)	2.70
	Depth & Breadth of content & pedagogical knowledge (Mastery)	2.49
	Depth & Breadth of content & pedagogical knowledge (SOE Impact)	2.51
Perf Exp 3	Know & able to design, implement, and evaluate instructional practice & assess (Importance)	2.56
	Know & able to design, implement, and evaluate instructional practice & assess (Mastery)	2.32
	Know & able to design, implement, and evaluate instructional practice & assess (SOE Impact)	2.45
Perf Exp 9	Use tech to enhance teaching and active learning (Importance)	1.78
	Use tech to enhance teaching and active learning (Mastery)	1.94
	Use tech to enhance teaching and active learning (SOE Impact)	2.05
		<b>2.38</b>
		<b>2.58</b>
		<b>2.42</b>
		<b>1.92</b>

## Professional and pedagogical knowledge and skills for teachers

### *Initial*

CCTC members reviewing initial programs expressed candidates in the initial program demonstrate adequate professional and pedagogical knowledge and skills.

Portfolios are used to assess candidates' professional knowledge and skills, including foundations, development, the use of research, diversity, working with other professionals, and understanding school, family and community contexts. A review of the MS program portfolio data indicates more than 80 percent of candidates meet or exceed the performance expectations related to these professional knowledge and skills. A review of sample SS and ES I student portfolios did demonstrate an adequate level of professional knowledge and skills.

Additionally each program uses field experiences to assess candidates' professional knowledge and skills. A review of the disaggregated data, spanning over four semesters, indicates nearly all candidates demonstrated adequate professional knowledge and skills.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, recent MS program graduates expressed great confidence in working with diverse learners. Other MS candidates expressed appreciation for the opportunity to immediately put into practice the theories they are learning in the classroom. Every graduate also commended the program for instilling them with a solid pedagogical foundation. CCTC members reviewing initial programs confirmed that candidates possess a solid pedagogical background and are adept at integrating technology. Responses from surveys indicated graduates felt prepared to "use an effective mix" of instructional strategies. However, far fewer graduates felt as confident teaching students with special learning needs. Likewise a minority of MS and SS graduates felt prepared to integrate computer technology.

Table 1.8: California State University Systemwide Evaluation of Graduates: Multiple Subject, Single Subject Educational Specialist (Note: G=MS and SS)

<b>Effectiveness of Candidate Preparation: percent rating preparation as adequate or very well</b>												
	SSU						CSU					
	2002		2003		2004		2002		2003		2004	
	ES	G										
The new teacher was prepared to												
Organize and manage student behavior and discipline satisfactorily	70	65	71	62	71	58	77	65	79	68	79	68
Understand child development, human learning and the purposes of school	-	-	85	83	78	79	-	-	83	79	82	76
Understand how personal, family & community conditions may affect learning	-	-	91	81	77	86	-	-	84	83	81	80
Learn about students' interests and motivations, and how to teach accordingly	-	-	89	86	79	79	-	-	84	81	82	77
Get students involved in engaging activities and sustain on-task behavior	-	-	84	77	77	66	-	-	82	80	81	75
Adhere to principles of educational equity in the teaching of all students	-	-	89	88	86	86	-	-	88	87	85	84
Use class time efficiently by relying on daily routines and planned transitions	-	-	86	84	82	71	-	-	84	83	85	81
Know about resources in the school and community for at-risk students/families*	-	-	72	42	64	48	-	-	71	56	68	52

\*SSU graduates in 01-02 and 02-03 came through a program in which many of them took the special education mainstreaming course after completion of the program.

**Advanced**

CCTC members reviewing advanced programs expressed candidates in the advanced program demonstrate adequate professional knowledge and skills.

For candidates in the advanced programs, portfolios serve as a key assessment demonstrating professional knowledge and skills. In their portfolios, candidates are assessed on various elements of professional knowledge and skills, including professional growth, educational research, and educational foundations. Reviewed candidate work samples demonstrated adequate professional knowledge and skills.

Candidates in the Reading Certificate program and Reading and Language Arts Specialist program demonstrate professional knowledge and skills in studying case studies, developing curriculum and assessment, and in clinical experiences. For example, in the Summer Reading and Writing Academy, Reading and Language Arts Specialist candidates must use technology, current research and knowledge of students, families, and communities to properly supervise and coordinate the academy. Candidate work samples such as case study analysis demonstrated adequate professional knowledge and skills.

M.A. candidates demonstrate professional knowledge and skills through a capstone project. As stated in the 2005 Masters of Arts Degree Student Handbook, all projects should align with the Conceptual Framework. Furthermore, one cognate option allows candidates to submit a

portfolio for National Board Certification. This cognate option has only been implemented in 2004, hence pass rate data is not available. However, a review of an array of capstone projects demonstrated adequate alignment with the Conceptual Framework as well as the professional knowledge and skills consistent with National Board for Professional Teaching Standards.

Responses from interviews with candidates and graduates were consistent with finding professional knowledge and skills adequate for candidates. Likewise, responses from surveys were consistent with evidence reviewed on site. For example, advanced program candidates on average gave SSU SOE high ratings with regards to their preparation to fulfill the Conceptual Framework vision statements.

**Table 1.9: Exit Survey for Advanced Credentials and M.A. in Education Students**

Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low

*Survey Items (Number of Respondents = 38)*

Vision Statements	To what extent has SOE prepared you to be an Agent of Individual Growth & Change	2.80	2.50
	" " Knowledge of content & methodology	2.37	
	" " Social, Emotional, Moral Growth	2.44	
	" " Inclusive Ed Practice	2.31	
	" " Use Inquiry, Observation, Study, Reflection	2.56	

### **Professional knowledge and skills for other school personnel**

CCTC members reviewing programs preparing other school personnel expressed candidates in these programs demonstrate adequate professional knowledge and skills.

PASC I candidates demonstrate professional knowledge and skills through the field experience portfolio. The field experience portfolio and its accompanying rubric include standards related to knowledge of students, families, and communities, use of technology and using research to inform their practice. Candidates are tasked with studying their own school community, identifying an area of concern, researching related best practices and planning a course of action. A review of candidate work samples suggests an candidate proficiency in professional knowledge and skills.

PASC II candidates conduct a personalized, action-research project, demonstrating depth of content knowledge. Like the PASC I portfolio, the action-research project is aligned to and assessed according to program standards. Also similar to the PASC I portfolio, the action-research project requires candidates to tackle an area of concern with their school community. However, candidates in PASC II must lead their school communities in implementing their plans and assess the results. A review of candidate work samples suggests an adequate level of professional knowledge and skills.

PPS program candidates are assessed on their professional knowledge and skills through the practicum evaluation and a field experience evaluation. These experiences require candidates to

put their knowledge of school, family and community contexts, research, and students into practice. Candidates must also use technology appropriate to their clinical situations. A review of the data provided and of candidate products suggests an adequate level of professional knowledge and skills.

As with M.A. programs for advanced level candidates, M.A. candidates for other school personnel demonstrate professional knowledge and skills through a capstone project. A review of sample capstone projects was consistent in demonstrating adequacy of candidates' professional knowledge and skills.

Responses from interviews with candidates and graduates were consistent with finding candidate professional knowledge and skills adequate. For example, PASC I candidates, drawing from their professional experiences, characterized administrators who graduated from SSU's Educational Leadership programs as being very competent and possessed strong professional skills. Likewise, responses from surveys were consistent with evidence reviewed on site.

Table 1.10: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of the current supervisors of program graduates who are working as school administrators pertaining to the quality of preparation the graduates demonstrate as beginning administrators Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1 N = 7							
	How well prepared do you feel this person was to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
1	Develop and act on an educational vision	7	43%	57%	0%	2.43	.53
2	Guide the instructional program in your school or district	7	43%	57%	0%	2.43	.53
3	Successfully manage the daily operation of your school or district	7	57%	43%	0%	2.57	.53
6	Ensure that your school or district consistently operates within the parameters of federal, state and local laws, regulations and policies	7	57%	43%	0%	2.57	.53

Table 1.11: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of program graduates who are currently working as school administrators pertaining to the quality of preparation they received in the SSU Educational Leadership administrative credential program (N = 15) Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1							
	Once you finished your SSU administrative credential, how well prepared were you to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
1	Develop and act on an educational vision	15	67%	33%	0%	2.67	.49
2	Guide the instructional program in your school or district	15	47%	47%	7%	2.40	.63
3	Successfully manage the daily operation of your school or district	15	53%	47%	0%	2.53	.52
6	Ensure that your school or district consistently operates within the parameters of federal, state and local laws, regulations and policies	15	27%	73%	0%	2.27	.46

## Dispositions

SSU outlines the dispositions in its Conceptual Framework. Candidates are made aware of these dispositions through course syllabi and major program assessments. Rubrics for field experiences, portfolios, and action-research projects in various programs include direct mention of these dispositions. For example, MS candidates are assessed on their demonstration of key educational values related to social justice within the summative program portfolio. Results indicate nearly all MS candidates over the past four semesters exhibit these dispositions to an adequate degree. M.A. candidates are expected to demonstrate the dispositions listed in the Conceptual Framework as part of their capstone projects. A review of a sampling of these projects, suggest candidates meet this expectation. PPS candidates, along with other M.A. candidates must complete a Cultural Portfolio as part of EDMS 470. In this Cultural Portfolio, candidates come to appreciate diverse cultures as well as understand their own cultural perspectives.

Responses from interviews with candidates and graduates validated candidate embodiment of these dispositions. In various interviews, candidates honed in on the issues of diversity and how that was a key component of their studies. Furthermore, the CCTC and NCATE review teams were particularly impressed with the candidates' and graduates' passion for and dedication to teaching. Note that a survey issued to advanced program graduates verify these findings.

Table 1.12: Exit Survey for Advanced Credentials and M.A. in Education Students

Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low

Survey Items (Number of Respondents = 38)

Post	Passionate about being educators	2.41	2.34
	Promote social & emotional growth, caring, nurturing...	2.31	
	Genuine appreciation of the importance of a liberal arts education	2.40	
	Value the arts in learning	2.28	

## Student learning for teacher candidates

### *Initial*

CCTC members reviewing initial programs expressed candidates in the initial program demonstrate an adequate ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences that help all students learn.

Each initial program uses field experiences to assess candidates' ability to develop meaningful learning experiences and skills in assessment. A review of the four semesters worth of disaggregated data indicate nearly all candidates demonstrated proficiency in assessment and creating a positive educational environment.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, a resident teacher who worked with three ES candidates in the past found them to be creative. She specifically mentioned an effective assessment activity the candidate implemented in her class. Responses from surveys indicated a majority of graduates felt prepared to create meaningful learning experiences and assess and use assessments.

Table 1.13: California State University Systemwide Evaluation of Graduates: Multiple Subject, Single Subject Educational Specialist (Note: G=MS and SS)

Effectiveness of Candidate Preparation: percent rating preparation as adequate or very well												
	SSU						CSU					
	2002		2003		2004		2002		2003		2004	
	ES	G	ES	G	ES	G	ES	G	ES	G	ES	G
The new teacher was prepared to												
Get students involved in engaging activities and sustain on-task behavior	-	-	84	77	77	66	-	-	82	80	81	75
Monitor student progress using formal and informal assessment methods	-	-	86	75	82	78	-	-	82	79	79	79
Assess pupil progress by analyzing a variety of evidence including test scores	-	-	72	69	75	66	-	-	79	75	77	76
Adjust teaching strategies so all pupils have a chance to understand and learn	-	-	77	83	73	68	-	-	80	81	78	78

Effectiveness of Candidate Preparation: percent rating preparation as adequate or very well												
	SSU						CSU					
	2002		2003		2004		2002		2003		2004	
Learn about students' interests and motivations, and how to teach accordingly	-	-	89	86	79	79	-	-	84	81	82	77
Get students involved in engaging activities and sustain on-task behavior	-	-	84	77	77	66	-	-	82	80	81	75

### ***Advanced***

CCTC members reviewing advanced programs found that candidates demonstrate an adequate ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences that help all students learn.

Each of the advanced programs uses field experiences to assess candidates' ability to develop meaningful learning experiences and skills in assessment. This is especially evident in the ESII and reading programs. Candidates must be able to accurately assess students and select the most appropriate course of action to facilitate learning. A review of this data indicated that nearly all candidates demonstrated adequate assessment skills and developed meaningful learning experiences.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, reading program candidates expressed confidence in assessing reading abilities and was appreciative of the opportunity to immediately put into practice techniques learned in class. Responses from surveys indicated a majority of graduates felt prepared to create meaningful learning experiences, assess and use assessments.

Table 1.14: Exit Survey for Advanced Credentials and M.A. in Education Students

Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low

Survey Items (Number of Respondents = 38)

Perf Exp 5	Know & able to design, implement, and evaluate instruct practice & assess (Importance)	2.56	2.42
	Know & able to design, implement, and evaluate instruct practice & assess (Mastery)	2.32	
	Know & able to design, implement, and evaluate instruct practice & assess (SOE Impact)	2.45	
Perf Exp 8	Use knowledge, research, assess, reflect, etc. to imp teaching & student learning (Importance)	2.03	2.28
	Use knowledge, research, assess, reflect, etc. to imp teaching & student learning (Mastery)	2.37	
	Use knowledge, research, assess, reflect, etc. to imp teaching & student learning (SOE Impact)	2.44	

### **Student learning for other school personnel**

CCTC members reviewing programs preparing other school personnel expressed candidates in these programs possess adequate skills in assessment and creating positive environments for student learning.

PASC II candidates demonstrate these skills in the action-research project. In order to meet the standards, PASC II candidates must appropriately assess their school community and establish a school culture that improves student learning. A review of candidate work samples suggests an adequate level of these skills.

PPS program candidates are assessed on these skills through the practicum evaluation and a field experience evaluation. These experiences require candidates to properly assess the needs of clients. A review of the data and of candidate products suggests an adequate level of assessment skills.

Responses from interviews with candidates and graduates were consistent with finding candidate assessment skills and ability to create positive learning environments adequate. For example, PASC I candidates expressed that their professors modeled creating a supportive, learning environment. In fact, several stated that the supportive learning environment is a major strength of the program. Responses from surveys were consistent with evidence reviewed on site.

Table 1.15: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of the current supervisors of program graduates who are working as school administrators pertaining to the quality of preparation the graduates demonstrate as beginning administrators (N=7) Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1						
How well prepared do you feel this person was to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
Develop and act on an educational vision	7	43%	57%	0%	2.43	.53
Guide the instructional program in your school or district	7	43%	57%	0%	2.43	.53

Table 1.16: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of program graduates who are currently working as school administrators pertaining to the quality of preparation they received in the SSU Educational Leadership administrative credential program Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1						
Once you finished your SSU administrative credential, how well prepared were you to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
Develop and act on an educational vision	15	67%	33%	0%	2.67	.49
Guide the instructional program in your school or district	15	47%	47%	7%	2.40	.63

## **Overall Assessment of Standard**

This unit's candidates and graduates in both the initial and advanced programs have demonstrated attainment of national and state standards in their course of study at Sonoma State University. Unit faculty, along with other SSU faculty and those teaching at partner schools, have designed learning experiences that prepares candidates well for their roles as professional educators, reflective practitioners, and educational leaders.

**C. NCATE Team Recommendation: Standard Met**

**D. Areas for Improvement: None**

**E. State Team Decision: Standard Met**

## **STANDARD 2. Assessment System and Unit Evaluation**

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

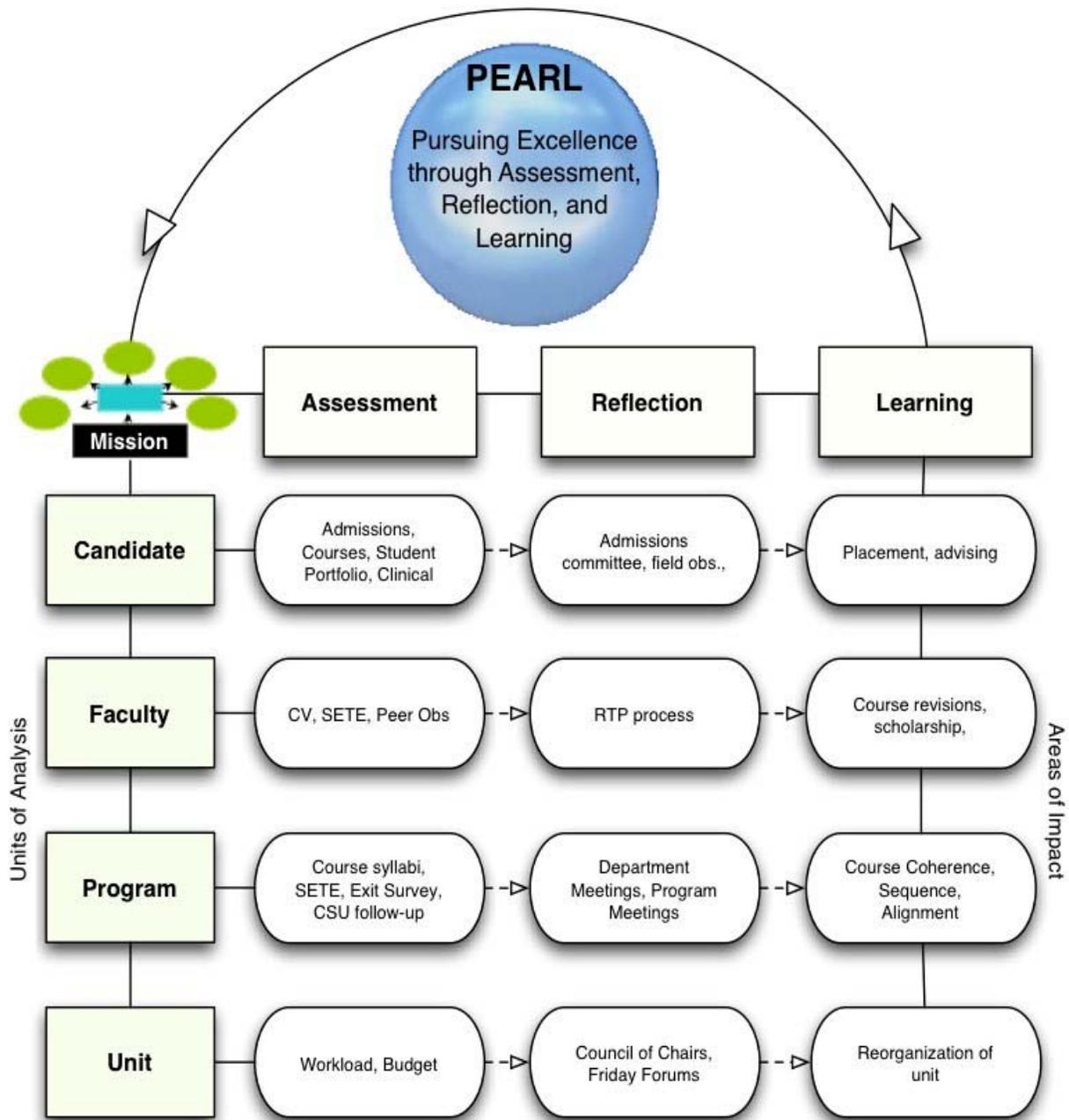
### **A. Level: Initial and Advanced**

### **B. Findings**

#### **Assessment system**

The School of Education at Sonoma State University (SSU) has an assessment system that integrates the conceptual framework with the knowledge, skills, and dispositions delineated by institutional, state, and professional standards. The conceptual framework document, provided as an exhibit, presents an alignment of the School of Education's performance expectations with the five vision statements of the unit. A matrix further shows the alignment of the SSU Performance Expectations for initial programs with the Teacher Performance Expectations (TPE) California Standards for the Teaching Profession. The Preliminary Administrative Services I and II programs are aligned with the California Professional Standards for Educational Leaders, which are closely similar to the Interstate School Leaders Licensure Consortium (ISSLC) Standards. The Master of Arts in Education with areas of emphasis in Curriculum, Teaching and Learning, Early Childhood Education, Educational Administration, Reading and Language Arts, and Special Education program use "portfolio expectations" that all are expected to meet regardless of the area of emphasis.

The unit assessment system is entitled PEARL: Pursuing Excellence Through Assessment, Reflection, and Learning. It is the overarching framework for the unit's assessment system and is used as the basis for making decisions about data collected by the unit, and when and why they collect it. It also includes the process of interpretation and evaluation of data and leads to decision making. The system has four units of analysis: 1) candidate evaluation, 2) faculty evaluation, 3) program evaluation, and 4) unit evaluation. The figure for PEARL (shown on next page) reflects these four units of analysis and illustrates the system of evaluation for each unit: assessment (gathering evidence), reflection (data analysis and synthesis), and learning (decision making/taking action based upon consideration of evidence). Built into the system is a feedback loop that ensures that data collection, analysis, interpretation, and decision-making will be an ongoing process.



In conceptualizing all aspects of their programs, faculty in the SSU School of Education think in terms of Into, Through, Completion, and Beyond. Into refers to the candidates' entry into a program, determined by a set of requirements applicants must meet; through includes the coursework, fieldwork, assessments, and other requirements that candidates encounter as they make their way through the program; and completion reflects the culminating activities and projects that candidates complete, and the assessments that they undergo, in order to finish the program and receive their credential or degree. Beyond involves the next steps after candidates complete the program, for

SSU faculty as well as the former candidates. For faculty, beyond usually involves continued assessment and evaluation of their programs through field studies and graduate and employer surveys; for the candidates, beyond involves their continuing professional growth—from a basic credential program to an advanced credential program, from advanced credential program to M.A. program, and from the M.A. program to further professional development in the field of education. Thus, the notion of Into, Through, Completion, and Beyond epitomizes the SOE candidates' continuing intellectual and professional growth as well as each program's four major points of candidate and program assessment.

The unit's assessment plan that supports PEARL is program based. The assessment system emerged from a series of faculty meetings and retreats in which they identified critical assessments at each juncture of the candidates' program. Community members serving on Community Advisory Boards and faculty in residence participated in the retreats and assisted in addressing the SOE assessment plan. From these meetings, it was decided to assign faculty members to NCATE Standards Committees. The Standard Two Committee, which included a principal and faculty members representing each program in the unit, began developing PEARL, and taking inventory of the assessments already being conducted in the unit. Faculty members from each program area serving on the Standard Two Committee would take conceptualizations back to their programs. Program faculty then developed the assessment plan for their respective program area. This resulted in an Assessment Matrix for each program in the School of Education. Candidates were not involved in the development of assessment plans on a regular basis, but did attend retreats and provided input when available.

The unit has had a designated Director of Accreditation and Assessment for quite some time. This person holds responsibility for overseeing all assessment procedures and reporting to the dean and Council of Chairs. Following the meetings and retreats to develop the assessment system, the Standard Two Committee recommended to the dean that a permanent assessment committee to be chaired by the director be established. This committee, when approved by the SOE Council of Chairs and faculty, will have responsibility for oversight and maintenance of the assessment system. Currently, the Director of Accreditation and Assessment meets weekly with the Council of Chairs. It was reported by the dean and director that about half the meeting time with the chairs has been spent on assessment issues.

### **Initial Program Assessments**

The assessment system for initial programs, aligned with the institutional standards (performance expectations) in the unit's conceptual framework and the California Teaching Performance Expectations, is designed to assess candidate's knowledge, skills, and dispositions at four transitions points – into, through, completion, and beyond. These four transitions points and associated assessments at each were described as follows:

**Into:** At the into point, candidates at the initial level are assessed according to the following criteria:

- GPA of 2.75 for credential programs
- Statement of purpose/writing sample

- Letters of recommendation
- Documentation of experience with school-aged children
- Basic skills exam
- Demonstration of subject matter competence
- Academic prerequisites
- Candidate interviews

**Through:** This intermediate or through level is characterized by ongoing assessments of key competencies. In addition to multiple assessments throughout the candidates' courses of study, the following assessments are used to determine passage to the field experience/student teaching phase of each program:

- GPA of 3.0 with a minimum course letter grade (a grade of C- is not accepted by the California Commission on Teacher Credentialing)
- TB clearance
- Certificate of Clearance (fingerprinting)
- Candidate progress review – dispositions assessment
- Passage of California Basic Educational Skills Test (CBEST)
- Demonstration of subject matter competence
- Evaluation of early field experience
- Portfolio presentation

**Completion:** Successful completion of initial programs is dependent on the demonstrated proficiency in:

- GPA
- Final evaluation of the field experience
- Exit portfolios and culminating projects
- Checklist of Completion of Requirements

**Beyond:** Follow-up of School of Education credential candidates occurs as follows:

- California State University System Follow-up Assessment of Credential
- Candidate Performance (survey to graduates and their supervisors)
- SOE Field Study – assessment of graduates outside of CSU Study
- On-line exit survey

Assessment matrices for each program were available in the electronic exhibits. These documents, totaling about 85 pages, included the assessments at each transition point as noted above, a description of each assessment, the data source, the type of instrument that is used to collect the data, frequency of data collection, feedback loop action, time required, expense involved, and the responsible entity. Due to the volume of these documents, they are not included in this report.

In addition to the assessments listed above, candidates are required to do a number of assignments that are assessed for competency. Those assessments include an assignment related to content standards requirements, concept papers, case studies, lesson plans, unit plans, adaptation lesson plans, plans for assessing students, and critiques of texts and web sites.

The multiple subjects credentialing area uses LiveText for electronic portfolios. Candidates have the capability of entering their portfolio artifacts into LiveText and have them reviewed by faculty. Candidates can continue to improve upon their portfolios until “Portfolio Share Day”, at which time they talk through their portfolio with faculty, community members, and other candidates in the program. Following the share day, faculty in the multiple subjects program are assigned four portfolios to review. The portfolios are reviewed using the program’s rubrics and the results are entered into LiveText and analyzed and aggregated for each standard. Any student who fails the portfolio review has an opportunity to work further on the artifacts to pass through to student teaching. Aggregated data are shared with faculty in the program.

Candidates in the single subjects credentialing program prepare a hard copy portfolio that is reviewed by one faculty member teamed up with a community member (school person). The team spends one hour interviewing each candidate and reviewing his/her portfolio based upon the program’s rubric. Each team asks the same questions of all candidates. Portfolios are scored on a pass/fail basis, which does not provide quantitative results showing how well candidates meet each Teacher Performance Expectation. Thus, the aggregated data in its present form (pass/fail) has limited use for interpretation for program improvement purposes. Candidates who do not pass either the interview or review process have an opportunity to repeat at a later time that which was failed. Data are reported on a pass/fail basis and shared with faculty in the program area.

Educational specialties (special education) candidates also submit a hard copy portfolio. They are introduced to portfolios during their first course. The review of portfolios is organized so that all faculty members in special education review all candidates’ portfolios since there are a small number of candidates each semester. Faculty members review the portfolios using their prescribed rubric and score on a pass/fail basis, which does not provide quantitative results showing how well candidates meet each Teacher Performance Expectation. The aggregated data in its present pass/fail form has limited use for making decisions relative to program improvement. Again, candidates who fail the review process have an opportunity to redo his/her portfolio and resubmit. Data are shared with the program faculty.

Faculty in each program area have taken measures to assure consistency and fairness when reviewing candidate portfolios. The multiple subjects faculty have gone through inter-rater reliability tests prior to portfolio reviews. They each look at the same portfolio and score it. If there are discrepancies in scoring, they discuss the portfolio to come to agreement as to how it should be scored. LiveText provides for inter-rater reliability results to be reported. Faculty members in the single subjects program meet for an orientation prior to the portfolio reviews and interviews. If there is discrepancy in how the two team members assess a candidate, the department chair is asked to review and provide an opinion. The education specialist faculty reported that there have not been discrepancies in the assessment of their candidate’s portfolios. In all program areas, fairness is also assured by allowing candidates who fail the process to resubmit their portfolio for review.

The dean and the Director of Accreditation and Assessment felt that the unit’s assessments will be a predictor of future success of its candidates. The California Teacher Performance Expectations (TPE) used for candidate assessments are the same standards used to assess

teachers in the Beginning Teacher Support and Assessment (BTSA) Program during the first two years of teaching. The California State University System instrument to survey graduates of teacher education programs and their employers is aligned with the California Teacher Performance Expectations as well. This survey provides feedback to the unit as to how well its graduates are doing. Further collection of data will help to determine if these predictions do run true.

### **Advanced Programs Assessments**

Assessments for advanced candidates at each assessment point include:

**Into:** At the into point, candidates at the advanced level are assessed according to the following criteria:

- Professional Education Specialist (ES II)
  - ES I credential
  - Previous experience
- Reading Certificate
  - Minimum GPA of 3.0
  - Basic credential required
- Reading and Language Arts Specialist Credential
  - Minimum GPA of 3.0
  - Reading certificate required
- Master of Arts in Education
  - Candidate interview
  - Minimum GPA of 3.0
  - Bachelor's degree
  - Basic credential (for Ed. Leadership, Reading, and Special Education)
- PASC I
  - Admission interview
  - Supervisor recommendation
  - Minimum of two years previous experience
  - Basic teaching credential
  - Minimum of 2.75 GPA
- PASC II
  - PASC I credential
  - Two years of experience by the completion of PASC II program
  - Teaching or service credential
  - Minimum of 3.0 GPA

### **Through:**

- Professional Education Specialist (ES II)
  - Supervised development of the Professional Induction Plan
  - Applied field project proposal
  - Applied field project final report
  - Non-university based activity
  - Professional portfolio review
  - Complete candidate competency checklist

- GPA of 3.0 or better
- Student progress review
- Course competency
- Classroom observations by field mentor
- Reading Certificate
  - Individual course requirements and assessments
  - Clinical competence
  - Documentation of successful field work
  - Reading certificate exit conference
  - Documentation of three years teaching experience
  - Minimum GPA of 3.0
  - Documentation of completion of reading certificate coursework
- Reading and Language Arts Specialist Credential
  - Individual course requirements and assessments
  - Clinical competence
  - Documentation of successful field work
  - Reading special credential exit conference
  - Minimum GPA of 3.0
  - Documentation of completion of reading specialist credential coursework
- Master of Arts in Education
  - Student and advisor progress meetings
  - Attendance at M.A. information meeting
  - Completion of course work
  - Program portfolio
- PASC I
  - Fieldwork progress and completion
  - Evidence of course competency
  - Minimum of 3.0 GPA
- PASC II
  - Induction plan approval
  - Evidence of course competency in EDEL 596A and 596B
  - Maintain passing grade in all courses

**Completion:**

- Professional Education Specialist (ES II)
  - Professional portfolio review
  - Culminating assessment of the Professional Induction Plan
  - Verification of completion of two years full-time special education teaching experience or the equivalent
  - Complete Online Level II program exit interview
  - SOE Online Level II Survey of Graduates
- Reading Certificate
  - Certificate competency
  - Program exit evaluations
  - Graduate survey
- Reading and Language Arts Specialist Credential

- Reading Specialist Credential exit conference
- GPA of 3.0 or better
- Documentation of completion of course work
- Master of Arts in Education
  - Capstone activity proposal
  - Capstone activity meetings with committee members
  - Capstone activity
  - Capstone presentation
  - Student survey
- PASC I
  - Portfolio
  - Exit interview paper
  - Problem presentation at exit interview
  - Oral defense of personal theory of leadership
- PASC II
  - Induction plan
  - Exit interview
  - Action research presentation

**Beyond:**

- SOE Field Study – assessment of graduates on a three year rotation
- On-line exit survey

The portfolio reviews for the M.A program are done by the candidate’s graduate committee. The portfolio is the “advancement into candidacy” step in the M.A. program. The candidate will share his/her portfolio with his/her committee chair to determine if it is ready to be presented to the entire committee. When the chair determines the portfolio is ready, the candidate passes his/her portfolio to each committee member. They determine if it is of quality to conduct a portfolio review meeting. Because of this procedure, there is a 100% pass rate. If a candidate does not pass the portfolio review, he/she will not enter candidacy to complete the M.A. program. Once a candidate is admitted to candidacy, she/he may begin working on the capstone project – a thesis, cognate project, or individualized examination. The capstone project is advised by the candidate’s chair. When a candidate has completed the project, his/her graduate committee conducts a presentation/defense meeting. This must be successfully completed for a candidate to complete the M.A. degree.

Other advanced credentialing programs require portfolios that are reviewed by faculty members in each respective program area. Most portfolios are based upon field experience studies and activities. PASC I candidates develop a portfolio based upon their field problems, and PASC II candidates develop their portfolio based upon their induction plan.

In addition to candidate assessments, the unit collects data from other sources that can be used to improve programs and operations. Assessments and evaluations include the CSU follow-up survey of teacher credentialing completers and their supervisors, candidate exit surveys, the SOE Field Study, student evaluations of instruction, Title II pass rate data, final student teaching

evaluation data, and candidate exit interviews. Additionally, programs have Community Advisory Committees from whom feedback is received.

### **Data collection, analysis, and evaluation**

A variety of assessments and evaluations are collected and analyzed to manage and improve programs and unit operations. These assessments can be divided into several categories as follows: internal and external multiple assessments, traditional competency testing, course performance assessments, candidate self-assessments, and reflections. Specific examples of data collection for initial credentialing candidates include: GPAs, CBEST, CSET, and RICA test scores, satisfactory scores on early field placements, portfolio review of artifacts, student teaching final evaluations, graduate follow-up surveys, employer surveys, exit surveys, and field studies (focus groups). Examples of data collected for advanced credentialing candidates and graduate students include: GPAs, satisfactory ratings on portfolio reviews, completion of field experiences, and satisfactory completion of the capstone project.

The schedule for collecting data is spelled out in each program area's assessment matrix according to the into, through, completion, and beyond designations. Collected data are summarized by the department chairs, dean, or Director of Accreditation and Assessment and provided to the dean. The dean presents the data to the Council of Chairs and Director of Accreditation and Assessment. The chairs then distribute the data to their faculty members. Results of assessments are discussed during the Friday Faculty Forums and departmental faculty meetings. Data were found to be presented in tables, pie charts, bar graphs, and in narrative form.

Information technologies used to maintain the unit's assessment system include PeopleSoft, LiveText, Excel, and WebCT. PeopleSoft is the university's database containing all candidate records. LiveText is the electronic portfolio software used by the multiple subjects candidates. Excel is used to store and analyzed data for most programs. WebCT is used for the online exit surveys completed by candidates.

Issues with candidates are handled within the School of Education. If a candidate has a complaint about his/her fair and equitable treatment, they file a grievance with the University Ombudsman's Office. The ombudsman's office keeps a record of formal complaints and their resolutions.

### **C. Use of data for program improvement**

The dean meets with the Director of Accreditation and Assessment and the Council of Chairs on a weekly basis. The dean indicated that about half of their time is spent discussing assessment issues. Results of assessment are shared in these meetings with the expectation that the chairs will take the results back to their faculty. It was also noted by the chairs that discussions occurred after each portfolio review for initial credentialing programs. These discussions focused on fairness of assessments, processes, and what the results told them about their respective programs.

The CSU graduate survey report received by the unit is reviewed each year. The dean meets with the president and provost to discuss the results and determine areas of strength and challenge. The dean then meets with the Director of Accreditation and Assessment who subsequently leads discussion about the results in a regular meeting of the SOE Council of Chairs. The results of this report are shared with community advisory committees, university-based student teaching supervisors; the multiple subject program also shares these results in an annual meeting between program faculty that administer teacher teams from their student teaching sites. The dean also presents the study results at the university-wide Teacher Education Council. The dean must also submit a Teacher Education Evaluation Accountability (TEEA) Report to the CSU Chancellor indicating strengths and challenges, changes implemented, and planned changes.

Examples of program improvements reported in the TEEA Report and the unit's NCATE Institutional Report and verified through interviews included:

- Restructuring of the School of Education: The School of Education faculty worked together to reorganize for more efficient and effective use of resources and for more disciplinary cohesion.
- Candidate feedback in the Multiple Subjects Program led to an increase in the units for math and science methods classes (increased from two units to three). Program faculty also restructured field experiences to the CORE model for better candidate support.
- Graduate feedback resulted in the addition of a two unit social studies methods course in the Multiple Subjects Program.
- In Educational Leadership, exit interviews revealed that candidates felt the weakest part of their program was in school finance. Based on this feedback, the program hired a new tenure-track faculty member with expertise in school finance. A school law and finance course was divided into two courses.
- Candidate feedback in exit interviews in the Single Subjects Program indicated there was too much repetition of the same information, which caused the program to examine the content of each of its courses, and to realign and rearrange course content to provide reinforcement without overkill and to fill identified gaps.
- Graduate surveys resulted in the Single Subjects Program to add a three unit course on Teaching Adolescents with Special Education.
- A new position, Director of Field Placements, was added in order to ensure greater efficiency in placing student teachers and more consistency across programs.
- In Special Education, in response to feedback regarding redundancy in assignments, the program faculty initiated a review of all assignments across courses in an effort to build scope and sequence of candidate learning.

### **Overall Assessment of Standard**

The unit has an assessment system under the auspices of PEARL: Pursuing Excellence through Assessment, Reflection, and Learning. Each program at the initial and advanced levels has created an assessment plan/matrix that identifies their assessments (candidate and unit and program operations) at each of the unit's transition points – into, through, completion, and beyond. The knowledge, skills, and dispositions of candidates are primarily assessed through common competency testing, portfolio reviews, and field placement evaluations. Information

technology used to maintain the assessment system include the use of PeopleSoft, LiveText, Excel, and WebCT. The unit collects data from several internal and external sources that can be used for the improvement of programs and unit operations. Several examples of program changes resulting from data collection were cited.

**C. NCATE Team Recommendation: Standard Met**

**D. Areas for Improvement:**

New

The initial credentialing programs in Single Subject and Education Specialist do not aggregate portfolio data in a manner that depicts how well candidates meet the Teacher Performance Expectations, which limits its use for making program improvement decisions.

*Rationale: Faculty in the Single Subject and Education Specialist Credentialing Programs assess candidate portfolios using a pass/fail method. While this provides a holistic overview for the candidate and program faculty, it does not provide quantitative data indicating how well each candidate met each of the Teacher Performance Expectations, nor does it provide an opportunity to aggregate data for each TPE.*

**E. 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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

#### **A. Level: Initial and Advanced**

#### **B. Findings**

##### **Collaboration between unit and school partners**

School partners are involved in the design, delivery and evaluation of field experience and clinical practices through Community Advisory Boards composed of administrators, mentor teachers, former program graduates and university supervisors. Each initial and advanced program area has its own Community Advisory Board which meets once a semester to review and develop field experience policies, review programs and provide feedback to the unit on community and school needs. Community Advisory Board minutes from a variety of programs indicate involvement in field experience/clinical practice issues such as documenting student learning through collecting and reflecting on student work samples, increasing the number of hours of field experience and the unit's conceptual framework.

In addition to the Community Advisory Boards, the unit faculty and administration collaborate with school partners in many different settings, both on campus and at school sites. Representatives from school districts have been involved in the development of the Multiple Subject, Single Subject, Education Specialist, Reading, and Administrative Services programs providing input and feedback during the development phase of program adoption. Much of the interaction between university and schools revolves around the programs and candidates. Additional opportunities to impact field experience and clinical practice design, delivery and evaluation are afforded mentor teachers through their participation in those experiences. Mentor teachers in interviews spoke of their close working relationship with the unit faculty and their ability to make suggestions to the unit. Evaluation of both initial and advanced candidates is a mutual undertaking between the mentor teacher/site based mentor/mentor counselor, and university supervisor.

The unit has partnerships with schools and other educational agencies in the service area of Sonoma, Napa, and Mendocino counties and parts of Marin, Lake, and Solano counties where student teachers/interns in all basic credential programs and candidates in advanced credential programs are routinely placed for field experiences and clinical practice. Potential sites or classrooms for placement are identified by each program through contacts with district administrators and site supervisors, and candidates are placed with mentor teacher/site based mentor/mentor counselors identified to have the knowledge, skills and dispositions required by each program. In addition, some sites are identified by university supervisors during the course of their supervision visits to candidates in placement or by university faculty conducting in-service programs in districts. Many sites have been receiving student teachers and interns and

advanced credential candidates for a substantial numbers of years and have established long-term working partnerships with specific programs. Student teachers/interns and advanced candidates regularly provide feedback to program faculty regarding the quality of their placement in schools.

The Multiple Subject program utilizes the CORE (Collaboration for Renewal of Education) model which places a participant observer and student teacher together as a pair with in a classroom with one university supervisor oversees all candidate pairs from the unit. The unit and the cooperating school work together to ensure the quality of the field and student teaching experiences; the university supervisor oversees the agreement. The Single Subject Program places its student teachers through a Placement Faire to which designated site schools send principals and teachers to give an overview of the school and meet with prospective student teachers. Prospective candidates submit placement request forms to their advisors at the end of the faire. Before a candidate's final placement is determined, the Director of Field Experiences and school administrator discuss the prospective candidate's "fit" with that site. Final placement is determined after a candidate interview by the site administrator.

Interns are currently employed by schools and are working on their credential for their current position during their employment. Their field experiences occur at their place of employment. Initial credential interns have a BTSA (Beginning Teacher Support and Assessment) mentor who supports the interns' work. Interns in the Administrative credential program are assigned a site mentor who supports the intern administrator.

Advanced candidates like interns are teachers or administrators in their own classrooms/schools. Their field work takes places at their place of employment. Advanced candidates have both a school-based mentor and program faculty supervisor who provide feedback and guidance as the advanced candidate meets program standards and grows as an educational leader.

### **Design, implementation and evaluation of field experiences and clinical practice**

During Fall '04 the unit had formal agreements with 82 public school districts and 59 alternative or private settings. Because most of the unit's candidates already are post-baccalaureate, initial candidate field experiences and clinical practice take place over a two to three semester period. Each program has its own structure and system for field experience which compliments the program's course sequence and utilization of the partner schools in the area. The following chart indicates the field experience and clinical practice components of each program.

<b>Program</b>	<b>Field Experiences (Observation and/or Practicum)</b>	<b>Clinical Practice (Student Teaching or Internship)</b>	<b>Total Number of Hours</b>
Multiple Subject, MS BCLAD, Blended	220 hours 40 hours CCTC requirement and EDMS 476F	400 EDMS 482F	620 hours
Single Subject	100 hours 40 hours CCTC requirement and EDMS 443A	225 EDSS 458	325 hours
Education Specialist-I	40 hours CCTC requirement including EDSP 430	360	390 hours
Education Specialist-II	No	No	No Candidates are fully credentialed teachers
Reading Certificate	45 hours EDRL 521 A	85 hours EDRL 527 A	130 hours
Reading and Language Arts Credential	45 hours EDRL 521 B	85 hours EDRL 527 B	130 hours
PASC-I	EDEL 587 EDEL 580A	10 hours/week (Interns Full Time) 40 hours/week EDEL 587	750 hours
PASC-II	No Candidates are practicing school Administrators	EDEL 590 A /B Candidates are practicing school Administrators	Candidates are practicing school Administrators
School Counseling	100 hours COUN 510 A/B COUN 520 A/B	600 hours COUN 514 A/B	700 hours

Multiple Subject program candidates have an early participant observer field experience during the initial phase of the program, followed by their student teaching experience in phase two. The Multiple Subject candidates are placed at CORE sites which are assigned the same university supervisor year after year. Each semester several candidates—ideally eight (four participant observers and four student teachers)—are placed in pairs in classrooms. University supervisors serve as liaisons between the school and university, develop the schedules for mentor and candidates’ observations, and facilitate on-site seminars led by the university supervisor or mentor teachers. Supervisors are expected to be at their CORE sites one day each week

Single subject program candidates begin the program with an early observation and participation field experience in phase one with an accompanying university-based seminar. The full-time student teaching experience in phase two is also accompanied by an on-campus seminar. In phase one, candidate involvement in the classroom evolves from observation, to assisting the mentor teacher, to teaching a few lessons. For phase two student teaching, the candidate generally remains in the same department with the same teacher(s), but may also work with another teacher. Supervisors observe student teachers at least every other week and conduct three-way conferences at the beginning, midpoint, and end of the student teaching semester.

Education Specialist I student teaching occurs in the final semester of the candidate's course of study. Student teaching is full-time for 12 weeks. A university supervisor observes the student teacher approximately once every two weeks and completes a 6-week and 12-week comprehensive evaluation of the student teacher in collaboration with the candidate and the mentor teacher. At the advanced level, Education Specialist II candidates, by law, must be teachers in their own classrooms. There is no formal field placement or supervision process for these candidates. They carry out course assignments and action research in their own classrooms. Site-based mentors oversee the candidates and the university monitors the development and completion of their action plans.

For both the Reading certificate and credential programs, candidates' required field experience takes place in a summer reading academy. During this four-week field experience, Reading Certificate candidates assess and teach individuals and groups of children and/or adolescents for 10-15 hours per week and participate in clinical conferences with clinical faculty, certificate colleagues, and specialist credential candidates. Reading Specialist Credential candidates provide resources and assist in overseeing the work of Certificate candidates. Certificate candidates' experience help them to learn how best to work with students, while Specialist Credential candidates gain experience supervising in reading instruction and program development. Candidates at both levels are supervised by unit reading faculty.

In the Preliminary Administrative Services Credential program (PASC I), field experiences begin early in the program and continue two semesters of coursework. In most cases, candidates perform their fieldwork in the district or school setting in which they work. Candidates develop an action plan comprised of authentic administrative activities that are aligned with CCTC standards and participate in a culminating experience involving the candidate's school or district demonstrating the candidate's ability to apply the CCTC standards to an administrative issue or problem. The PASC II program candidates select a site/district mentor. The university faculty mentor and site mentor meet to discuss the responsibilities of the district mentor and to explain the objectives of the program. The faculty mentor visits the site to discuss the induction plan at its development stage, at approximately the midpoint of the program, and during the exit interview where the district mentor and the faculty mentor determine whether the plan has been successfully completed. In addition, faculty mentors hold mentoring sessions throughout the year with individual and groups of students to discuss students' induction plans and any issues or problems that have arisen.

The School Counseling year-long supervised internship allows the advanced candidates to integrate knowledge and skills in K-12 school settings under supervision by a practicing school counselor with a Master's Degree in counseling, holding a valid PPS credential.

The unit's field experiences in the teaching credential programs are designed to foster candidate development by providing the opportunity for increasing involvement with students in classrooms and through the candidates' programs. Candidates begin their field experiences with observation and tutoring and progress to teaching several individual lessons before taking full

responsibility for several classes. Program handbooks and mentor teacher guides contain suggested timelines and activities as candidates move towards full classroom responsibility. In interviews candidates commented on the success of the transition period from observer to teacher indicating that they felt extremely comfortable when they moved to full classroom responsibility. At the advanced level, candidates utilize their own classrooms and schools, developing lessons, action plans and experiences which allow them to integrate their class work knowledge into real application in their school setting.

Field experiences are devoted to providing opportunities for candidates to develop the knowledge, skills, and dispositions outlined in the unit's conceptual framework. Expectations and requirements of all field experiences are aligned with the appropriate California Commission on Teaching Excellence standards (CCTE), Teaching Performance Expectations (TPE's) as well as the performance expectations and dispositions in the unit's conceptual framework. Observation and assessment instruments used in the initial programs are aligned with the TPE's. Current candidates, recent graduates, and mentor teachers all indicate that they had an in-depth understanding of the elements of the conceptual framework that articulated the vision and desired outcomes for all candidates.

At the advanced levels, the unit prepares school administrators and school counselors. These programs prepare candidates to assume leadership roles in the profession and engage in professional practice to support students' learning and well-being. These skills and practices are linked to the California Administrative Competencies and The Council for Accreditation of Counseling and Related Educational Programs.

Candidates are expected to demonstrate acquisition and application of technology knowledge in their field experiences and clinical practices; demonstration of the use of technology to support teaching and active, authentic learning is one of the unit's performance expectations. Technology applications are embedded into coursework in all programs and technology tasks are aligned with the ISTE standards. Candidates use technology to support their teaching in the classroom and to enhance their learning at the university. Currently MS candidates maintain digital portfolios. Interviews with SS university supervisors indicate that other programs are also moving towards the digital platform. Candidates use WebCT as a means to discuss issues related to their field experiences, post reflections and receive feedback on their field and clinical experiences. At the advanced levels, candidates must demonstrate technology skills as a part of their program's performance indicators. Mentor teachers and building administrators spoke highly of all candidates' technology skills, indicating that they serve as models of best practices for other teachers at their field experience/clinical practice sites.

Basic credential candidates develop and demonstrate competence in TPE's that address creating learning experiences that are meaningful, engaging, and developmentally appropriate and comprehensible to all learners. Through their field experience and clinical practice they demonstrate competence in differentiated instruction. Candidates develop lessons and units of instruction demonstrating competence in implementing, reflecting on and modifying lessons to enhance student learning and connecting student characteristics (language proficiency, special

needs) to instructional planning. Development of these competencies is reflected in candidates' portfolios and work samples. Advanced candidates demonstrate their competencies through applied field projects, case studies and portfolios demonstrating their professional and leadership growth.

Candidates are placed at field experience and clinical practice sites that provide for optimal professional growth. Mentor teachers must have state certification in the credential area being supervised; tenure or a minimum of three years teaching experience, including one year in the school setting; evidence of exemplary accomplishment as a teacher, administrator, or counselor; and recommendation by administrator and by program faculty. Program and mentor handbooks provide information concerning the candidates' coursework, intended outcomes, and the structure of the field placements along with specific expectations for candidates, site supervisors and university supervisors. University supervisors conduct three way meetings at the beginning of each semester with the candidate and site supervisor to discuss the handbooks, performance criteria, evaluation instruments and to provide additional training as needed. Interviews with site supervisors indicate that university supervisors are very accessible and work collaboratively with the site supervisors throughout the candidates' placement. Candidates evaluate the site supervisors at the end of each semester. Candidates in interviews spoke highly of the caring nature of their site supervisors.

University supervisors are selected on the basis of their experience teaching, administering, and/or counseling in schools. They are accomplished professionals with expertise in teaching as evidenced in faculty vitae exhibits. Successful teaching, administrative, or counseling experience are criteria for all tenure-track faculty to supervise. University supervisors are evaluated by both resident teachers and candidates. Information gathered through candidates and building administrator interviews indicate that university supervisors are often on site, easily accessible, highly collaborative and extremely supportive of candidates.

MS and SS candidates in Phase I Participant Observation combine academic coursework with two days per week at their field placement site. Candidates learn and practice techniques for planning, instruction, evaluation and classroom management and how to guide and develop student's reading writing and language abilities and to adapt instruction appropriately for diverse learners. Phase II in the second semester consists of an intensive student teaching assignment accompanied by a weekly seminar with all student teachers. MS/SS candidates at least spend two weeks taking over the full time responsibilities of the classroom teachers. Education Specialist candidates have similar experiences. University supervisors observe candidates approximately once every two weeks and complete a mid term and final comprehensive evaluation in collaboration with the candidate and mentor teacher.

University supervisors provide continual support for candidates including observation, one-on-one and group meetings, ongoing evaluation, and correspondence via email and WebCT throughout candidates' clinical practice. In addition to meeting with the student teachers and site supervisors on a regular basis, university supervisors also meet with each other at designated times during the semester to discuss their observations and for the purpose of their own professional development as supervisors of clinical practice.

Advanced candidates have a faculty member who serves as the fieldwork supervisor. The program supervisor guides and assists the candidate in developing a field work action plan and provides feedback and guidance through informal conversations and at least two formal site visits per semester. These candidates also have school-based mentors who provide continuous feedback on their progress in meeting the standards and growing as an educational leader. At the end of the program, the school-based mentors complete an assessment of the competency of the candidate.

At all levels, candidates spoke highly of the collaboration between both school-based mentors and university personnel indicating that all were accessible and very willing to support candidate learning in any way needed.

**Candidates’ development and demonstration of knowledge, skills and dispositions to help all students learn**

Throughout their field experiences and clinical practice, candidates are mentored, monitored, and assessed to insure that they develop and demonstrate the knowledge, skills, and dispositions delineated in the unit’s conceptual framework and the CCTC and national standards upon which their program requirements are based. Entry into clinical practice must be accompanied by meeting certain requirements. The following chart indicates both the clinical practice entry and exit requirements for each program.

<b>Program</b>	<b>Entry Requirements</b>	<b>Exit requirements</b>
Multiple Subject	GPA 3.0 Completion of Phase I coursework Demonstration proficiencies through Candidate Work Sample 1 aligned with TPE’s and PE’s	Successful completion of digital portfolio and sharing process successful self, mentor teacher and supervisor evaluations
Single Subject	GPA 3.0 Completion of Phase I coursework Demonstration proficiencies through portfolio/interview	Successful Professional portfolio completion 3 way conference resident teacher and supervisor evaluation
Education Specialist I	GPA 3.0 Completion of Phase I requirements for program	
Reading Certificate	GPA 3.0 Completion of block 1 & 2 coursework Completion of summer Academy field experience	Maintain B average Successfully complete coursework Successfully complete field component
Reading and Language Arts Specialist certificate	GPA 3.0 Completion of Reading Certificate Complete Summer Academy Level II	Maintain B average Successfully complete coursework Successfully Complete Summer Academy Level II
PASC I	Admission interview	Culminating paper and

<b>Program</b>	<b>Entry Requirements</b>	<b>Exit requirements</b>
	Teaching or other service credential with minimum 2 yrs experience GPA 2.75 Development of fieldwork action plan	presentation Portfolio Exit interview Site mentor fieldwork evaluation
PASCII	PASC I license 2 years full time administrative experience teaching or services credential with minimum 3 years experience induction plan	Approval and sign off of induction plan completion by program faculty and site supervisor
Counseling	Successful completion of Pre Practicum COUN520A and either COUN 520A or 520B	Site supervisor evaluation Evaluation based on School Counselor Competency checklist

In all field experiences, candidates are assessed at different points depending on their credential program; but all programs, at a minimum, evaluate candidates at three points: 1) prior to their clinical practice, 2) throughout their clinical practice, and 3) in a final evaluation after completing their clinical practice. The entry and exit points constitute critical assessments: without successfully passing the entry assessment, candidates may not begin the final field experience; without successfully passing the exit assessment, candidates will not be awarded their credential.

All entry, ongoing clinical practice, and exit assessments are aligned to the performance expectations and dispositions as well as the relevant standards. Each program conducts the entry and exit assessments differently. However all programs use some form of portfolio assessment. All initial level portfolios must demonstrate evidence of subject matter competency, skills and dispositions and accomplishment of the TPE's. At the advanced level, experiences are sequenced to parallel the candidate's development of knowledge base, professional skills and dispositions. Advanced candidate portfolios demonstrate the candidate's successful acquisition of knowledge base, professional skills and dispositions and ability to turn theory into action. Action plans developed by these candidates provide further evidence of their successful acquisition and application of their leadership skills.

According to the Director of Field Experience, approximately 99 percent of initial candidates complete their programs successfully. Interviews and program handbooks indicate that if candidates are unable to successfully complete their field experience or clinical practice, provisions are made for an extension of the assignment. The decision for extending the assignment is made collaboratively between the university supervisor, the mentor teacher and the program coordinator. The program coordinator is responsible for the final decision. If candidates are unsuccessful with their portfolio assessment, candidates receive support and additional experiences to aid their successful demonstration of performance expectations. At the advanced levels, candidates receive input throughout the development of their portfolio/action plan preparation and any deficient areas are noted and addressed before the portfolio is assessed. Evaluation assessments and exit criteria assessments indicate that many programs have 100 percent success rates for their candidates.

Candidates have many opportunities in clinical practice to reflect and receive feedback on their practice. Performance expectations often require candidates to reflect on their growth as a professional. Sample reflection pieces in candidate portfolios, interviews with mentor teachers, and classroom visitations support the candidates' use of reflection. Reflections and feedback are also an integral part of candidate conferences with mentor teachers and university supervisors, on line discussions. Candidates at the initial and advanced level must compile portfolios that best represent their achievement of their program's performance expectations. Reflection is a critical part of this process. Program seminars during the clinical practice also provide candidates with opportunities to reflect on their progress and the progress of others. In interviews mentor teachers, building administrators, and employers spoke highly of candidates' reflective examination of their practice.

Candidates in all programs have field experiences and/or clinical practice that involve working with diverse students. Several TPE's require candidates to demonstrate their ability to work in diverse classrooms and with diverse students. The unit maintains data outlining the diverse characteristic of the unit's 50 partner schools in the areas of free and reduced lunch, English learners and ethnic minority. Through coursework, field experiences and clinical practice, candidates develop an understanding of the importance of diversity in teaching and learning. They learn to develop curriculum and establish an environment that values diversity. They learn ways to adapt instruction to meet the needs of all students and acquire and demonstrate dispositions that value equity and fairness for all students. Field experience and clinical practice sites are selected based on a number of criteria, especially diversity. School sites with twenty-five percent diverse students are the goal for all candidates. MS students are placed in CORE sites characterized by diversity. Single subject candidates field experience and clinical practice may be more or less diverse depending on candidate placement. Any candidate not placed in a diverse classroom must spend time observing and teaching in a classroom where a diverse population exists. Candidates, mentor teachers and university supervisors indicate that an additional benefit of time in a more diverse additional classroom is the opportunity to observe, interact and teach with additional mentor teachers. Advanced program candidates conduct their field experience in the place the candidate is employed. As in the initial programs, some sites are more diverse than others. Course syllabi at the advanced level support the development of the knowledge skills to work with diverse populations. Candidates are expected to interact with varied populations in their own schools and districts as well as learn from the experiences in others.

## **Overall Assessment of Standard**

The unit in collaboration with its school partners, designs implements and evaluates field experiences and clinical practices so that candidates at the initial and advanced levels have opportunities to develop the knowledge, skills and dispositions identified in the unit's conceptual framework. Field experiences and clinical practice take place in diverse settings. Assessment and evaluations indicate that candidates meet professional, state and institutional standards.

**C. NCATE Team Recommendation: Standard Met**

**D. Areas for Improvement: None**

**E. State Team Decision: Standard Met**

## **STANDARD 4. Diversity**

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

### **A. Level: Initial and Advanced**

### **B. Findings**

Diversity is a primary goal integrated throughout all programs in the School of Education. It is clearly articulated in the unit's conceptual framework and carried through all vision and mission statements. The School of Education has a vision to prepare teachers and educational leaders who will promote social, emotional and moral growth in their students. Additionally, candidates engage in educational practices that respect human differences and aim to educate all learners.

The School of Education's commitment to diversity is infused into the Conceptual Framework which affirms multiple linguistic, cultural, racial, ethnic, physical and learning differences. Candidates are encouraged to examine multiple social, cultural, economic, and political perspectives to embrace key values that include social justice, anti-bias, and democracy. The unit continues to work to recruit a more diverse student teacher population.

### **Design, implementation, and evaluation of curriculum and experiences**

The School of Education is committed to provide candidates with coursework that reflects a commitment to creating curriculum and public school policy that guarantees access to all learners by providing candidates with experiences in public schools that reflect the diversity of California.

Graduates of the School of Education demonstrate proficiencies related to diversity. For example, they are able to design, implement, and evaluate instructional practice and educational assessments responsive to the full range of individual differences—social, linguistic, cultural, and ethnic. They are culturally knowledgeable and appreciative of the diversity among learners and they are committed to anti-bias principles, social justice and democratic practices. They are able to demonstrate these proficiencies through coursework - where they learn how to develop an understanding of the importance of diversity in teaching and learning, and include ways to adapt instruction to meet the needs of all students, and value equity and fairness for all students.

Through coursework candidates learn what diversity means. They also develop competencies to work with students with different backgrounds. Competencies include field experiences, case studies, and planning for instruction with a focus on diversity. The activities linked to syllabi show how these requirements are assessed. Some include the use of rubrics that provide necessary feedback to candidates. The following provide some examples of the many ways the various programs address and assess these expectations and dispositions.

- Case study with English Language learners
- Language Arts SDAIE Unit
- Group presentation addressing family income, children's health, juvenile justice
- Social Science lesson plan examining various issues related to equity

- Issues in mathematics

Candidates are provided multiple opportunities through coursework to ensure they are prepared to teach students with language differences and exceptionalities. The programs provide opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Language Learners. The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade appropriate or advanced curriculum content comprehensible to learners.

Candidates learn why and how to consider students' prior knowledge, experiences, ability and interests as they plan academic instruction. They learn to select and use appropriate instructional materials and technologies and differentiated instructional strategies to meet the needs of special populations in the general education classroom. Candidates prepare special plans for students who have exceptional needs and adapt instruction in the regular settings to meet the needs of all learners.

Candidates participate in systematic and culminating field experiences that allow them further experiences in diverse contexts, and to implement the competencies they have gained in meeting the needs of diverse student populations. Clinical assignments provide appropriate opportunities for candidates to work with diverse student learners.

Placements are selected based on a number of variables including socioeconomic, ethnicity, English Language learners, special education classes, and underserved schools. Student teaching supervision is carried out by professionals who have P-12 experience, understand the conceptual framework and pay particular attention to the way candidates interact with diverse learners in diverse environments. Issues of diversity are widely discussed and addressed during the seminars and field experiences.

Various assessments provide evidence about proficiencies related to diversity and the candidate's ability to work with a diverse population. Candidates are consistently evaluated during their program to assess their dispositions and abilities to work with diverse candidates and colleagues. Other examples of assessments include electronic portfolios, which address issues of diversity and address candidates' knowledge and skills regarding content areas and instructional strategies. Candidates receive both written and oral feedback from supervisors and/or mentor teacher at the field sites. Feedback is both formative and summative providing candidates opportunities for reflection on content information as well as on student engagement and learning.

### **Experiences working with diverse faculty**

The School of Education is committed to diversity in its faculty, both temporary and permanent. Most faculty bring urban and multicultural experiences for preparing candidates to become educational professionals in diverse settings. Many have taught in schools with highly diverse populations and have knowledge and experience in matters related to the preparation of candidates who will work with diverse students.

The following table (4.1) reflects the gender make-up of the faculty for the past four years representing faculty for the School of Education.

Table 4.1 Fall 2001 – Spring 2004 Gender Make-up of SOE Faculty

	Part-Time Head Count	Lecturer FTE	FT Lecturer (included in Head Count)	Tenure-Track Head Count	Tenured Head Count	FERP Head Count (sen working)	T-TT Female	Temp Female	T-TT Male	Temp Male	Temp Black	Pacific Islanders	T-TT Asian Pacific Islanders	Temp Asian Pacific Islanders	T-TT Hispanic	Temp Hispanic	T-TT White	Temp White	Temp Ethnicity Unknown
F01	40	14.52	3	9	17	2	11	24	14	17	1	3	1	2	3	21	33	2	
S02	36	12.5	4	8	14	2	10	26	12	10	1	2	1	1	3	18	31	1	
F02	47	15.37	2	9	17	3	11	35	15	12	3	2	1	3	5	21	35	3	
S03	42	14.13	3	10	14	1	11	30	13	12	1	2	2	3	3	19	34	2	
F03	40	14.48	3	11	14	1	13	34	12	6	1	2	1	3	3	20	29	6	
S04	42	14.09	1	12	15	1	12	30	15	12	2	2	1	3	3	22	34	2	

Good faith efforts over recent years have been made to recruit diverse faculty. In all searches, the unit has advertised in appropriate national journals or publications including the *Chronicles of Higher Education*, but finding qualified finalists willing to relocate because of the high cost of living in California remains a challenge. As a result, while candidates may not have the optimum opportunity to interact with higher education faculty from diverse backgrounds, they do interact with faculty who have vast life experiences with diversity. In fact, eight are fluently bilingual English-Spanish; one is fluently bilingual Korean-English; and three are fluently multilingual, including German, Portuguese, French, and Italian. Cultural diversity is also reflected in the experiences faculty have had living and working in a variety of states and countries with populations ranging from inner city urban ethnic to Native American to rural poor. The School of Education has also been recognized throughout the University as the leader in working to increase the diversity of faculty, staff and candidates compared to the other schools.

**Experiences working with diverse candidates**

The School of Education faculty and administration are very active in projects designed to diversify the teaching force through recruitment and early preparation of candidates for a career in teaching. Data indicate that the ratio of the diversity of the candidates in the programs in the School of Education compares with the diversity of the students on the campus as a whole.

The unit demonstrates ongoing efforts to recruit minority candidates through eight (8) specific programs. All of these programs have the primary goal of identifying and recruiting candidates who are racially, ethnically, linguistically and/or culturally under-represented in the teaching force. The table below shows the diversity among the candidates and how they are promoted through project goals:

Name of Project	Goals of Project
Teacher Diversity Project	Identify, recruit, and support students— racially, ethnically, linguistically, and culturally under-represented in the teaching force, especially people from low-income backgrounds, and those with special needs. Includes courses at high school, community college, and university level.
Project Quest	Designed to prepare under-served students to become teachers in ethnically diverse Solano County. The first two years of the program are met through Solano Community College, and then students transfer to Sonoma State University and complete degree in American Multicultural Studies and Multiple Subject Credential program.
Americorps/Project Scholar/Cool School	Faculty in the School of Education work with a more diverse group of candidates tutoring one-on-one in Project Scholars and in the Cool School after school program.

<b>Name of Project</b>	<b>Goals of Project</b>
Project PITA	Support program for new or emergency credentialed teachers and for those seeking a regular or bilingual Spanish credential. Offered scholarships, professional growth opportunities. Funding for this five-year project ended 2004.
Project BECA	Extensive support program for bilingual teacher candidates. Established through a U.S. Department of Education Title VII grant. Funding for this five-year project has been extended through 2005.
Working Collaboratively	In practically every course in all our programs, candidates are required to work in groups to achieve common educational goals.
Blended and Integrated Programs	School of Education works closely with University Subject Matter programs—Hutchins School of Liberal Arts and American Multicultural Studies—Both subject matter programs place emphasis on diversity.
West Contra Costa Special Education Intern Program	Special Education Internship program to increase the racial, ethnic, gender and socioeconomic diversity of its special education candidates. Program intent is to support diverse pool of special education teachers in a community of wide-range ethnic, cultural, linguistic, and socioeconomic diversity.
Educational Leadership Program	To increase the racial, gender, ethnic, and socioeconomic diversity of its candidates, this educational leadership program has structured its course offerings on weekends to allow candidates to attend from greater geographic distances, thereby including a variety of diverse groups including lower socioeconomic, rural Latino, and Native American participants.

The table below illustrates the demographics of students in the School of Education compared to the Institution at large:

<b>University</b>	<b>Enrollment</b>	<b>Male</b>	<b>Female</b>	<b>Caucasian</b>	<b>Minority</b>	<b>Unknown</b>
Undergraduate (FT)	5321	1985	3336	3646	993	682
Undergraduate (PT)	1342	519	823	742	218	382
Graduate (FT)	574	154	420	355	74	145
Graduate (PT)	565	173	392	354	63	148
<b>Unit</b>	<b>Enrollment</b>	<b>Male</b>	<b>Female</b>	<b>Caucasian</b>	<b>Minority</b>	<b>Unknown</b>
Undergraduate (FT)	31	2	29	16	9	6
Undergraduate (PT)	NA	NA	NA	NA	NA	NA
Graduate (FT)	338	91	247	217	47	74
Graduate (PT)	233	55	178	149	27	57

### **Experiences Working with Diverse Students in P – 12 Schools**

The School of Education is committed to field-based teacher/educational leader preparation that provides ample opportunity for candidates to develop knowledge, skills, and dispositions for working with diverse populations. Methods classes and field experiences place candidates in a variety of settings to help them develop knowledge, skills and dispositions for working with all learners. Candidates work in special needs classes, small group English Language classes, and inclusion settings providing multiple settings in which to gain experience. Field and clinical placements in local schools are carefully selected in order to guarantee that the candidates have experience with diverse student populations.

Coursework throughout the credential programs require candidates to observe, interact with, and learn from diverse students in their field placements. Peer and site supervisors feedback are a key component of these requirements. In fieldwork assignments, candidates participate in case studies with English Language learners, observations of diverse students; program and professional portfolios, interviews with parents from backgrounds unlike their own. Candidates in special education programs work with students with special needs who also represent cultural,

ethnic, linguistic, gender, socioeconomic and geographic diversity, as well as disability specific differences.

The table below reflects percentages of students at the various school sites for both initial and advanced programs who are socio-economically disadvantaged, English Language learners and/or ethnic minority.

County	District	School	# of SSU			
			Candidates	Free/Reduced Meals	English Learners	Ethnic Minority
Sonoma	Cotati-Rohnert Par	Rohnert (Waldo) Elementary	12	40.7	31.3	54.8
Sonoma	Mark West Union Elem	Mark West Elementary	11	21.4	9.9	24.2
Sonoma	Cotati-Rohnert Par	Monte Vista Elementary	10	13.8	10.1	34.3
Napa	Napa Valley Unified	Bel Aire Park Elem	10	70.1	39.5	62.6
Marin	Novato Unified	San Ramon Elementary	10	15.2	10.0	29.3
Sonoma	Petaluma Jt Union High	MaryCollins School,Cherry Valley	10	15.9	3.7	16.0
Sonoma	Windsor Unified	#162) Cali Calmecac (Ch	10	56.4	62.6	78.6
Sonoma	Bellevue Union Elementary	Meadow View Elementary	9	82.0	66.2	78.5
Sonoma	Petaluma City Elem	McNear Elementary	9	13.5	12.7	19.4
Sonoma	Petaluma City Elem	Penngrove Elementary	9	11.5	7.9	18.1
Sonoma	Roseland Elementary	Sheppard Elementary	9	86.5	59.0	84.5
Sonoma	Santa Rosa Elementary	Brook Hill Elementary	9	75.7	56.0	82.4
Sonoma	Bellevue Union Elem	Bellevue Elementary	8	90.0	68.6	76.6
Sonoma	Bellevue Union Elem	Kawana Elementary	8	89.8	63.5	80.7
Sonoma	Cotati-Rohnert Par	Creekside Middle	7	8.8	6.5	25.3
Sonoma	Cotati-Rohnert Par	Mountain Shadows Middle	6	27.0	15.9	34.6
Sonoma	Petaluma Joint Union High	Casa Grande High	6	11.2	12.5	27.5
Sonoma	Cotati-Rohnert Park Unified	Technology High School	5	0.0	0.9	22.8
Sonoma	Petaluma Joint Union High	Kenilworth Junior High	5	18.4	14.9	30.8
Sonoma	Petaluma Joint Union High	Petaluma High	4	9.0	7.5	18.2
Sonoma	Roseland Elementary	Roseland University Prep	4	89.0	88.0	89.0
Sonoma	Santa Rosa High	Carrillo (Maria) High	4	2.6	3.6	14.1
Sonoma	Santa Rosa High	Hilliard Comstock Middle	4	26.5	27.4	51.4
Sonoma	Windsor Unified	Windsor High	4	20.1	10.4	32.2
Sonoma	Santa Rosa High	Montgomery High	3	8.2	8.2	27.3
Sonoma	Santa Rosa High	Piner High	3	11.6	13.7	38.2
Sonoma	Santa Rosa High	Slater (Herbert) Middle	3	17.6	19.9	30.8
Mendocino	Ukiah Unified	Zeek (Frank) Elementary	3	62.0	26.3	41.2
Sonoma	West Sonoma County Union High	Analy High	3	8.6	3.3	13.3
Napa	Calistoga Joint Unified	Calistoga Junior-Senior High	2	54.4	29.7	61.5
Napa	Napa Valley Unified	Napa Valley	2	63.0	62.9	65.7

County	District	School	# of SSU			
			Candida tes	Free/Reduced Meals	Percent of Student Enrollment	
					English Learners	Ethnic Minority
		Language Academy				
Marin	Novato Unified	Sinaloa Middle	2	5.5	3.4	13.8
Sonoma	Santa Rosa High	Allen (Elsie) High	2	14.5	29.4	64.4
		Cook (Lawrence)				
Sonoma	Santa Rosa High	Middle	2	22.7	32.6	70.7
Sonoma	Santa Rosa High	Santa Rosa Middle	2	22.7	22.7	38.4
		Oak Manor				
Mendocino	Ukiah Unified	Elementary	2	72.6	28.9	45.1
Mendocino	Ukiah Unified	Yokayo Elementary	2	59.2	23.8	37.2
Sonoma	Cloverdale Unified	Cloverdale High	1	22.1	5.3	22.1
Sonoma	Cloverdale Unified	Jefferson Elementary	1	48.9	35.3	43.4
		Cotati-Rohnert Park				
Sonoma	Unified	Rancho Cotate High	1	11.2	7.2	28.7
Mendocino	Fort Bragg Unified	Redwood Elementary	1	85.9	27.8	38.7
Sonoma	Healdsburg Unified	Healdsburg High	1	14.6	9.2	37.0
Lake	Kelseyville Unified	Kelseyville Primary	1	77.5	37.5	50.2
		Burns Valley				
Lake	Konocti Unified	Elementary	1	91.1	14.2	31.0
Lake	Konocti Unified	Oak Hill Middle	1	82.4	7.1	31.3
		Leggett Valley				
Mendocino	Unified	Whale Gulch	1	0.0	0.0	17.9
		Elementary				
		Mark West Union				
Sonoma	Elementary	Mark West Middle	1	25.0		33.0
Marin	Novato Unified	San Marin High	1	8.1	4.0	19.6
		Oak Grove Union				
Sonoma	Elementary	Willowside Middle	1	19.4	5.7	19.8
		Petaluma City				
Sonoma	Elementary	McDowell	1	55.5	53.9	66.9
		Elementary				
		Roseland Charter				
Sonoma	Roseland Elementary	School	1	67.8	41.9	80.1
Marin	San Rafael City High	San Rafael High	1	25.3	16.5	55.7
		Santa Rosa				
Sonoma	Elementary	Fremont (John)	1	57.8	35.3	55.4
		Elementary				
		Sonoma Co. Office of				
Sonoma	Education	Special Education	1	3.5	7.9	29.0
		Sonoma Valley				
Sonoma	Unified	Sassarini Elementary	1	54.0	46.2	53.3
		Sonoma Valley				
Sonoma	Unified	Sonoma Valley High	1	15.2	14.7	30.5
Mendocino	Ukiah Unified	Pomolita Middle	1	57.8	19.6	46.4
Contra Costa	West Contra Costa	Seaview Elementary	1	36.5	18.2	67.0
		West Sonoma County				
Sonoma	Union High	El Molino High	1	19.6	4.9	15.7
		West Sonoma County				
Sonoma	Union High	Laguna High (Cont.)	1	16.2	17.8	31.7
Sonoma	Windsor Unified	Windsor Middle	1	21.4	11.1	27.8

## **Overall Assessment of Standard**

Diversity is infused through all programs in the School of Education. This includes experiences, knowledge, skills and dispositions infused in the curriculum and clinical field experiences. Based on the core values of the school and institution identified in the Conceptual Framework and articulated throughout all courses, candidates are exposed to numerous experiences working with diverse populations in the public schools.

**C. NCATE Team Recommendation: Standard Met**

**D. Areas for Improvement: None**

**E. State Team Decision: Standard Met**

## **STANDARD 5: Faculty 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.*

### **A. Level: Initial and Advanced**

### **B. Findings:**

#### **Qualified Faculty**

The professional education faculty in the School of Education are highly qualified, having earned doctorates or having demonstrated exceptional expertise in the fields of their specialization. There are 58 faculty members in the unit. Of those, 26 are full-time tenured or tenure-track faculty, and 32 are adjunct faculty. Documents show that 100% of the unit's tenured or tenure track faculty have earned doctorates in the appropriate discipline. Adjunct faculty have a master's degree and have special qualifications in the areas in which they teach (e.g. extensive bilingual education, experience with technology, service learning or special education expertise.

Documents in the unit indicate that faculty are classified as resident or adjunct faculty. Within the resident faculty are: School of Education tenured or tenure-track faculty; Educators-in-Residence, exemplary teachers from area schools who were selected to work as full-time faculty for a year, with the possibility of an additional year extension; cross-campus tenured or tenure-track faculty who teach and supervise student teachers in the School of Education (generally in the Single Subject Credential Program), including, currently, one faculty member from the departments of music, modern languages, kinesiology, and art; and faculty in the Faculty Early Retirement Program and other retired faculty. In the adjunct category are lecturers who are full-time and have been employed in the unit for several years, and part-time faculty who teach and/or supervise student teaching and administrative interns.

Faculty in the unit also include educational professionals who work in the schools with whom the university collaborates in designing and delivering programs. Documents indicate that field supervisors are both site-and university-based. Site-based supervisors include resident teachers (called mentor teachers in the Multiple Subject program), site administrators, school counselors, and other school employees, while university supervisors include tenured and tenure-track faculty, full-time instructors, and adjunct faculty. Educators-in-residence faculty also supervise student teachers. A *Program and Mentor Handbook* is provided for candidates, site supervisors, and university supervisors. Site supervisors whether employed by the university or by a collaborating school district, must meet specific requirements for their roles and responsibilities.

All programs have published standards established by program faculty and community advisory boards for selection of district site supervisors. Evidence found in the unit indicate that the requirements for district site supervisors include at minimum California State certification in the credential area being supervised, tenure in the school setting, evidence of exemplary

accomplishments as a teacher, administrator, or counselor; and recommendation by the program. Site supervisors are evaluated by candidates and university supervisors, which allow each program to monitor the site supervisor’s performance. Documents in the unit also show that university-based clinical faculty who supervise candidates at the initial and advanced levels are well qualified. Faculty vitae and other documents found in the unit indicate that the university-based clinical faculty have all had successful teaching, administrative, counseling and other professional experience in P-12 settings. The school-based clinical faculty who supervise candidates at the initial and advanced levels have had teaching experience in their respective fields of specialization.

Discussion with unit administrators and a review of resident and adjunct faculty vitae reveal that they are highly qualified. A *School of Education Policy Manual* is provided to all resident and adjunct faculty to acquaint them with unit and University policies and procedures. Faculty in the unit are hired in one of three departments: Literacy Studies and Elementary Education (LSEE), Curriculum Studies and Secondary Education (CSSE), and Educational Leadership and Special Education (ELSE). However, faculty in the School Counseling and Adapted Physical Education are not a part of the School of Education, but are faculty in the Counseling Department in the School of Social Science and the Kinesiology Department in the School of Science and Technology, respectively. Two tenured/tenure-track faculty in the Counseling Department teach in the counseling degree and credential program and one faculty member teaches the Adapted PE program in the Kinesiology Department. Table 5.1 shows the total number of faculty in the unit by department.

Table 5.1 Number of Faculty by Department

Number of Resident and Adjunct Faculty By Department	Resident Faculty				Adjunct Faculty	
	T-TT	EiR	C-C	FERP /Retired	Lect	PT
Curriculum Studies and Secondary Education	7	1	4		1	9
Educational Leadership and Special Education	6				1	5
Literacy Studies and Elementary Education	7	1		2	4	12
Totals	20	2	4	2	6	26

Faculty in the unit have contemporary professional experiences in school settings at the levels that they supervise. These experiences are documented in each of the faculty member’s vitae. Faculty members have an average of 12 years of teaching and/or administrative experience in the K-12 system. Faculty hold or have held certification in the areas in which they supervise candidates. Interviews with faculty confirm that they remain current in their disciplines through their research, service, and consultant work in the schools. Documents also show that during the past four years, faculty have conducted 72 workshops at schools and conferences. The *Participation in Public Schools* survey of 20 faculty members, shows that at least 16 (80%) have credentials, 16 (80%) have experience supervising student teachers, and/or directing or participating in other professional activities in the public schools.

## **Modeling Best Professional Practices in Teaching**

Faculty at the initial and advanced levels in the unit model best professional practices in teaching. Faculty vitae show that they possess exceptional expertise in their teaching fields and model innovative and research-based practices in teaching that are consistent with the University's mission statement and the unit's conceptual framework. Documentation and interviews with candidates, field supervisors, alumni, and school personnel indicate that faculty model best professional practices using a wide variety of quality instructional strategies, methods, techniques, and practices. Faculty at the initial and advanced levels model the best practices through their ongoing pursuit to gain new knowledge. These efforts and strategies are enhanced by the faculty member's academic preparation, their scholarship agendas, professional development opportunities, and through their reading of the current pedagogical literature. Interviews with supervising teachers, graduates, school based administrators, site supervisors, and candidates at the initial and advanced levels indicate that the unit's faculty are exemplary teachers who are knowledgeable about the subject matter that they teach and continuously seek ways to improve their teaching and the candidate's learning.

Faculty in the unit incorporate appropriate proficiencies in their courses as delineated by the CCTC standards (TPE or CSTP) for the credential program in which they teach. Faculty use a variety of teaching methods and strategies in the classroom and in diverse field settings. These strategies are designed to engage all students in a collegial community of learners. Interview discussions with graduates, faculty, and candidates, as well as a review of course syllabi, and an examination of multiple documents reveal that the faculty at the initial and advanced levels provide detailed descriptions of the types, styles, and modes of instruction they use to prepare teacher candidates and other school personnel to achieve learning. For example, course syllabi and other documents show that faculty model for candidates a range of instructional methods, strategies, and techniques, and incorporate in their classes case studies, cooperative learning, experiential learning, guided discovery, project based learning, simulations, brainstorming, peer coaching, dialogue, inquiry learning, action research, critical analysis, concept mapping, peer group learning, reflective thinking, role playing, differentiated learning and action research. These strategies, techniques, and methods are designed to foster reflective, critical, problem-solving, and critical thinking skills that faculty expect candidates to implement in their own classrooms.

Interviews with faculty, candidates, and program graduates indicate that the unit's conceptual framework is shared and discussed with them. An examination of course syllabi show that faculty use innovative and varied instructional approaches in order to address the needs of all learners. Moreover, faculty integrate technology and appropriate performance assessments in their courses. Evidence of multiple methods of assessment, including performance based assessments can also be found in course syllabi.

As described in Standard 4, faculty in the unit bring multicultural experiences to prepare candidates to become educational professionals in diverse settings throughout the Sonoma State University service area, California, and the nation. The ethnic and gender make-up of the faculty for fall 2004 is represented in the table 5.2 below.

**Table 5.2: Diversity of the faculty from AY01-02 - present.**

	Lecturer FTE Part-Time Head Count	Lecturer FTE	FT Lecturer (included in Head Count)	Tenure-Track Head Count	Tenured Head Count	FERP Head Count (sen working)	T-TT Female	Temp Female	T-TT Male	Temp Male	Temp Black	Pacific Islanders Pacific Islanders	T-TT Asian Pacific Islanders	Temp Asian Pacific Islanders	T-TT Hispanic	Temp Hispanic	T-TT White	Temp White	Temp Ethnicity Unknown
F01	40	14.52	3	9	17	2	11	24	14	17	1	3	1	2	3	21	33	2	
S02	36	12.5	4	8	14	2	10	26	12	10	1	2	1	1	3	18	31	1	
F02	47	15.37	2	9	17	3	11	35	15	12	3	2	1	3	5	21	35	3	
S03	42	14.13	3	10	14	1	11	30	13	12	1	2	2	3	3	19	34	2	
F03	40	14.48	3	11	14	1	13	34	12	6	1	2	1	3	3	20	29	6	
S04	42	14.09	1	12	15	1	12	30	15	12	2	2	1	3	3	22	34	2	

Reports in the unit show that Sonoma State University and its region are demographically diverse. The diversity goals for candidates are articulated and infused in the unit’s conceptual framework and are consistent with the University’s mission statement. Therefore, faculty in the unit are committed to preparing candidates to teach all learners in P-12 schools. Documents provided by the unit show that faculty are engaged in projects that are designed to diversity the teaching force and prepare candidates for multicultural experiences. These projects include, but are not limited to: *Teacher Diversity Project*, *Project Quest*, *Project Pita*, and *Project BECA*. Interviews with faculty, administrators, and candidates reveal that candidates representing the dominate culture, work collaboratively in courses with fellow candidates who belong to traditionally under representative groups. As shown in course syllabi, faculty include diversity and multicultural topics, projects, and assignments in their courses. Interviews with candidates, graduates, and school personnel further reveal that faculty in the unit are responsive to the needs of the diverse candidates they serve and to the community.

A review of a sample of course syllabi show that there are several courses that emphasize diversity. For example, in EDUC 417 (School and Society), candidates acquire basic knowledge related to the impact of issues, race, class, gender, politics, history, the law, and culture on ethnic minorities. In this class, students make a presentation on multiculturalism, bilingualism and special needs. Candidates are also assigned readings on *Ethnic Minorities and Education: Issues of Race and Culture*, including “*Improving Education for All Children.*” In EDMS 470 (Multicultural Pedagogy) topics are included on culture, race and ethnicity. In small groups, candidates develop multicultural teaching strategies based on teaching an integrated curriculum to address the diverse needs of students in terms of race, culture, language, and special needs.

Consistent with the unit’s conceptual framework, there is substantial evidence to indicate that faculty use technology to prepare candidates and other school personnel to achieve student learning. Interviews with faculty confirm that all candidates are expected to meet all the CCTC standards (TPE or CSTP) for the credential program in which they teach. These standards include technology. Interviews with faculty at the initial and advanced levels, as well as a review of course syllabi, and web sites for departmental programs reveal that faculty use technology in a variety of ways to enhance their teaching and candidates’ learning. Documents show that faculty have incorporated distance technology as an additional component in face-to-face instruction and in distance learning project. Faculty infuse technology in their courses by

assigning research project activities requiring internet searches. They also use the web to offer courses on-line, use Blackboard software to make available to candidates course syllabi, assignments, projects, quizzes, tests, and Internet links. Interviews with faculty indicate that they also include Web-CT in their courses to promote candidates' use of technology. Interviews with candidates and graduates indicate faculty use SmartBoards in their courses. Faculty also use features such as PowerPoint, Inspiration, Kidspiration, Webquest, and FrontPage. Course syllabi and faculty web sites show detailed information concerning the incorporation of technology in courses.

Interviews with candidates at the initial and advanced level indicate that they use e-mails to communicate with and receive instruction from faculty. A review of selected course syllabi reveal that candidates are required to engage in threaded discussions via WebCT and/or communicate directly with faculty using email and listserves. Faculty members develop PowerPoint presentations for their courses, develop research projects and other assignments that require the candidates' use of technology. Sample PowerPoint presentations created by candidates for various courses are displayed in the unit.

Evidence of multiple methods of assessment, including performance based assessments can be found in course syllabi. Faculty use multiple sources of data to assess candidate performance and to model appropriate assessment processes. Course syllabi show that faculty assessment methods include the use of objective and essay examinations. In addition, faculty use writing assignments, action research, classroom reflection, individual and group projects, portfolios and presentations to assess candidates' performance. Interviews with faculty confirm that a variety of assessments methods focus on reflection, critical thinking, problem solving, and candidate dispositions.

Documents in the unit show that there are numerous professional development opportunities available to faculty to perfect their skills in the use of technology. Faculty have received grants to increase the technological resources made available to them and candidates. Grants also provide opportunities for faculty to integrate technology in teacher preparation courses and use the technology to advance the best practices that develop from them. A *School of Education Summary of Grants from 2000-2004* show faculty awards of 1.6 million for 2002-2003 and 1.1 million for 2004-05.

Teaching effectiveness is a priority for faculty in the unit. As stated in the *Sonoma State University Faculty Handbook*, the University recognizes the autonomy of each department or equivalent unit in the conduct of periodic evaluation of tenured, faculty employees. It notes that the periodic evaluation is separate and distinct from performance review evaluation. Performance review evaluations result in recommendations concerning reappointment, tenure, and promotion. The purpose of the evaluation is clearly delineated in the handbook. The Reappointment, Tenure, and Promotion (RTP) review for resident faculty, and yearly review for lecturers, provides formal assessment of faculty teaching. In addition to analyzing SETE scores and qualitative student evaluations (and, for tenure-track faculty, submitting two peer evaluations), faculty are required to write a reflection of their teaching performance, which examines the positive effects of their teaching on candidate performance and the challenges they face.

All faculty members must have at least two of their courses per year evaluated by candidates using Student Evaluation of Teaching Effectiveness (SETE) forms that are distributed to candidates at the end of each course. The SETE's focus on 14 areas of teacher effectiveness, including the instructor's enthusiasm for teaching, helpfulness, preparedness, communication skills, diversity of viewpoint, and competence. Documents show that scores for the teaching performance of faculty in the unit are consistently high.

Reports of unit's exit and graduate surveys, as well as comments from graduates indicate that they are very positive about the quality of instruction they received in their degree programs, that they view the intellectual challenge of the program positively, and that they feel prepared for their chosen field of study. Other SETE evidence of teacher effectiveness show a high degree of candidate satisfaction with the instruction that they have received by unit faculty over a four year period. On a scale of 1-5, with 1=ineffective, 2=somewhat ineffective, 3= moderately effective, 4=effective, 5= very effective, the mean faculty scores were consistently well above four.

Documents show that as part of PEARL, the unit-wide assessment system, faculty participate in analysis of several assessments, including a candidate exit surveys, the CSU graduate survey, and the field study of graduates. All of these assessments provide feedback on faculty knowledge and expertise, as well as their exceptional teaching.

Other evidence of faculty modeling the best practices in teaching is supported by awards that faculty in the unit have received for excellence. In the last five years, two faculty members in the unit have received top honors in the community college and university division of the Excellence in Education Award, sponsored by the Santa Rosa Chamber of Commerce. Faculty have also been nominated for the Sonoma State University Excellence in Teaching Award. A School of Education faculty member is serving as the Director of the University's Center for Teaching and Professional Development. Faculty in the unit also receive other state, regional, and national honors for excellent teaching, outstanding service, and research/creative work.

### **Modeling Best Professional Practices in Scholarship**

Faculty in the unit model best practices through active engagement in scholarly work in their fields of specialization. Faculty regard scholarship as an integral part of their role in preparing tomorrow's education professionals. The scholarly work of faculty is based on the mission of University and the unit, and is documented in many ways at the initial and advanced levels. Faculty vitae show that scholarship activities include publications in professional scholarly journals, and through presentations at professional conferences at the local, regional, national and international levels. There is substantial evidence that faculty engage in scholarship in traditional venues such as publication of books, chapters in books, and articles in refereed journals, as well as non-refereed approaches that include the application of research in classroom settings.

Detailed faculty vitae and sample displays of faculty publications indicate that faculty at the initial and advanced level show that they engage in pedagogical scholarship, are committed to their own professional and intellectual development, and have established a scholarly reputation

in their specialized fields. Data provided by the unit show that during the past four years, full-time tenured or tenure track faculty's scholarship activities have been numerous. Faculty have published 81 scholarly publications. In addition, the faculty are involved in grant writing activities, securing internal and external grants. Over the past four years, 16 of 20 faculty members have secured federal, state, and internal grants that have enabled them to conduct research, explore best instructional practices, create websites and streamed video lessons, and collaborate with colleagues within and beyond the institution. Table 5.3 below illustrates faculty scholarly activity over the past four years.

**Table 5.3 Faculty Scholarly Productivity**

Total # faculty surveyed	# faculty who published	% faculty who published	Total # publications	# who made conference presentations	% who made conf. pres.	Total # conf. pres.	# faculty who had grants funded	% faculty who had grants funded	Total # grants
20	15	75	81	19	95	219	16	80	94

During 2000-2004, documents in the unit show that full-time faculty made more than 219 presentations at local, regional, national, and international conferences, and association meetings. Faculty members made presentations on such topics as, *Improving investments in professional development: Lessons from 5 districts* (American Education Finance Association), *The effect of school resources on instructional practices and student outcomes: Does money matter redux* (Teacher Compensation Conference of the Consortium for Policy Research), *Methods to evaluate distance learning*.

Documentation in the unit and interviews with faculty reveal that they collaborate with colleagues at the university, with colleagues at other colleges and universities, and with K-12 educators to conduct research another scholarly work. Table 5.4 show collaborations in scholarship by faculty over a five year period-1999-2004.

**Table 5.4 Faculty Collaboration Summary 1999-2004**

<p>Collaborations with School of Education Colleagues</p> <ul style="list-style-type: none"> <li>Grants written/received—20/11</li> <li>Articles or chapters published—9</li> <li>Software published—2</li> <li>Conference papers presented—33</li> <li>Videolessons published—10</li> <li>Conference planned—1</li> </ul>
<p>Collaborations with Colleagues in Other Colleges/Universities</p> <ul style="list-style-type: none"> <li>Grants written/received—8/3</li> <li>Articles or chapters published—13</li> <li>Conference papers presented—38</li> <li>Videolessons published—20</li> </ul>
<p>Collaborations with P-12 Educators</p> <ul style="list-style-type: none"> <li>Grants written/received—8/3</li> <li>Conference papers presented—5</li> <li>Conference papers presented with credential candidates—1</li> <li>Videolessons published—10</li> </ul>
<p>Current Collaborations</p> <ul style="list-style-type: none"> <li>Grants—3</li> <li>Articles/chapters—7</li> <li>Books—4</li> <li>Conference papers—10</li> <li>Guest Editors of a Journal—2</li> </ul>

**Modeling Best Professional Practices in Service**

Faculty demonstrate the modeling of best practice by providing service to the unit, university, and greater community. Faculty also provide leadership to professional organizations at local, state, national, and international levels by serving as officers or board members for local schools and professional organizations, and as program chairs for national conferences.

Service to a faculty member’s department, college, university and profession are all highly regarded in the unit. Consistent with the unit’s mission, the faculty at the initial and advanced levels serve on a wide variety of committees at all levels in the University and unit. Initial and advanced programs have advisory committees composed of members of the community and

faculty from other units in the university who attest to the extensive involvement of faculty in service related activities.

Interviews with administrators, and school based personnel report that faculty are regularly solicited by individuals and organizations from the field to serve as educational consultants. A review of faculty vitae and knowledge gained through interviews reveal that faculty provide off-campus activities to a large number of schools and school districts.

The faculty are also members of a number of professional organizations. Many serve in leadership positions within those organizations, which provide further evidence that faculty, are committed to service and are well respected by their peers. Evidence submitted by the unit show that faculty served on over 229 universities, school, or departmental committee activities during the 2004-2005 academic year.

Service activities are also reflected by participation of the faculty at the initial and advanced levels on various professional committees. Faculty vitae show that they are not only active participants, but hold membership and leadership positions. For example, during the 2004-2005 academic year, a member of the School of Education is serving as Chair of the University Faculty. Faculty vitae also show that they serve the campus community in a variety of leadership roles. Interviews with faculty indicate that they have been elected to leadership positions on university committees, have served on boards and committees in the local community, and/or represent the university on other prestigious committees.

Consistent with the unit’s mission, faculty in the unit are involved in collaborating with public school teachers and administrators to improve instructional delivery systems by conducting action research and providing professional development opportunities on a wide range of topics. Faculty are actively involved with the professional world of practice in P-12 schools. Faculty services to the unit, university, as well as local, national, and international communities are varied. Tables 5.5 and 5.6 illustrate the extent of faculty service on campus committees and membership in professional organizations.

**Table 5.5 Faculty Campus Committee Participation**

	# of Faculty who serve on committee	% of faculty surveyed	Total # of Committees
University	19	95	68
School	18	90	80
Department	17	85	81

**Table 5.6 Faculty Membership in National/State Professional Organizations**

# Faculty w/Memberships in Professional Organizations	% Faculty w/Memberships in Professional Organizations	Total # Memberships
20	100	102

## **Collaboration**

The faculty members in the unit are involved in a variety of collaborative activities with faculty in the other colleges within the university. Evidence from multiple sources substantiate that faculty in the unit are engaged in collaborative endeavors with the professional learning community and seek opportunities to work with others within the unit, university, and community in order to improve candidate learning and preparation. Faculty members conduct workshops, serve on community advisory boards, and participate in a variety of activities that foster collaboration in P-12 settings. In addition, they are also involved with their partners in the surrounding P-12 public schools and the broader professional community. Faculty members from the unit have collaborated with faculty members from units across the campus and in surrounding P-12 public schools in the area of grant writing. In their efforts to include their cross-campus colleagues and P-12 public school partners, faculty report during interviews that they have approached and included them in a number of grant writing opportunities.

Interviews with faculty members from the units outside the School of Education are also involved in collaborative efforts as participants on committees which make decisions concerning the programs in the unit. Finally, as a less formal example of collaboration, the department heads and faculty members from units across campus indicate that there is informal communication process in place that allows faculty to freely communicate with their colleagues in other units in order to deal with specific needs of the candidates.

All of these collaborative activities demonstrate that the faculty members in the unit are working hard to strengthen their relationships with the university, colleagues, P-12 public school partners, and the broader professional community in order to improve the experiences of the unit's teacher candidates and other school personnel.

Exhibits found in the unit, review of faculty vitae and interviews with faculty reveal that they collaborate with colleagues to address issues related to program planning, implementation, and evaluation by participating in department and unit faculty meeting, participating in campus-wide meetings (Single Subject Advisory Committee, Multiple Subject Hutchins Blended Program Committee, and the Teacher Education Council) and work with colleagues in other activities across programs to facilitate the teaching and supervision of candidates. Further documentation show that faculty in unit collaborate with colleagues to pursue their scholarly research agendas, which included, but is not limited to conducting research, writing grants, presenting at conferences, publishing articles, chapters, and books. Faculty in the unit collaborate with colleagues to facilitate the teaching and supervision of candidates.

Faculty in the unit also collaborate with colleagues to address issues related to program planning, implementation, and evaluation. For example, faculty collaborate in departmental, unit faculty meeting, campus-wide committees, and with the P-12 community. Although limited, minutes were found from meetings of the Single Subject Advisory Committee (SSAC), the Multiple Subject Hutchins Blended Program Committee, and the Teacher Education Council. Minutes were also found from the faculty's involvement with Community Advisory Boards.

## **Unit Evaluation of Professional Education Faculty Performance**

All full-time and adjunct faculty members involved in teaching in the unit are evaluated with regard to their teaching performance in the classroom. Both groups of faculty members are evaluated using the S.E.T.E. evaluation system.

Faculty at the university are evaluated systematically according to the guidelines written in the Memorandum of Understanding (MOU) between the CSU system and the California Faculty Association (CFA). The evaluation process includes two types of faculty review: performance reviews and periodic evaluations. Performance reviews are conducted annually following the first year of probationary (tenure-track) appointment. Performance reviews require detailed reporting of performance using a standard SSU Reappointment, Tenure and Promotion dossier format, and include extensive documentation of scholarly activities and accomplishments. School of Education departments have policy and procedures corresponding to the SSU policy. These performance reviews are important sources of information for those who make promotion and tenure decisions. The written evaluation of the dossier provides the faculty with important feedback regarding their performance and expectations for their performance.

Decisions regarding tenure and promotion are based on independent recommendations from department, school, and university RTP committees and the Dean of the School of Education. Final RTP decisions are made by the President of the University.

RTP evaluations involving peer, committee, and administrative review in the following manner:

1. Annually for probationary faculty
2. At six-year intervals for tenure and promotion

The domains in which tenure-track faculty are evaluated are defined by the University. They include effectiveness in academic assignment (i.e. teaching and supervision), scholarship, and service.

Under the MOU reached by the CSU Board of Trustees and the California Faculty Association, tenured and tenure-track professors must be evaluated by students in two classes each year using the Student Evaluation of Teaching Effectiveness (SETE), an instrument developed by University faculty committees and approved by the University. The SETE contains 14 items evaluating the instructor, such as "made course requirements clear," "showed concern for students" and "increased my understanding of the subject." Because University policy states that effective teaching is necessary for tenure, the SETEs play a significant role in promotion and tenure decisions. Candidates rate faculty on a scale of 1-5 with 5 as superior.

In addition to the SETE, evaluations of full-time faculty also include peer review in the form of classroom visits by faculty colleagues to observe instructional practices, and self-review of one's teaching effectiveness. All faculty members who have supervisory responsibilities are evaluated by the candidates they supervise and by the resident teachers or other field professionals with whom interns or student teachers are placed. This evaluation is returned to the department chair.

Evidence found in the unit indicate that faculty are also evaluated on their scholarly and artistic achievement, and are expected to contribute service on department, college, and university

committees, advise candidates, sponsor student organizations, participate in faculty mentor programs, and assume leadership positions both in the university and in their professional and scholarly communities, and provide service to organizations in the community.

Faculty who are six years beyond receiving tenure (generally those who have achieved the rank of Full Professor) are evaluated in the SSU policy and the corresponding School of Education policy. Areas for this review are identical to RTP review: teaching/supervision, scholarship, and service. The School of Education RTP Committee oversees this process following the SOE.

Adjunct faculty and Educators-in-Residence are evaluated each year and are required to do SETE evaluation in each course they teach. Evaluation of their supervision is done routinely in student teaching seminars. These evaluations, together with course syllabi are reviewed by the department chair. Decisions about whether to rehire adjunct faculty and Educators-in-Residence are made by the department chair based on this documented evidence. Those found to be performing below expectations are not hired in subsequent semesters.

RTP and Periodic Review procedures include recommendations from peer review committees and administrators at all levels when improvement in teaching, scholarship, or service is needed. Frequently, department chairs confer with faculty to assist them in taking action to bring about change. The SSU Center for Professional Development is a primary resource for faculty seeking assistance in improving teaching effectiveness and/or scholarly production.

The dean of the unit and other administrators at the University indicate that formal policies and procedures related to the evaluation of full-time and adjunct faculty member's performance are in place to assist the faculty in their efforts to improve their teaching, scholarship, and university/public service. These reviews are designed to acknowledge a faculty member's good work, point out areas of improvement, identify the most productive uses of the faculty member's talents and expertise, and identify opportunities to energize all faculty members to reach new levels of achievement. From interviews conducted with administrators and faculty members, it is evident that the faculty members in the unit have been successful in their efforts to meet the demands of the faculty evaluation process.

### **Unit Facilitation of Professional Development**

There are professional development activities provided each year to the faculty in the unit. As was ascertained in interviews with faculty and administrators in the unit, the topics for the vast majority of these activities come from the faculty. A number of the faculty stated during interviews that they view professional development not only as an opportunity to keep themselves abreast of the latest happenings in their various fields, but as a valuable source of information and training that can be used to enlighten their pre-service teacher candidates and graduate candidates.

Faculty members in the unit are involved in a number of activities for professional development. These experiences range from learning more about issues related to their candidates' preparation to the increased use of technology in their teaching. In each case, the faculty members stated in

interviews that they viewed these experiences as valuable ways for improving their knowledge as well as the candidates' knowledge.

The Center for Teaching and Professional Development (CCPD) provides support for faculty members who seek assistance with innovative uses toward teaching and professional development activities. For example, during the fall of 2004, over 40 faculty members and administrators attended a forum sponsored by the CCPD on the use of WebCT. During the spring of 2005, two tenure track, and 2 adjunct faculty members from the School of Education will attend the Eight CSU Symposium on University Teaching, which will be held at Cal Poly, Pomona. In addition to the numerous activities sponsored by the CCPD, the School of Education provides systematic and comprehensive opportunities for professional development of the faculty. Resources are available to assist faculty to meet their individual and collective needs. Support includes grants for professional development research and projects; workshops designed to enhance quality of instruction, seminars, forums, and retreats to enrich the intellectual vitality of the college culture. Faculty professional development in the unit includes these major components:

- SOE Technology Support Center
- Assigned Time for New Faculty
- Sabbatical Leaves
- CSU Research Grants
- SOE Dean Support for Faculty Professional Development
- Workshops, Seminars, Meetings, Retreats
- Travel Reimbursement

The School of Education Technology Center promotes faculty technology education through one-on-one and/or group mentoring. The center is open to faculty and students, and has been a major resource for the Multiple Subject Program implementation of digital portfolios. The center is the outgrowth of technology mentoring that has been provided for School of Education faculty through PT3 grants. The Digital Bridge grant provides funding for mentoring and guidance in the use of applications and hardware that facilitated candidate success in our credential programs. Currently, the Light Bridge grant continues assisting faculty through its collection of a streamed video best practices library.

The School of Education provides first year, tenure-track faculty with teaching loads that are reduced by three units (one course). This practice is designed to provide new faculty the time to develop their courses and to begin their scholarly and service activities.

Sabbatical leaves in the California State University system are designed to enhance faculty members' professional growth and contributions to the University and its students. Faculty are eligible for sabbatical leaves every seven years. Documents show that the California State University distinguishes between sabbatical leaves and difference in pay leaves, which fulfill the same function as sabbaticals but are paid differently. Table 5.7 indicates the number of sabbaticals granted in the School of Education for the last four years.

**Table 5.7 Sabbaticals Awards-2001-2005**

Effective Year of Award	Number of Difference-In-Pay Awards	Number of Sabbatical Awards
2001-2002	2	1
2002-2003	0	1
2003-2004	1	1
2004-2005	0	1

### **Overall Assessment of Standard**

The School of Education at Sonoma State University, with 100 percent of the full-time tenured or tenure faculty holding doctoral degrees have exceptional expertise and professional contemporary experiences to qualify them for their assignments in the unit. All clinical faculty (site-based and university-based) have experience teaching in P-12 schools and are certified or licensed in the areas they supervise or teach. Interviews and multiple data sources indicate that faculty in the unit are exemplary. Interviews with teacher candidates, faculty, alumni, and school-based personnel also indicate faculty at the initial and advanced level value candidates' learning and model the best practices in teaching, infusing technology and diversity throughout their courses. There is substantial evidence to show that faculty engage in scholarly research activities and use a variety of instructional strategies, techniques, and methods, as well as performance assessment tools to enhance their teaching and promote the teacher candidate's learning.

Faculty in the unit participate in a number of activities which involve them in collaborative efforts with faculty members from other colleges across the university. In addition, the unit utilizes a systematic faculty evaluation process to address the areas of faculty teaching performance, scholarly activities, and service to the university and the greater community. Faculty evaluate the effectiveness of their teaching approaches and make changes as deemed appropriate based on feedback from multiple. Faculty are actively involved and engaged as a community of scholars and learners. They develop relationships, collaborate with colleagues in other units of the institution, local school districts and other universities to conduct research, write grants, make presentations, and publish. Faculty have numerous opportunities to assist them with their professional development. They are evaluated on their teaching, scholarship, and service systematically according to the guidelines written in the Memorandum of Understanding between the CSU system and the California Faculty Association. The unit has policies and practices that encourage all professional faculty to be continuous learners and scholars.

**C. NCATE Recommendation: Standard Met**

**D. Areas for Improvement: None**

**E. State Team Decision: Standard 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.*

### **A. Level: Initial and Advanced**

### **B. Findings:**

#### **Unit leadership and authority**

The School of Education is one of five academic schools in the division of Academic Affairs at Sonoma State University and is organized in parallel fashion to the other four academic schools: the dean is the administrative head, with department chairs as faculty/academic leaders and the Administrative Manager as staff leader. The interim dean of the School of Education, Dr. Martha Rapp Ruddell, reports to the provost for academic affairs, Dr. Eduardo Ochoa, and is responsible for the administration of three departments in which reside basic credential programs and advanced certificate or credential programs, and five Master of Arts in Education concentrations. The dean provides academic leadership, hires faculty and staff, encourages and evaluates faculty and staff professional development, oversees unit assessment, establishes and maintains contact with P-12 school districts and agencies, and promotes grant and other scholarly activities. The dean is charged with: providing administrative leadership, maintaining fiscal affairs in an appropriate manner, maintaining curriculum standards in the school, maintaining professional relationships with instructional faculty, candidates, and non-academic staff, and developing alumni and community support. The School of Social Sciences, which houses the Pupil Personnel Services credential and School Counseling M.A. program, is headed by Dean Elaine Leeder; the School of Science and Technology, which houses the Adapted Physical Education credential, and is headed by Dean Saeid Rahimi. The organization and structure of the School of Social Sciences and the School of Science and Technology are similar to the School of Education in terms of leadership and authority, budget, personnel, facilities, and resources.

The primary governing body of the School of Education is the Council of Chairs consisting of the dean and the three department chairs; the director of graduate studies and director of accreditation and assessment frequently join the Council of Chairs meetings. The Council meets two to three times a month to discuss coordination of programs, scheduling, budget, policy issues, space allocations, and program and unit assessment. While the Institutional Report states that the Council of Chairs agendas and minutes are disseminated via email and posted on the SOE website, the minutes and agendas were not apparent on the website.

In addition to the Council, the dean meets weekly with the Unit Coordinating Team consisting of the administrative manager, the administrative analysts, and the student services coordinator. The Unit Coordinating Team meetings focus on issues related to staff training and development, maintenance of the School of Education website, credentials processing, information

dissemination, School events planning, and the general operation of the School, including problem solving and strategic planning.

Administrative coordinators handle all of the procedural work associated with scheduling courses and oversight of faculty teaching load, managing the paperwork for reappointment, tenure, and promotion cycles each year, coordinating the recruitment, hiring and evaluation of faculty, correspondence with candidates and others, and all the work of each department. A School of Education Handbook for Chairs provides information and forms to be used for handling such department issues as the hiring and evaluation of part-time faculty, grade appeals, grievances, and reporting of faculty teaching load.

Program Advisors for Multiple Subjects, Multiple Subject BCLAD, Single Subject, Reading, Education Specialist Level I, Education Specialist Level II and Administrative Services are elected by their program faculty, recommended by the department chair, and approved by the dean. Program advisors coordinate program admissions and advising, oversee program planning, implementation, evaluation, and revision, schedule courses and assign faculty, and constitute the Program Advisory Committee. The director of graduate studies oversees the graduate programs, monitors and schedules the core courses of the M.A. program, and chairs the graduate committee. In 2003-04 the School initiated the position of director of field placements to centralize and streamline student teacher placement which was previously done by each program.

The SOE Curriculum Committee oversees curricular decisions including decisions regarding education coursework and programs offered through Extended Education. This committee consists of three elected faculty representatives from each department and an additional non-voting member from the Council of Chairs. The University Teacher Education Council (TEC) is the university-wide body that oversees all of issues related to teacher education. The TEC is co-chaired by the university Provost and the dean of the School of Education. Each dean and a faculty member of the four schools involved in teacher preparation serves on the Council. Additionally, each department in the School of Education has one member on the Council; a community member from a K-12 district or the Sonoma County Office of Education has a two-year term of membership. While the Institutional Report states that TEC agendas and action items for the TEC are posted on the SOE website, they were not apparent on the website.

The university has developed a webpage for all policies and procedures, which includes information about grading policies and recruiting and admissions policies. These policies seem consistent with those referenced in the University bulletin. Academic calendars, catalogue, bulletins, publications, and advertising seem to be current and accurate. This information is maintained on the university and SOE websites, and also available on a CD-ROM. Grading policies are referenced on policy website and in the SOE policy manual.

Student Services is responsible for managing the procedural aspects and record keeping for candidate application, admission, retention, and completion of programs. The credential analysts process final recommendation of credential candidates to the State of California. Student Services works in tandem with faculty and programs for seeing candidates through programs. Faculty and programs make decisions about program admission, retention, and completion;

Student Services sends notifications, accepts paperwork, and oversees formal records. Staff of the Teacher Diversity Project (TDP), Project Quest, and other recruitment programs work with the coordinator of student services to provide information, recruit new candidates to the teaching profession, and support students during their enrollment in Education programs. In addition, the coordinator of student services oversees recruitment and application information on the School of Education website, and verifies accuracy of information in program handbooks and program brochures. The coordinator is also responsible for communicating with various university departments to ensure that information about student resources and services on the SSU website is accurate.

The P-12 community collaborates with the faculty to design, implement, and assess the credential and graduate programs. Each program and/or department has its own community advisory committee, comprised of P-12 teachers and administrators, who provide advice on program changes, standards, and assessment findings; these committees were involved in the discussions that led to the development of the School of Education conceptual framework. The Multiple and Single Subject Programs regularly consult with faculty outside of the School of Education through the Single Subject Advisory Committee and Elementary Subject Matter Preparation Subcommittee concerning subject matter preparation programs and the teaching of some of the specialized courses in art, music, and foreign language education.

**Unit Budget**

The School of Education’s state-appropriated funds are comparable to other schools in the university. Funds for instruction, faculty, curriculum, clinical work and work with K-12 schools showed an increase of 8.36% from 2000-2001 academic year to 2002-2003, commensurate with an increase in the Full Time Equivalent Students (FTES). In the three years following (2002-2003 through 2004-2005), due to California State mandated budget reductions to the CSU, the School of Education experienced a 12.61% decrease in instructional funding. A recent 5.4% decrease in the 2004-05 FTES target was implemented to reduce costs.

**Table 6.1 School of Education Budget Summary 2000-2005**

Year	Instruction Budget	Staff Budget	Total Budget
2000-2001	2,219,769	446,420	2,666,189
2001-2002	2,249,917	453,843	2,703,760
2002-2003	2,405,389	466,680	2,872,069
2003-2004	2,224,532	466,632	2,691,164
2004-2005*	2,135,981	467,412	2,603,393

\*Adjustment made for 2004-05 budget reductions.

A comparison of the general fund budget for the School of Education and other academic schools at Sonoma State University shows an equitable allocation across schools in relation to budget and FTES. For example, in 2003-2004, the School of Education portion of the academic schools’ total budget was 11% to support 9% of the FTES. In comparison, the School of Arts & Humanities received 28% of the academic school’s budget while supporting 28% of the FTES.

**Table 6.2 Academic Schools - Budget & FTES Comparison 2000-2005**

Academic School Budgets/FTES	Arts & Humanities	Business & Economics	Education	Science & Technology	Social Sciences	Total
<b>Total Acad School Budgets 2004-05</b>	6,580,336	2,778,553	2,603,393	6,232,968	5,515,527	23,710,777
<b>% of Acad Schools Budget</b>	<b>28%</b>	<b>12%</b>	<b>11%</b>	<b>26%</b>	<b>23%</b>	
<b>FTES 2004-05</b>	1,894	795	547	1,660	1,766	6,662
<b>Cost per FTES</b>	3,474	3,495	4,759	3,755	3,123	
<b>% FTES</b>	<b>28%</b>	<b>12%</b>	<b>8%</b>	<b>25%</b>	<b>27%</b>	
<b>Total Acad School Budgets 2003-04</b>	6,993,495	2,898,199	2,691,164	6,648,704	5,718,063	24,949,625
<b>% of Acad Schools Budget</b>	<b>28%</b>	<b>12%</b>	<b>11%</b>	<b>27%</b>	<b>23%</b>	
<b>FTES 2003-04</b>	1,973	862	635	1,672	1,841	6,983
<b>Cost per FTES</b>	3,544	3,362	4,238	3,977	3,106	
<b>% FTES</b>	<b>28%</b>	<b>12%</b>	<b>9%</b>	<b>24%</b>	<b>27%</b>	
<b>Total Acad School Budgets 2002-03</b>	7,368,693	2,990,880	2,872,069	6,995,345	6,087,775	26,314,762
<b>% of Acad School Budgets</b>	<b>28%</b>	<b>11%</b>	<b>11%</b>	<b>27%</b>	<b>23%</b>	
<b>FTES 2002-03</b>	1,953	869	613	1,664	1,781	6,880
<b>Cost per FTES</b>	3,773	3,441	4,686	4,204	3,418	
<b>% FTES</b>	<b>28%</b>	<b>13%</b>	<b>9%</b>	<b>24%</b>	<b>26%</b>	
<b>Total Acad School Budgets 2001-02</b>	7,175,602	2,758,151	2,703,760	6,713,472	5,795,097	25,146,082
<b>% of Acad School Budgets</b>	<b>29%</b>	<b>11%</b>	<b>11%</b>	<b>27%</b>	<b>23%</b>	
<b>FTES 2001-02</b>	1,836	761	553	1,581	1,666	6,397
<b>Cost per FTES</b>	3,908	3,623	4,886	4,247	3,479	
<b>% FTES</b>	<b>29%</b>	<b>12%</b>	<b>9%</b>	<b>25%</b>	<b>26%</b>	
<b>Total Acad School Budgets 2000-01</b>	6,985,557	2,701,330	2,666,189	6,671,240	5,688,314	24,712,630
<b>% of Acad School Budgets</b>	<b>28%</b>	<b>11%</b>	<b>11%</b>	<b>27%</b>	<b>23%</b>	
<b>FTES 2000-01</b>	1,750	697	482	1,550	1,662	6,141
<b>Cost per FTES</b>	3,991	3,873	5,528	4,305	3,423	
<b>% FTES</b>	<b>29%</b>	<b>11%</b>	<b>8%</b>	<b>25%</b>	<b>27%</b>	

## Personnel

Faculty members in the School of Education are either resident or adjunct. Resident faculty include tenured and tenure-track (probationary) faculty, participants in the Faculty Early Retirement Program (FERP), Educators-in-Residence, cross-campus faculty, and emeritus faculty. Adjunct faculty members include lecturers (full-time adjunct), part-time instructors, part-time supervisors, and part-time combined instructors/supervisors. In the fall 2004 semester, the School of Education faculty membership were distributed as:

**Table 6.3 Resident and Adjunct Faculty**

<b>Resident Faculty</b>		<b>Adjunct Faculty</b>	
<b>Type</b>	<b>Number</b>		
Tenured	11	Lecturer	6
Tenure-Track	9	Part-time Instructor	14
FERP	1	Part-time Supervisor	5
Educator-in-Residence	2	Part-time Instructor/Supervisor	2
Cross-campus	4		
Emeritus	1		
<b>Total</b>	<b>28</b>	<b>Total</b>	<b>27</b>

Sonoma State University tenured and tenure-track faculty teach 12 Weighted Teaching Units (WTUs) per semester and additionally perform the equivalent of three WTUs of work in student advising, governance, committee work, university and community service and scholarly activity. Weighted teaching units are used for teaching courses and/or supervision of student teachers, interns, or school administration candidates. Current practice is a 2:1 ratio for supervision; two student teachers are assigned for one WTU. The MOU between the California Faculty Association (CFA) and the CSU stipulates that “The parties agree to continue the current practice regarding the calculation of Weighted Teaching Units. . . .” (Section 20.1,d.) Programs monitor student teaching supervision assignments so that no faculty members supervise an inordinate number of student teachers. Faculty members may also have part of their duties designated as “assigned” or “released” time, both of which are addressed below.

The Educator-in-Residence program was established in 1994 to create a unique partnership between the Sonoma State University School of Education and school districts in the university service area. The Educator-in-Residence program allows exemplary faculty in area schools to serve as resident faculty in the School of Education for a year with a potential extension to two years. Educators-in-Residence remain employed by their school district. In return, the School of Education reimburses the district for the cost of hiring an educator from recent School of Education credential recipients to teach in place of the Educator-in-Residence. Educators-in-Residence plan and teach courses collaboratively with School of Education faculty, teach courses individually, and supervise student teachers. Their course/supervision load is equivalent to tenured/tenure-track faculty, with the additional three WTUs for student advising; attending all program, department, and School meetings; and committee work

Full-time adjunct faculty teaches 15 WTUs and may have one semester to three-year contracts, depending on their length of service and contractual perquisites. After a contractually stipulated period of effective service, temporary faculty qualify for three-year contracts given that teaching or supervision for which they are qualified is available, and not being done by tenured or probationary faculty.

Part-time adjunct faculty teach from 3 to 12 units and tend to be assigned to courses and to field supervision that probationary or tenured faculty are drawn away from due to assignment to other Departmental or School functions—for example, assigned time for special projects, student

teacher placement, or special advising, or released time for grant funded activity or faculty leadership in governance.

The School makes effective use of part-time faculty. Department chairs meet with adjunct faculty routinely to insure that these faculty stay informed about issues necessary for the effective performance of their duties, especially with respect to supervision of student teachers and administrative interns. Staff is well qualified and sufficient for the running of the Education program.

### **Unit facilities**

The School of Education is situated in Stevenson Hall on the main campus of Sonoma State University. This building contains the faculty, staff, student services and administrative offices along with classrooms, the Technology Support Center, and conference rooms. The Reading Lab, Stevenson 3082, is used for reading instruction. This classroom contains reading instruction materials housed in locked cabinets as well as substantial instructional technology equipment. In the fall of 2003, the School of Education moved into its newly remodeled suite of offices in Stevenson Hall.

Most education classes meet in Stevenson Hall, near faculty offices, although some meet in other buildings. Salazar Hall contains three smart classrooms for which the SOE has priority access; each classroom is equipped with a large-screen LCD projector, computer, and DVD, CD, video player, and a cart with 20 laptops available for use in the room. The building is equipped for wireless and Ethernet access to the Internet.

Other key facilities on campus include the Schulz Information Center which houses the main University Library and Information Technology Resources, and the SOE Technology Support Center. Staffed by three instructional technology assistants, the Technology Support Center assists faculty and students in integrating technology and instruction, in using WebCT for on-line course delivery, development of e-portfolios, development of websites, and other instructional technology related activities.

### **Unit resources including technology**

The School of Education has received a number of technology-related grants that assist the education program. Building the Digital Bridge is project funded by the U.S. Department of Education's program, Preparing Tomorrow's Teachers to Use Technology. The project consortium is led by the School of Education at Sonoma State University. Building the Digital Bridge has been the result of a collaboration of Sonoma State University, seventeen K-12 school districts, two county offices of education, two public education agencies, and four corporations: Apple Computer, Hewlett-Packard, Intel, and Microsoft. Building the Digital Bridge is focused on the restructuring of teacher education programs at Sonoma State. The grant seeks to assist faculty in integrating technology into instruction by utilizing web-based learning environments, multimedia learning resources, technology-rich course materials, and technology teaching tools as a regular component of all courses. As part of the Building the Digital Bridge Project, 1000

master teachers in local school districts who supervise and assist in the training of teacher education students also receive training and support in technology-infused learning via the web to support Sonoma's teacher education students in their field placements.

A second grant, Light Bridge, employs California's Internet2 to pilot and establish revolutionary practices in preparing future teachers to be adept and sophisticated in using technology in the classroom. The goals of Light Bridge are to: strengthen teacher education programs through the development of rich video content offered via the next generation of the Internet; establish a student teacher support and supervision system that assures high quality support and assistance at a distance; and disseminate teacher education video content, online resources, and the student teacher support and supervision system. Light Bridge is partially funded by the U.S. Department of Education's program, Preparing Tomorrow's Teachers to Use Technology (PT3), and is one of fifteen catalyst grants awarded by the U.S Department of Education for 2001-2005.

The SMART program (2004-2006) is funding the development and implementation of the Del Norte M.A. program, which utilizes video conferencing and web-based curriculum. An NSF grant explores the effects on professional development on the scaling up of research, while numerous ongoing grants in the area of mathematics support development and implementation of mathematics curricula; and a grant for the California Reading and Literature Project funds professional development institutes. Project BECA (1999-2004) supported bilingual teaching credential candidates and Project PITA (1999-2005) continues to support candidates seeking basic elementary, secondary, or bilingual Spanish credentials.

The unit uses the People Soft software package to maintain student and financial records. Additionally, the unit uses LiveText for the Multiple Subjects program for assessment activities and e-portfolios.

While the unit has innovative programs in technology, sufficient support for faculty and staff, and sufficient technology resources in terms of hardware and software, there was no evidence of a unit-wide plan for coordinating and planning for instructional technology, and regularly evaluating its use. Additionally, the previous unit-wide technology committee was disbanded and there has not been a formal committee to take its place.

The university library is a new and technologically rich facility. The library is located centrally in the midst of the resident halls, is completely wireless, and has 200 workstations. Wireless laptops are available for checkout. One librarian is designated as the liaison to the SOE, and she meets regularly with the faculty and department chairs to ascertain their library needs. The library assists the Education unit by offering drop in workshops for individual undergraduate students in Education, or by providing course-integrated instruction to an entire class. The library has 650,000 volumes and 10,000 on-line journals which can be accessed 24/7 by library patrons. The library staff assist Education faculty in the use of WebCT in putting courses together or in getting copyright clearances. The library participates in several interlibrary loan programs, including Link Plus which consists of 40 libraries.

## Overall Assessment of Standard

Commitment to the Education unit is an institutional hallmark of Sonoma State University. The leadership of Sonoma State University clearly demonstrates a strong commitment to the training of educators, and has made the allocation of resources to the Education unit a priority. 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. While the governance of the unit is well structured and efficient, the evidence suggests that systematic communication of governance decisions and agendas is lacking. While the technology resources for the unit are commendable and assist candidates to meet standards there was no evidence of a structure for sufficient ongoing technology planning and evaluation, aligned with the unit's governance structure.

### C. NCATE Team Recommendation: Standard Met

#### D. Areas for Improvement:

##### New

1. *The unit lacks systematic processes to communicate governance agendas and decisions.*

*Rationale:* While the unit has an adequate leadership structure with appropriate authority, budget, personnel and resources, there is no systematic process for communicating information about governance-related committees, procedures, and decisions. Meeting agendas and minutes are not regularly and systematically shared with the faculty, staff, and candidates.

2. *The unit lacks a formal structure to ensure that processes, procedures, planning, and assessment of technology are aligned with the governance structure of the unit.*

*Rationale:* While the unit has strong technology resources, the lack of a formal structure, such as a written technology plan that is supported by the unit's governance structure does not ensure the ongoing planning and assessment of the unit's technology activities. The unit has a number of exemplary programs and partnerships in the area of technology, many of these are funded by grants. However, there is no written evidence of a plan for the ongoing implementation of these programs, including their staffing. While the unit has a number of active committees that support the governance structure, the unit-wide technology committee was disbanded and was not formally reconstituted. It is not clear that technology issues are adequately addressed at the committee level of governance.

### E. State Team Recommendation: Standard Met

## **Internship Issues for State Report:**

### **Common Standards 1 and 2 – Leadership and Resources**

The Sonoma State University School of Education has an official agreement with each school district in which an intern is employed. Each district provides each intern with a support provider, and when needed, additional resources.

### **Common Standard 4 – Evaluation**

The Teacher Education Committee oversees and coordinates teacher education programs for the unit. Each program has a community advisory board consisting of program faculty and staff and school district personnel. The community advisory board serves as the official liaison between the unit and the school districts that participate in internship programs. These boards also review program design, candidate and school district needs, program implementation and assessment, and program improvement.

### **Common Standard 5 – Admission**

Admission of intern candidates is coordinated by the Student Services department. Each internship program evaluates internship candidates to make certain that they meet admission criteria and the evaluation includes an inventory of prior experiences that prepare them for the increased responsibilities of an internship position.

### **Common Standard 6 – Advice and Assistance**

Upon acceptance, intern candidates are sent a letter which details requirements and deadlines as well as a specific listing of the courses and sections in which the intern must enroll during the first semester of the program. During the supervised fieldwork portion of the program regularly scheduled required meetings are held with the interns when each candidate receives up-dates on the status of his/her progress in the program, and there are opportunities for interns to seek guidance with their particular situations. Specific handbooks for the credential program are provided to each intern candidate. The handbook outlines the program and professional expectations and responsibilities and charts the course for completion of the credential program.

### **Common Standard 7 – School Collaboration**

The selection of the site support provider is made with the assistance of the site leadership.

### **Common Standard 8 – District Field Supervisors**

Field Supervisors take on a special role for interns already teaching in schools. The university provides supervisors with regular training opportunities.

**PROGRAM STANDARDS**  
**Multiple Subject Credential**  
**Multiple Subject Internship Credential**  
**Multiple Subject BCLAD Emphasis Credential**  
**Multiple Subject Blended Program**

**Findings on Standards**

After review of the institutional self study report, the program document, supporting documentation, a visit to a cooperating school site, and the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards except Standard 14 are met for the Multiple Subject Program. Standard 14 is met with concerns.

**Standard 14 – Preparation to Teach Special Populations in the General Education Classroom** The team found inconsistency with respect to element 14(a); candidates lack systematic exposure to the major categories of disabilities. Coursework is reported to include exposure to categories of disabilities but do not consistently do so in practice. Candidates are unable to name major disabilities. Although all student teaching seminars at least consider the topic of special populations, the content varies widely across sections and/or school sites. All remaining elements of Standard 14 are met. Candidates are well versed in the need to treat students as individuals and have a repertoire of strategies for differentiation. They understand the referral process and experience at least one IEP meeting at the school site.

The Multiple Subject Credential Program at Sonoma State University is a well-conceived program, which offers candidates excellent professional preparation. The faculty is comprised of enthusiastic educators, who emphasize an inclusive philosophy and reflective practice. Graduates are knowledgeable about the curriculum of the elementary school, including the K-12 state adopted academic content standards. Candidates, graduates, and employers commend preparation to deliver comprehensive systematic instruction in Reading/Language Arts. The curricular structure of prerequisites, Phase I, and Phase II includes thoughtfully articulated field experiences and coursework designed to develop candidates' teaching competence. The program has an effective field placement process, which emphasizes collaboration by concentrating placements at selected CORE school sites. Qualified master teachers mentor candidates through student teaching, partnering with a talented corps of university supervisors, comprised primarily of teaching faculty from the School of Education. The program's innovative Digital Portfolio effectively assists candidates in assessing their own competence. Together, the mentor teachers and university supervisors assess candidate competence formally before program completion.

**Strengths:**

High quality faculty are praised by candidates, graduates, peers, and district partners for excellent teaching and mentoring.

The CORE model of field placement, using concentrated placement of participant observers (Phase I) and full time student teachers (Phase II) at professional development schools, is highly successful in fostering collaboration. Peers and mentors observe and debrief lessons; candidates value the support and the ongoing constructive feedback. School personnel appreciate the

professional development opportunities for their faculty and additional assistance for their K-8 students.

The Educator in Residence program brings excellent current field perspective to the program candidates and faculty.

**Concerns:**

None noted

## **Single Subject Credential Single Subject Internship Credential**

### **Findings on Standards**

After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers, supervising practitioners, and visits to cooperating school sites, the team determined that all program standards are met for the Single Subject Program.

Sonoma State University's School of Education Single Subject Program enrolls students well prepared in their subject matter areas. The prerequisite, Phase I and Phase II curricular structure is thoughtfully articulated with field experiences and coursework designed to develop candidates' teaching competence through an intelligent, incremental, faculty and practitioner-based support system. The program's innovative Phase I portfolio review process, conducted by a joint team of education faculty and school district partners, effectively assesses the candidates' progress in meeting credential requirements and their readiness for student teaching (Phase II). District administrators and teachers participating in the portfolio review process uniformly praise the program faculty for including them in this important critical assessment feature. The program has an effective field placement process, which matches candidates with appropriate subject matter and grade level assignments at sites where experience working with students from a variety of backgrounds and ability levels can be obtained. Qualified master teachers mentor candidates through student teaching, partnering with a talented corps of university supervisors, comprised of full-time and part-time education and subject matter faculty. Together, the master teachers and supervisors assess candidate competencies formally by reference to the Teaching Performance Expectations before program completion.

Interviews with individual students, with classes, and with employers confirm the Single Subject Program's success in preparing candidates to infuse educational technology, and to differentiate instruction for different ability groups, for special needs students and for English Language Learners.

Collaboration with school district constituents and cooperation with the academic Schools and Departments contributing to teacher education on campus are important features of SSU's Single Subject program. The Community Advisory Board, comprised of area teachers and

administrators, meets regularly to provide the program with informed input on contemplated changes, new initiatives, and on-going policy and practice. CAB members interviewed praised the program faculty and administration for responsiveness to the members' ideas and concerns and for a readiness to implement resulting decisions. The Single Subject Advisory Council enhances communication and cooperation between the School of Education and other campus Schools and Departments.

Without dissent, current students and recent graduates interviewed applauded the program faculty for being excellent teacher educators, professors who model effectively the methods they espouse; professors who care about their progress and who are always available to them for instruction and advice—and, importantly, professors who very often keep in touch with their graduates in a continuity of professional friendship and support.

### **Strengths:**

Students uniformly praised the high quality of the dedicated scholar-teacher faculty, for excellent teaching, mentoring, and advising.

Collaboration with school district partners operates on a variety of levels, including candidate portfolio reviews, advisory committee communication, innovative programs like the planned University Center School at Elsie Allen High, and the on-going work of inducting new teachers into the profession.

The program has a well-articulated curriculum that balances coursework and fieldwork.

### **Concerns:**

None noted

## **Reading Certificate Reading and Language Arts Specialist Credential**

### **Findings on Standards**

After review of the institutional report, the program report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Reading Certificate. For the Reading and Language Arts Specialist Credential, Standard 16: Advanced Clinical Experiences is met with concerns. All other standards are met.

**Standard 16 – Advanced Clinical Experiences** requires that all Reading and Language Arts Specialist Credential candidates need specific clinical experiences with students who have severe reading difficulties, as well as beginning readers. Interview evidence and documentation indicate that not all candidates participate adequately in these experiences. Candidates have been given

choices in students they work with in their field experiences. This process results in inconsistencies in candidate experiences.

Both the Reading Certificate and the Reading and Language Arts Specialist Credential are graduate programs designed to provide advanced professional preparation in the field of reading and language arts so that teachers may work more effectively with P-12 students, other teachers, administrators, and community members. The program design utilizes an infused model of content delivery in which standards are integrated throughout the coursework to better facilitate learning. Collaborative scholarship is also a fundamental feature of the program design.

The themed blocks of coursework allow candidates to experience the inter-relatedness of theory, pedagogy, and practice. Candidates are well prepared to assess student reading progress, provide preventive and intervention instruction, and improve classroom literacy instruction. Candidates are well prepared, with a wide range of research based teaching strategies. They become literacy leaders at their school sites and in their school districts.

In both programs, candidates begin the coursework in the spring semester with an emphasis on theoretical models and processes of reading. Then the Summer Reading Clinic provides intensive clinical experiences for both Reading Certificate and Credential candidates. Children from local schools benefit from the reading and language arts interventions. Candidates benefit from the supervised experiences with diverse readers, as well as the collaboration and seminars with colleagues. In the fall semester, candidates return to the classroom and continue blending theory and practice in a comprehensive manner to complete their programs.

### **Strengths**

Candidates praised the faculty for their ability to provide instruction that bridges the gap between theoretical instruction and application. Faculty are highly qualified and highly accessible to the candidates.

Candidates reported that, through the use of inquiry in all courses, they challenged their personal views of literacy and learning. Subsequently, they changed for the better as teachers of reading.

### **Concerns**

None noted.

## **Adapted Physical Education Specialist Credential**

### **Findings on Standards:**

Upon review of the institution's response to the appropriate Program Standards, interviews with University administrators, faculty, supervising practitioners, graduates, and candidates, the team finds the following: All program standards are fully met for the Adapted Physical Education Specialist Credential Program.

Following a review of documents and upon completion of a substantial number of interviews, the team determined that the program is highly regarded by the candidates, the supervisors and

current practitioners. All interviews revealed a personal level of gratitude and appreciation for the dedication and competence of the faculty and the program. Both graduates and candidates agreed that they are well prepared for their teaching assignments and in their ability to provide services to their current students and to the community through outreach activities.

The Adapted Physical Education Specialist curriculum and practicum is both rigorous and demanding. All Faculty members have high expectations in both pedagogy and practice. These expectations are clearly defined and embedded in all aspects of the program. Fieldwork is ongoing and integrated throughout the program. Supervisors are carefully selected and provided with ongoing support. Communication between the University, supervisors, employers and students is open ended, collegial and facilitates service to the students and the educational community. Candidates and graduates state that their preparation is meaningful, comprehensive and provides the skills necessary to become successful Adapted Physical Education Specialists.

**Strengths:**

Candidates and graduates universally expressed their appreciation of the dedication, compassion and expertise of the faculty and in the design of the program. Interviews revealed that candidates gained a deeper commitment to this discipline through their participation in two adjunct programs, “Saturday Sidekicks” and “Bike Camp.” Both programs were developed by the current faculty and integrated into their coursework.

A significant number of candidates indicated that this program was a “turning point” in their lives and were eager to share their positive revelations with others. Candidates, graduates and field supervisors commented on the high quality and substance of their field experiences.

**Concerns:**

None noted

**Education Specialist: Mild/Moderate Level I Including Internship**  
**Education Specialist: Moderate/Severe Level I, Including Internship**  
**Education Specialist: Mild/Moderate Level II**  
**Education Specialist: Moderate/Severe Level II**

**Findings on Standards:**

Based on the Institution’s responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, university administrators, and employers, the team finds the following: All standards are fully met for both the Mild/Moderate and the Moderate/Severe Level I and Level II credential programs. All standards are fully met for the Mild/Moderate and the Moderate/Severe Level I Internship Credential Programs

After reviewing documents and conducting numerous interviews, the team determined that Education Specialist credential candidates are well prepared for special education teaching positions. Faculty are highly qualified and committed to best practices in teacher preparation

and special education. Teacher candidates report initial and ongoing advisement, with faculty responsive to their needs during the program and after they graduate. Faculty have excellent collaborative relationships with school districts in both the traditional and intern programs; graduates are highly regarded by employers. The Level II program provides advanced curriculum and also meets individualized needs of new teachers through action research field projects, on-site support, and networking with peers on-line. The projected hiring of two new faculty next year should assist in addressing the significant workload of the three full-time faculty and sustain the implementation of highly effective programs. Finally, the programs are evaluated on an ongoing basis, with findings informing program practices.

**Strengths:**

The candidates and graduates interviewed consistently expressed appreciation for the accessibility of faculty, their high level of professionalism, and the personalized nature of the program. They stated the program prepared them well as special educators. Employers and field supervisors/support providers were pleased with the close partnerships and the quality of the credential candidates. Specific program strengths include:

- Advisement of candidates, particularly on an informal basis
- Content on assessment, behavior management, and collaboration
- Use of case studies and action research projects
- Relevant, hands-on experiences with specific tools for the classroom
- Faculty responsive to student’s needs at Level I and Level II
- Intern program design that fosters school-university collaborative relationships, and ongoing classroom support
- Working with families from diverse backgrounds

**Concerns:**

None Noted

**Pupil Personnel Services Credential: School Counseling with Internship**

**Findings on Standards**

Upon a review of the institutional report, program document, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers, advisory board members, and supervising practitioners, the team determined that all program standards are met for the School Counseling and School Counseling Internship Credential Programs.

Faculty in the School of Social Sciences, in collaboration with the School of Education, encourages all candidates to adhere to high standards of professional conduct through course syllabi, classroom activities, professional modeling and personal mentoring. Reflective and experiential instructional strategies, along with solid theoretical grounding, provide students with opportunities to assess personal strengths, areas for remediation and targets to attain in their professional growth. A cohort—based programmatic structure affords students an opportunity to experience a learning community within the School of Social Sciences and still feel a part of the

School of Education. Through action research involving the community, students are able to exercise leadership skills, while building a sense of community through classroom seminar discussions, presentations, sample guidance activities and discussion of peer comments.

The School Counseling program has achieved a high degree of credibility and visibility within the University's service region. School counseling candidates are sought by administrators from elementary and secondary schools, often voicing unsolicited praise to program faculty and the Counseling Department for providing highly competent practicum and field experience level students to their schools. Program faculty are housed in the School of Social Sciences, but are all familiar with the Pupil Personnel Services program standards, as well as the related professional standards for the preparation of school counselors. Three core faculty members, including the Department Chair, have a school counseling background, and other counseling faculty teaching in the program bring related professional experience and skills in clinical psychology and marriage and family counseling. All counseling faculty demonstrate an understanding of the professional role of the school counselor and the scope of professional practice, helping students to understand differences and similarities with other counseling programs in the school. School counseling candidates are therefore clear in their understanding of the profession, including the importance of their CACREP accreditation.

### **Strengths**

There are numerous strengths in the school counseling program at Sonoma State University. Most salient is the rich collaboration with the public schools in the service region. Candidates and faculty collaborate in diverse communities helping to develop programs, participating in model projects such as the Support Personnel Accountability Report Card (SPARC), a model program sponsored by the California Department of Education and the Los Angeles County Office of Education. The School Counseling Program's collaboration with the Migrant Education Advisor Program and local school districts should be commended as an innovative and service-oriented collaborative that is actively promoting an increased representation of Hispanic/Latino candidates in the school counseling program.

Program faculty should also be commended for their action research efforts involving counseling candidates, including writing grants and collaborating with the public schools in developing evidence-based projects, faculty are professionally active with professional presentations and refereed publications, books and book chapters.

Sonoma State University faculty should be commended for modeling collegiality, diverse instructional strategies, self-assessment and reflection, and professionalism. The faculty is to be commended for their commitment, dedication and inclusivity of diverse students.

### **Concerns**

None noted

**Preliminary Administrative Services Credential**  
**Preliminary Administrative Services Internship Credential**  
**Professional Administrative Services Credential**

**Findings on Standards**

After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, the dean, department chair, employers, members of the advisory board, and supervising practitioners, the team determined that all program standards are met for the Preliminary, Preliminary Intern, and Professional Administrative Services Credential programs.

The Preliminary, Preliminary Intern, and Professional Administrative Services credential programs are provided as integral parts of the educational leadership program which also offers students the opportunity to pursue a Master of Arts degree. The present educational leadership program has evolved over the past four years with each of the credential programs providing evidence of offering a rigorous, coherent sequence of courses that address the new administrative standards. The Intern program follows the same design as the Preliminary Administrative Services Credential program, with a special adaptation of the field experience that includes special university and site mentoring of the candidates. The Professional Administrative Services Credential program has been revised to meet current administrator needs consistent with changing models of instructional delivery throughout the State. All three programs have a strong balance of theory and practice, with real world consideration of complex educational problems.

The Preliminary Administrative Services credential program is centered on the theme of leadership in concert with a concern for social justice and equity as expressed in the School of Education's Conceptual Framework. While there is a thematic approach to the program, courses are discrete and provide technical administrative skills and competencies for the candidates as affirmed by employers of the graduates. A recent change in the program led to the formation of a course that addresses school law exclusively and has allowed for a greater, in-depth treatment of school finance, which is now wedded to appropriate topics included in a variety of courses. This came about as the result of requests of students and ongoing program evaluation. The technical skills provided candidates are reinforced in practice through a strong field work component that runs concurrently with the course work. The program also provides candidates with a strong knowledge base in aligning the curriculum with State Standards and the demands of No Child Left Behind.

Field work is a collaborative effort of University faculty, a field work supervisor, and a site supervisor. All candidates complete a field work portfolio addressing each of the standards, complete a synthesis paper, and participate in an exit interview attended by University faculty, the field work supervisor and the site supervisor at the candidate's school or district office site. All must provide their approval before the candidate can be recommended for a credential. The same process is required for the adapted field work for Intern candidates.

The Professional Administrative Services Credential Program is rated by current students and recent graduates as being highly relevant to their current work experiences and as meeting their professional needs. The program flows from an induction plan to a series of student oriented

seminars on the most current issues and problems facing them as administrators, through an assessment seminar and the preparation and presentation of an action research project.

**Strengths**

All students report that a major strength of each of the programs is the cohort model meeting on Monday nights or on weekends. This has resulted in facilitating the building of professional networks and support systems as well as the fostering of relevant group work. Students also report that a significant strength of the program is the faculty who have strong content knowledge coupled with practice. Faculty are also commended for the great support they offer students, not only as they go through the program but also after they graduate as well.

The Preliminary, Preliminary Intern, and Professional Administrative Services Credential Programs are strong and continue to be responsive to meeting the needs of today's school administrators.

**Concerns:**

None noted.

## **Professional Comments**

*(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)*

### **Multiple Subject**

Many candidates report excessive duplication between the Multicultural Pedagogy course and the Social Studies course.

Faculty are encouraged to carefully consider the pace of innovation and allow consolidation of the many recent changes.

Candidates and mentor teachers request more consideration and practice of classroom management strategies, particularly during the Phase I participant observation.

Candidates and mentor teachers expressed concern regarding perceived inconsistency in expectations and frequency of visits by university supervisors.

Some candidates request more consistent written communication regarding various opportunities and deadlines.

### **Single Subject**

Master teachers are currently oriented to program practices and responsibilities through a comprehensive handbook and university supervisors' regular communications. As resources become available and as logistical realities allow, the program might consider a more thorough and systematic approach.

### **Adapted Physical Education**

As the program is certain to grow, it will need additional resources to meet the demands and to maintain the positive view held by the students, practitioners and employers.

### **Reading and Language Arts Specialist**

Candidates would benefit from more in-depth and hands-on experiences with formal reading assessment tools. This would enable them to build a stronger knowledge base of both formal and informal assessment measures and their appropriate uses.

### **Education Specialist**

The faculty are commended for their commitment in preparing highly qualified candidates to serve students with disabilities. They have high expectations for teacher candidates, offer a rigorous and demanding program of study and focus on research-based literature that links theory with practice. They are reflective about their practices, and facilitate the development of special educators who are reflective practitioners. Program graduates consistently express appreciation for their preparation in serving students with disabilities from diverse backgrounds. Faculty may want to consider the following program suggestions:

- Support providers and university supervisors should have distinct roles in the intern program. In isolated cases the roles of the district support provider and the university supervisor appear to be performed by the same person.
- The internship evaluation form is designed to include three signatures to document the performance of the intern. Some inconsistency was noted in obtaining all of the appropriate signatures
- Increase offering of courses (e.g., summer offerings) and creative formats (e.g., hybrid courses) whenever possible so that teacher candidates can complete the program in a timely and cost-efficient manner.

### **Pupil Personnel Services: School Counseling**

The School Counseling program at Sonoma State University is a strong, CACREP Nationally accredited program. Program faculty and unit leadership may wish to consider offering the Child Welfare and Attendance authorization, as many of the required standards are addressed in the program. This may strengthen the program graduates' professional standing and their ability to meet the needs of the schools.

The team commends continuing efforts to increase ethnic representation among faculty and candidates in the program.

### **Administrative Services (Preliminary and Professional)**

This past year the educational leadership program added a faculty member with special expertise in school finance. This has benefited the program greatly, augmenting its resources in this important content area. Since this position is soon to be vacated, it is recommended that the position be filled for the coming academic year to allow for the continuing strength of the program.

It is also recommended that faculty consider whether or not embedding school finance within a variety of courses is the most efficacious way of addressing this content area.

It is also recommended, based on student suggestions, that, for the Professional Administrative Services Credential program, a session on the preparation of the master schedule be considered.

# **Recommendation by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at University of San Francisco**

**Professional Services Division**

**May 13, 2002**

## **Overview of this Report**

This agenda item includes the findings of the April 21-24, 2002, Accreditation Team visit conducted at University of San Francisco. This visit was the second accreditation visit conducted using SB 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple Subject and Single Subject Credentials. Additionally, the visit was conducted prior to submission of program proposals for review by the SB 2042 Panel and the Panel's initial accreditation recommendation to the Committee on Accreditation. The report of the team presents the findings based upon reading the Institutional Self-Study Report, program documents, advisement materials, the university catalog and interviewing candidates, graduates, full- and part-time faculty, university staff, coordinators, institutional administrators, k-12 site supervisors, teachers and administrators and additional documentation requested from institutional administrators while on site. On the basis of the report, an accreditation recommendation is made for the institution.

## **Accreditation Recommendation**

(1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for the University of San Francisco and all of its credential programs: **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Multiple Subject Credential
- Single Subject Credential
- Education Specialist Credential - Preliminary Level I and Professional Level II  
Mild/Moderate
- Pupil Personnel Services Credential  
School Counseling
- Administrative Services Credential  
Preliminary  
Professional Clear

(2) Staff recommends that:

- The institution's responses to the preconditions be accepted.
- The University of San Francisco be permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- The University of San Francisco be placed on the schedule of accreditation visit for the 2007-2008 academic year.

## **Background**

The University of San Francisco is a private, Catholic, Jesuit university with a long history of educating adults since 1855. Throughout its history, the institution has remained faithful to the Jesuit mission of developing men and women to their fullest potential so that they can become leaders in their communities and workplaces.

The University of San Francisco has identified its vision as being internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more human and just world. The University Mission statement is as follows.

"The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs."

The School of Education was founded in 1972. The mission statement for the School of Education is aligned with the university mission statement and includes a commitment to the university's Jesuit core ethical values of social justice and service, and the improvement of the human condition. The mission statement is included below.

"The School of Education offers credential and graduate programs designed to meet the needs of aspiring and practicing educators, counselors and leaders. Marked by its urban setting, the School reaches out and contributes to the several communities served.

By valuing the individuals, the School provides a caring, interactive and academically challenging climate through:

- Instilling a passion for knowledge, wisdom and justice.
- Fostering a desire to celebrate a modern, multicultural world.

- Building a commitment to creativity and compassion.
- Heightening ethical standards.
- Developing the intellect.
- Enhancing professional skills.

To these ends, the University of San Francisco fosters a community marked by the commitment of the Jesuit, Catholic urban university to issues of justice and intellectual rigor. The university maintains a community that supports faculty, students, staff, alumni and friends in accomplishing their lifelong learning goals."

The University offers Multiple and Single Subject Credential Programs for candidates both on the University's 55-acre main campus and through six regional sites. The Regional Campus Teaching Credential programs are designed to provide the same quality of instruction, advisement, and other program services that are offered on the main campus. The regional sites are located in Cupertino, Sacramento, San Ramon, Santa Rosa, Saint Ignatius College Preparatory High School in San Francisco and the Headlands Institute in Marin County. Two of the programs were specifically developed, in collaboration with other agencies/programs, to provide a credential program to meet the needs of a specific audience. One program, St. Ignatius, was designed for Catholic School teachers who are also seeking California teacher certification. The program offered at the Headlands Institute was designed for environmental educators seeking a California credential but who are currently working in the non-profit sector. The schedule of courses for the regional programs has been developed to allow candidates to pursue their credential while balancing the demands of job and family. Candidates attend class one evening a week and, on average, two Saturdays per month.

The main campus enrolls over 146 candidates per year in a fifth-year Multiple Subject/Single Subject credential program. An additional 220 students are enrolled in eight cohort programs at the six regional campus sites. A total of 109 freshman are currently enrolled in a five-year "Dual Degree" program. This program was designed to serve individuals admitted to undergraduate programs who have already selected teaching as a career based on their past educational experiences, service to the community, and work with children.

The Education Specialist and Administrative Services Credential Programs are offered through the main campus only. The Education Specialist Program enrolls 50 Level I, Level II and Internship candidates per year while the Administrative Services Program includes and total enrollment of 18 Level I and Level II candidates. The total enrollment for the Pupil Personnel Services Program is 20-22 candidates per year.

## **Preparation for the Accreditation Visit**

The Commission staff consultant, Marilyn Fairgood, was assigned to the institution in Spring 2001 and met with institutional leadership in March 2001. In September 2001, Mary Vixie Sandy, Director, Professional Services Division, notified the institution of implementation of the Reading Standard Study and informed the institution that a reading expert would be added to the team to conduct the reading study during the accreditation visit. In fall 2001, the University of San Francisco became an early adopter in implementing SB 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple Subject and Single Subject Credentials. On February 8, 2002, an additional consultant staff meeting with program directors and institutional administration was held. These meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study reports, logistical and organizational arrangements. In addition, telephone and email communication was maintained between the staff Consultant and institutional representatives. The team Leader, Dr. Jeanie Milliken, was selected in November 2001. Dr. Milliken had the opportunity to meet with institutional administration during the February 8, 2002 meeting.

## **Preparation of the Institutional Self-Study**

The institutional self-study was prepared beginning with a response to the Common Standards. The institution's decision to use the new SB 2042 Standards for its Multiple Subject and Single Subject Credential programs proved a challenge to those preparing the report. The institution presented the SB 2042 documents as a transition plan, relying on the effectiveness of their CLAD Emphasis and BCLAD Emphasis programs to provide evidence in meeting the elements of the standards. The institution decided to use Option One (California Program Standards) in the *Accreditation Framework* for the Education Specialist, Pupil Personnel Services and Administrative Services Credential Programs.

## **Selection and Composition of the Accreditation Team**

Decisions about the structure and size of the team were made cooperatively between the Dean of the Education Department, institutional administration, the team leader and the Commission Consultant. It was agreed that there would be a team of ten consisting of a Team Leader, two members for the Commons Standards Cluster, three members for the Basic Credential Cluster and three members for the Advanced Credential Cluster (Education Specialist, Pupil Personnel Services and Administrative Services). Because the institution was part of the implementation of the Reading Standard Study, a reading expert was also selected as a team member. The team's reading expert served as a fourth member of the Basic Credential Cluster and participated fully in fact-finding, sharing of evidence gathered and the accreditation recommendation made by the team. The Commission Consultant and Accreditation Administrator selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework*.

## **Intensive Evaluation of Program Data**

Prior to the accreditation visit, team members received copies of the institutional self-study reports and information from Commission staff on how to prepare for the visit. The COA Team Leader and members examined the institution's responses to the Common Standards and the Program Standards.

Approximately one week prior to the visit the Team Leader and Commission Consultant e-mailed each Basic Credential Cluster member with a strategy intended to facilitate the SB 2042 review process. The Team Leader and Consultant emphasized the fact that cluster members were required to judge each standard at the element level and encouraged them to develop key questions and ways to check documents for consistency and support.

The on-site phase of the visit review began on Sunday, April 21, 2002, with the team, including the Team Leader. The team members arrived on Sunday afternoon for a full-team orientation to accreditation activities, training on SB 2042 Standards and the Reading Study. Written protocols, developed by the Professional Services Division Accreditation Administrator, for spring accreditation visits was distributed. The Reading Study, SB 2042 Decision Options for findings on the standards and the interview schedule were also discussed. During the orientation it became evident that all team members had thoroughly read each self-study document and had developed a list of questions related to the standards. The orientation and training was followed by a reception sponsored by the University of San Francisco. An institutional overview was presented by the President, and program directors and coordinators at that time.

On Monday and Tuesday, April 22 and 23, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution arranged to transport members of the team to various local school sites used for collaborative activities as well as to a couple of the Regional Centers. Lunch and dinner on Monday and Tuesday were spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday afternoon the team leader, cluster leaders and reading expert met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Institutional personnel promptly provided additional materials arising from concerns voiced during the mid-visit status report. Tuesday evening and Wednesday morning were set aside for writing of the team report. There was extensive consultation among the team members with sharing of information, particularly with the Commons Standards Cluster. During those sessions cluster members met to share their findings and reported out to the entire team.

## **Preparation of the Accreditation Team Report**

Pursuant to the *Accreditation Framework* and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the Common Standards, the team used the decision options of "Meets the Standard," "Meets the Standard Minimally" with either Quantitative or Qualitative concerns or "Does Not Meet the Standard". The team then wrote specific narrative

comments about each standard, provided a finding or rationale for its decision, and then outlined perceived Strengths or Concerns relative to the standard.

For the Multiple Subject and Single Subject program areas, the team judged each standard at the element level and then prepared a narrative report about the program standards using the Decision Options for SB 2042 Standards approved by the Committee on Accreditation in January 2002. Those options are “Meets the Standard,” “Meets the Standard with Concerns,” and “Does Not Meet The Standard.” Because the Reading Study was a part of the accreditation visit specific comments related to Multiple and Single Subject Program Standards 7A and 7B are included in the narrative.

For all other program areas, and pursuant to the *Accreditation Framework* and the *Accreditation Handbook*, the team prepared a narrative report about the program standards which pointed out any standards that were not met, met minimally or met with concerns including a rationale for their findings. The team included specific Strengths and Concerns related to each program area.

The team included some “Professional Comments” at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.

An additional written product resulting from the Reading Standard Study is to be presented to the Reading Study Technical Advisors Panel. The report presents findings on each element of Standard 7A and 7B. During the Accreditation Team’s concluding activities the report was presented to the Chair of the Education Department.

### **Accreditation Decisions by the Team**

After the accreditation report was drafted, the team met Wednesday morning for final review of the report and a decision about the results of the visit. The team discussed each Common Standard and each Program Standard and decided on the basis of interviews and program documents that one Common Standard was Met Minimally with Quantitative Concerns, One Multiple Subject Program Standard was Met with Concerns, and three Single Subject Program Standards were Met with Concerns.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Framework*. In its deliberations, the team decided that several standards in both Common and Program sections were worthy of being noted as areas of strength. The team further decided that, although one Common Standard was Met Minimally with Quantitative Concerns and four Multiple Subject and Single Subject Program Standards were met with Concerns, there were numerous compensating strengths in the School of Education. The team then decided on an accreditation decision for the institution. The options were: “Accreditation,” “Accreditation with Technical Stipulations,” “Accreditation with Substantive Stipulations” “Accreditation with Probationary Stipulations,” or “Denial of Accreditation.” After thorough discussion, the team decided to unanimously recommend the status of “**Accreditation.**”

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING  
COMMITTEE ON ACCREDITATION  
ACCREDITATION TEAM REPORT**

**Institution:** University of San Francisco

**Dates of Visit:** April 21-24, 2002

**Accreditation Team**

**Recommendation:** Accreditation

**Rationale:**

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Reports, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. The decision pertaining to the accreditation status of the unit was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. The team voted unanimously on each Common Standard and determined that seven Common Standards were judged to be fully met. One Common Standard, Common Standard 8, was met Minimally with Quantitative Concerns.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). The accreditation team findings on standards for the Multiple Subject and Single Subject Credential Programs were based upon the SB 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. The team discussed each program standard at the element level and found that Multiple Subject Program Standard 16 was Met with Concerns and Single Subject Program Standards 8B, 15, and 16 were Met With Concerns.

Findings on standards for the Education Specialist Credential Program: Mild/Moderate, including Internship, Pupil Personnel Services Credential Program: School Counseling, including Internship, and the Administrative Services Credential Program, Preliminary and Professional Clear, were based on current professional preparation program standards. The team discussed each program area and determined that the program standards for these credential programs were fully met.

3. Overall Recommendation - The decision to recommend Accreditation was based on team consensus that all Common Standards were Met although one Common Standard was Met Minimally with Quantitative Concerns. When judging the Multiple Subject and Single Subject Programs the team found that all standards were met with one Multiple Subject Program Standard Met with Concerns and three Single Subject Program Standards Met with Concerns. Program standards for the Education Specialist, Pupil Personnel Services and Administrative Services Credential Programs were all fully met. The team noted the concerns about the one Common Standard and four program standards that were less than

fully met but concluded that these concerns did not affect the overall quality of the graduates. The team further concluded that a stipulation should not be placed on the institution because of compensating strengths. Those strengths include university leadership, the priority placed on teacher education, high-quality programs that effectively integrate theory and practice, and the attention provided to all professional preparation program candidates resulting in caring, competent and effective educators. The team unanimously decided that the evidence clearly supported the accreditation recommendation.

**Team Leader:** **Jeanie Milliken**  
Point Loma Nazarene University

**Common Standards Cluster:**  
**William Watkins**, Cluster Leader  
National University (Retired)  
**Marian Reimann**  
Los Angeles Unified School District

**Basic Credential Cluster:**  
**Jody Daughtry**, Cluster Leader  
California State University, Fresno  
**Patricia Carrillo-Hurtado**  
Fresno Unified School District  
**Priscilla Walton**  
University of California, Santa Cruz  
**Roxanne Higgins**  
Sacramento County Office of Education

**Advanced Credential Cluster :**  
**Mary Williams**, Cluster Leader  
University of San Diego  
**Barbara Wilson**  
Education Research Consultant (Retired)

**DOCUMENTS REVIEWED**

University Catalog  
 Institutional Self Study  
 Course Syllabi  
 Candidate Files  
 Fieldwork Handbooks  
 Follow-up Survey Results  
 Information Booklets  
 Field Experience Notebooks

Schedule of Classes  
 Advisement Documents  
 Faculty Vitae  
 Program/Faculty Evaluations  
 On-line Instructional Materials  
 Student Portfolio  
 Student Projects  
 Curriculum Resource Center

**INTERVIEWS CONDUCTED**

	Commons Cluster	Basic Cluster	Ed Specialist Level I and II M/M	Pupil Personnel Services	Admin Services Prelim and Professional	TOTALS
Program Faculty	16	43	12	9	14	94
Institutional Administration	13	20		2	4	39
Candidates	18	157	40	15	9	239
Graduates	13	27	19	13	11	83
Employers of Graduates	20	4	9	3	4	40
Supervising Practitioners	24	11	12	7	4	58
Advisors	34	10	4	1	6	60
School Administrators	39	7	6	3	24	160
Credential Analyst	120		1	1	2	15
Advisory Committee	11	2	5	3	6	46
Chair/ Program Coordinators	30					
Budget Officer	1				1	2
Graduate Recruiter	1					1
Regional Center Coordinator	1	1				2
Administrative Assistant	2					2

**GRAND TOTAL 839**

## Common Standards

### Standard 1 - Education Leadership

### Standard Met

In the past year and one half, since the current University President took office, a new vision and mission statement have been adopted. This prompted the School of Education to pursue, develop and approve a similar document which is aligned with that of the University as a whole. The mission of the University of San Francisco as a whole and the mission of the School of Education in particular, are aligned and linked to the same core values inherent in their joint commitment to the issues of social justice, intellectual rigor and teaching. The University has supported the creation of a Leadership Team made up of the deans of the various schools and colleges, the associates and vice-presidents of the college who meet monthly in a collegial atmosphere to discuss the University's responsibilities to the educational and global community that it serves, and how it can best respond to those needs. The leadership clearly understands the role of the School of Education in the wider community and acknowledges that the School of Education is the University's graduate presence in the community.

The School of Education itself gives voice to its faculty constituency through the Committee of Chairs and the Curriculum Committee. Everyone in the School of Education who serves in key positions and those who are in field and support positions understand and have internalized the University's Jesuit core ethical values of social justice and service and the improvement of the human condition. There are clear lines of communication between departments and the School of Education leadership. There exists an attitude and environment in which respect for diversity is valued and honored and this is evident in the make-up of the student body. School of Education needs are addressed as necessary with attention to time and budget priorities and constraints. During the visit, staff and faculty of all departments responded to requests for additional information and/or documentation in a timely and collegial manner.

### Strengths

None noted.

### Concerns:

None noted

### Standard 2 - Resources

### Standard Met

The facilities offered by the University, both on- and off-site, are impressive and the support system in the School of Education is evident; each program has a coordinator and an administrative assistant to support the daily operational needs. As needs surface, there are vehicles in place to address those needs either immediately or by means of strategic action plans for future implementation. The Library and media resources and the University web presence and technological capabilities have been well-capitalized. Technology and library services are readily available and are of the high quality. Library materials are available not only on the main campus, but also on the internet and by mail or courier service. The University has been very supportive of technology and library services, and this support is reflected in the availability of up-to-date equipment and library resources.

There is a Curriculum Resource Center specifically providing hands-on materials for students to access the latest in school based instructional materials and instructional delivery system implementation. There exists multiple computer laboratory settings and extensive library services, both electronic and hard copy. The need for a budget-supported position for student recruitment and admissions to market the various programs in the School was recognized, and with the financial support of a portion of the budget allocated to the Dean of the School, was actualized this year.

The School of Education has actively and aggressively pursued grant funding for several programs, as well as the wise utilization of a decentralized budget for the School to do the following.

- Respond to the needs of the working professional by offering reduced tuition rates and regional programs within easy reach of students in the field.
- Offer fellowships for students of the underrepresented minority population for advanced studies which translate into bringing minority faculty into the University family to be trained, and in many cases, eventually move on to other institutions of higher learning or other key positions in the educational community.
- Place excellent technological resources and support in the hands of students, staff, and faculty as well as support an impressive and evolving web presence for the School of Education.
- Hire the services of an expert in graphic design and marketing to assist every program in the areas of student recruitment and admissions.
- Provide a vehicle to revisit budget priorities and utilize an action planning approach in an open and collegial atmosphere, to capitalize worthwhile projects.
- Establish the Center for Teaching and Social Justice.

The University has supported the efforts of the School of Education by strategic planning efforts and collaborative decision-making. Under the aegis of the University President and Deans, grant funds and University resources are carefully allocated to support program needs. A plan is under way to provide a contingency fund to capitalize under-funded programs, i.e. the Regional Programs and the Pupil Personnel Services Program, or new initiatives such as the Public Relations position that presently has no budget.

**Strengths:**

None noted.

**Concerns:**

None noted.

**Standard 3 - Faculty**

**Standard Met**

The School of Education hosts a full-time faculty that is made up of individuals who possess an earned doctorate, are fully qualified to teach the courses assigned to them, and represent a superior cross-section of the educational community. All adjuncts are required to hold at least an appropriate Masters degree, however the team found that most of the adjunct faculty also hold

doctoral degrees. The University actively seeks faculty who “reflect and are knowledgeable about human diversity” in all its forms. Meaningful professional development activities are encouraged and faculty members work with the Dean to plan programs for individualized development based on mutually agreed upon themes. Monthly forums highlight faculty research and teaching.

**Strengths:**

None noted.

**Concerns:**

None noted.

**Standard 4 - Evaluation**

**Standard Met**

The team found evidence that the institution involves program participants, graduates and local practitioners in evaluation of the quality of courses and field experiences. This evaluation process occurs in each department within the School of Education and is well-documented in each professional preparation program. Through interviews and review of documentation the team found hard core data that is used to inform decision-making policies related to program improvement. Currently, the SUMMA evaluation instrument is being utilized by the Deans in assisting full-time faculty in establishing goals related to their assignment. The School is in the process of developing a comprehensive, university-wide assessment model for all programs. It is anticipated that this will be completed by Fall 2002.

**Strengths:**

None noted

**Concerns:**

None noted.

**Standard 5 - Admissions**

**Standard Met**

The team found that candidates are admitted on the basis of a well-defined admission criteria and process. Criteria include overall GPA, letters of recommendation and an admission interview. Admission requirements are published and shared in informational brochures, catalogs, handouts and are included on the institution’s web site. The university offers courses during the day as well as in a weekend and evening format for those credential candidates who work during the day but want to realize their dream of teacher certification. All candidates are aware of timelines required for admission to each credential program and certification requirements. It is evident that there is consistent effort to admit and retain quality candidates that represent the diversity of the community at large. Consequently, the diversity of the student population is laudatory. Although the standard is met with clearly identified areas of strength, interviews with staff and members of the Dean’s office revealed some concern regarding the lag time in processing admission applications. The university acknowledged that the process used in past years was one that accomplished a more expeditious result and informed the team that there are plans to expedite the admission process.

**Strengths:**

The University has a program to subsidize tuition and other costs of needy students seeking a credential.

With the additional hire of a public relations specialist to market the various programs, the enrollment of students in all programs should increase in number.

**Concerns:**

None noted.

**Standard 6 - Advice and Assistance****Standard Met**

Information regarding credential program requirements is provided in written form, during orientation meetings and is reviewed often with individual candidates by the Credential Analyst. Candidates reported that the university provides a supportive environment in which faculty and staff are readily available while on the main campus and each Regional Center. In every program in the School of Education faculty and staff were praised for the personal interest and concern demonstrated in admission, class selection and credential processing. Special assistance is available in a variety of ways for those who need it. Candidates have access to the Curriculum Resource Center which provides a broad array of curriculum materials. The resources in this center is used extensively by candidates from the main campus and Regional Centers. Candidates experiencing personal problems have access to the services of the Counseling and Psychology Department. Support through the Career Center is also provided. Because of the individual care and attention provided to all candidates the University of San Francisco faculty and staff know their candidates very well and retain only those who are suited to entry into the education profession.

**Strengths:**

No additional noted.

**Concerns:**

None noted.

**Standard 7 - School Collaboration****Standard Met**

The University of San Francisco has established working relationships with the local public schools as well as other educational agencies. Representatives from numerous educational organizations and agencies meet with university faculty and staff to collaborate on program improvement and educational activities for candidates. Partner organizations and agencies include San Francisco and South San Francisco Unified School Districts, the Bay Area Coalition of Equitable Schools, the Bay Area Writing Project, the Bay Area Reading Project and the Exploratorium, San Francisco's museum of science and education. The team found that the university, its programs, and its graduates are held in high esteem by district partners. For each credential preparation program, the School of Education collaborates with local school and district personnel in selecting suitable school sites and effective clinical personnel for guiding candidates. The sites and personnel have been reviewed to ensure that personnel hold appropriate credentials or certification authorizations as well as a student population that reflects

the diversity of the area. As there is an emphasis on program growth the School of Education is assertive in seeking collaboration with additional local school districts. The institution's newly re-designed SB2042 program includes establishment of a Teacher Education Advisory Council. This Council will include 20 educators representing a variety of educational agencies including individuals from four local school districts, a separate institution of higher education, as well as student representatives and alumni.

**Strengths:**

None noted.

**Concerns:**

None noted.

**Standard 8 – District Field Supervisors**

**Standard Met Minimally  
with Quantitative Concerns**

The team found that most field supervisors are carefully selected, trained in supervision and evaluated. All are certified and experienced in the subjects listed on their credential or they are performing the service authorized by the credential. Training in supervision is provided by program coordinators and faculty. University of San Francisco faculty supervisors are helpful in informal evaluations of the quality of the supervisors at the individual schools. There is evidence, where appropriate, that most field supervisors are evaluated. Students have an opportunity to give informal input about the program and their site supervisors (orally) during exit interviews, and in written surveys about the program

Although there is evidence the majority of district-employed supervisors are evaluated, the team found that this is inconsistent across all programs. Through interviews with candidates and field supervisors the team found that some district-employed supervisors were not evaluated. The University is aware of this inconsistency and has recently developed handbook which is intended to support the development of a systematic evaluation process for all district-employed field supervisors and clinical field supervisors.

**Strengths:**

None noted.

**Concerns:**

None noted.

## Multiple Subject Credential Program

### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Multiple Subjects Program except for Standard 16, which is Met with Concerns. Included below is the rationale for the standard that was judged to be less than fully met. Also included are specific comments related to Multiple Subject Program Standard 7A.

Standard 16, Selection of Fieldwork Sites and Qualification of Field Supervisors (elements e and f). While there are some grant funded professional development opportunities currently available to interested master teachers, there is no on-going, institutionalized process for providing professional development for the program's cooperating and master teachers.

### Standard 7A, Preparation to Teach Reading-Language Arts – Multiple Subject Reading, Writing and Related Language Instruction in English.

The School of Education at the University of San Francisco seeks to balance the research, teaching, and service dimensions of the School's programs to prepare its students to make a significant impact in the educational community. This goal is framed in the belief that learning is a lifelong process that reflects personal, moral, social, spiritual, and academic domains.

Within the academic domain, the implementation of the Reading Standards 7A and 7B of the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs were examined through the lens of SB2042 since the School is an early adopter of these standards. Emphasis was placed on how the institution provided systematic reading, writing, and related language arts instruction to pre-service candidates and to candidates already in the field.

Based on pertinent data gathered from the institutional self-study report, additional supporting documentation, and interviews with faculty, candidates, employers, graduates, and a district administrators, the team finds that the University of San Francisco has implemented the Commission's standard for Reading, Writing, and Related Language Arts Instruction in both the Multiple Subject credential program and the Single Subject credential program through a focused commitment to literacy development. Candidates have many opportunities to develop and deepen their understanding of methodology, the structure of the English language, comprehension, and standards-based and assessment-driven instruction. Furthermore, the quality of faculty leadership in literacy development enhances learning of literacy-based strategies and skills among candidates.

### Strengths

- Teacher Education enjoys a position of status in the University because of the priority placed on teaching in the overall mission of the University.
- The social justice perspective and focus on urban teaching pervades the program. Faculty and students demonstrate a strong commitment to these missions.

- The School of Education should be commended for its highly qualified faculty. The program is further enhanced by the inclusion of experienced practitioners in a number of capacities, especially as adjunct faculty. Faculty model best teaching practices, including creative and sophisticated use of technology.
- The supportive environment provided by the institution is highly valued by the candidates. In particular, the availability of the faculty and their responsiveness to students personal and academic needs is exceptional.
- Candidates noted that all courses integrated theory and practice making them relevant to both their immediate and long term needs.
- District school site personnel noted that candidates from the program are well prepared academically, mature and committed to student success.
- The School of Education is assertive in seeking collaboration with local school districts and held in high esteem by them.
- The Curriculum Resource Center is well funded and supported. It provides a broad array of curriculum materials and it is used extensively by candidates from both the main campus and Regional Centers.

**Concerns**

None noted.

## Single Subject Credential Program

### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Single Subject Program except for Standards 8B, 15, and 16 which are Met with Concerns. Included below is the rationale for the standards that were judged to be less than fully met. Also included are specific comments related to Multiple Subject Program Standard 7A.

Standard 8B, Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject Candidates. Candidates in areas of Art, Physical Education, Languages Other Than English and Business Education are not consistently receiving subject-specific pedagogical knowledge and skills. The program sometimes inappropriately places candidates outside their subject areas because it cannot achieve a critical mass of candidates in their specific subject matter area.

Standard 15, Learning to Teach Through Supervised Fieldwork (element c). It is not clear how candidates will complete the required 2-week full day teaching assignment in the new program. Many candidates in the current program are teaching full-time under an emergency credential and others voluntarily student teach for the full day. The new plan does not explain how all students will meet the full-day requirement in the future.

Standard 16, Selection of Fieldwork Sites and Qualification of Field Supervisors (elements e and f). The team found that there is a lack of institutionalized professional development opportunities for cooperating and master teachers. While there are some grant funded professional development opportunities currently available to interested master teachers, there is no on-going, institutionalized process for providing professional development for the program's cooperating and master teachers.

Standard 7B Preparation to Teach Reading-Language Arts – Single Subject Reading, Writing, and related Language Instruction in English,

The School of Education at the University of San Francisco seeks to balance the research, teaching, and service dimensions of the School's programs to prepare its students to make a significant impact in the educational community. This goal is framed in the belief that learning is a lifelong process that reflects personal, moral, social, spiritual, and academic domains.

Within the academic domain, the implementation of the Reading Standards 7A and 7B of the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs were examined through the lens of SB2042 since the School is an early adopter of these standards. Emphasis was placed on how the institution provided systematic reading, writing, and related language arts instruction to pre-service candidates and to candidates already in the field.

Based on pertinent data gathered from the program report, additional supporting documentation, and interviews with faculty, candidates, employers, graduates, and a district administrators, the

team finds that the University of San Francisco has implemented the Commission’s standard for Reading, Writing, and Related Language Arts Instruction in both the Multiple Subject credential program and the Single Subject credential program through a focused commitment to literacy development. Candidates have many opportunities to develop and deepen their understanding of methodology, the structure of the English language, comprehension, and standards-based and assessment-driven instruction. Furthermore, the quality of faculty leadership in literacy development enhances learning of literacy–based strategies and skills among candidates.

### **Strengths**

- Teacher Education enjoys a position of status in the university because of the priority placed on teaching in the overall mission of the university.
- The social justice perspective and focus on urban teaching pervades the program. Faculty and students demonstrate a strong commitment to these missions.
- The School of Education should be commended for its highly qualified faculty. The program is further enhanced by the inclusion of experienced practitioners in a number of capacities, especially as adjunct faculty. Faculty model best teaching practices, including creative and sophisticated use of technology.
- The supportive environment provided by the institution is highly valued by the candidates. In particular, the availability of the faculty and their responsiveness to students personal and academic needs is exceptional.
- Candidates noted that all courses integrated theory and practice making them relevant to both their immediate and long term needs.
- District school site personnel noted that candidates from the program are well prepared academically, mature and committed to student success.
- The School of Education is assertive in seeking collaboration with local school districts and is held in high esteem by them.
- The Curriculum Resource Center is well funded and supported. It provides a broad array of curriculum materials and it is used extensively by candidates from both the main campus and Regional Centers.

### **Concerns**

None noted.

## **Education Specialist Credential Program Preliminary Level I: Mild/Moderate, including Internship**

### **Findings on Standards**

Through interviews with candidates, graduates, doctoral student faculty, district support providers, fieldwork coordinators, USF faculty, employers, and review of institutional documents, the team has determined that the University of San Francisco has fully met all Level I Education Specialist Standards.

### **Strengths**

- The faculty is to be commended for its initiative in implementing a very high quality special education credentialing program. The team found exemplary handbooks, guidance instruments, and sequential instructional program elements in place to train quality, well-prepared special education teachers.
- Ongoing informal and formal systematic evaluation of the program by the lead professors in conjunction with the doctoral students, field work supervisors, and advisory board is exemplary.
- The level of support for Tier I candidates was cited by those interviewed as reasons they were able to be successful in their teaching positions. The program coordinator, University professors, doctoral students, field work supervisors, and district support providers, gave candidates a support system that increased retention and professional growth.
- Candidates consistently praised the program coordinator for the personal care and attention given each candidate as they moved through the program.
- The cohort model program design and attention to working adult learners was mentioned by candidates as reasons for entering and staying in the program.
- The doctoral students interface with program candidates allows for a rich research, mentoring and instructional program model.

### **Concerns**

None noted.

## **Education Specialist Credential Program Professional Level II: Mild/ Moderate**

### **Findings of Standards**

Through interviews with candidates, graduates, doctoral student faculty, district support providers, fieldwork coordinators, USF faculty, employers, and review of institutional documents, the team has determined that the University of San Francisco has fully met all Level II Education Specialist Standards.

## **Strengths**

- The University provides a rich and supported educational learning environment for candidate success in pursuing the credential. Faculty are experts in special education disciplines, and are highly regarded by peers, graduates, employers, and candidates. All of the interviewed candidates expressed satisfaction with the quality and relevance of the curriculum and the learning activities presented to them, as well as the accessibility and professional commitment of the faculty and supervisors.
- Research practitioners with expertise in a variety of areas interface weekly with candidates to provide a support system.
- Leadership is to be commended for its commitment to the program through a collaborative leadership model that provides consistent mentoring and monitoring of all candidates as they move through the program.
- The faculty is to be commended for its initiative in implementing a very high quality special education credentialing program. The team found exemplary handbooks, guidance instruments, and sequential instructional program elements in place to train quality, well-prepared special education teachers.
- Ongoing informal and formal systematic evaluation of the program by the lead professors in conjunction with the doctoral students, field work supervisors, and advisory board is exemplary.
- The level of support for Tier II candidates was cited by those interviewed as reasons they were able to be successful in their teaching positions. The program coordinator, University professors, doctoral students, field work supervisors, and district support providers, gave candidates a support system that increased retention and professional growth.
- Candidates consistently praised the program coordinator for the personal care and attention given each candidate as they moved through the program.
- The cohort model program design and attention to working adult learners was mentioned by candidates as reasons for entering and staying in the program.
- The doctoral students interface with program candidates allows for a rich research, mentoring and instructional program model.

## **Concerns**

None noted.

## **Pupil Personnel Services Credential Program: School Counseling, including Internship**

### **Findings on Standards**

From a review of the documents and from interviews with Faculty, USF Administration, Candidates, Graduates, Employers, Supervising Practitioners, Advisors, School Administrators, and Advisory Committee members, the team found that the program fully met all of the standards.

### **Strengths**

The program's strengths come from its excellent faculty, well-designed courses, and careful attention to the needs and capabilities of the students. The strong leadership of the program coordinator was praised by those interviewed as having been a significant component of the Pupil Personnel Services program in the past two years. Employers reported that the graduates were well prepared to begin work immediately as Counselors, with only minor additional training in the specific details of the local school district record keeping and scheduling systems.

### **Concerns**

None noted.

## **Preliminary Administrative Services Credential Program**

### **Findings on Standards**

After the review of the institutional self-study report, supporting documentation and the completion of interviews with candidates, graduates, faculty, USF administration, employers, advisory committee members, and field supervisors, the team has determined that the Preliminary Administrative Services Credential Program fully meets all the standards.

The Preliminary Administrative Services Credential Program is cohesively designed: built upon the mission of the university which relates to academic excellence, diversity, ethics and justice, service to the community, and the impact of administrator performance on the outcomes for their students. School administrator candidates are prepared by school-site administrators and university faculty supervisors with diverse backgrounds and expertise in school administration theory and practice.

Candidates take courses related to the Over-Arching Competencies and have assignments within each course that require them to apply theory and research to their current work contexts. The field experiences provide opportunities for candidates to link theory to practice in planning, implementing, and evaluating projects on-site at school sites or district offices. The program culminates with professional portfolios prepared by students centered around the CTC competencies.

Diversity and ethics are recurring themes in every aspect of the program. Coursework and field experiences assignments are closely related and provide a dynamic and relevant link between theory and practice. In addition, a cohort model provides the attention, peer support, and faculty mentoring which are all key components to the candidate's success in this program.

### **Strengths**

- Candidates and graduates of the program are able to articulate how the mission of the university and relevance of the courses to current educational issues in the field inform their work as aspiring professionals.
- The alternative format of the program coursework (weekends and online) are a program attraction.
- There is a seamless combination of theory and practice through the courses, field work and portfolio process, including the careful selection of course textbooks (ranging from Aristotle to Apple). The work products produced in the field are more field/practice oriented – similar to ‘action research.’ For example, one candidate's field project related to teacher attitudes toward parent involvement in schools, and yielded a handbook for teachers and administrators.
- The leadership of the program is exceptional. The accessibility of the program faculty, the support provided to students, and the resources (technological, text materials, and financial) made available to students allow them to be successful in the program as they work full time. The availability of resources and support for full time and adjunct faculty allow faculty to be current and innovative.

### **Concerns**

None noted.

## **Professional Administrative Services Credential Program**

### **Findings on Standards**

After the review of the institutional self-study report, supporting documentation and the completion of interviews with candidates, graduates, faculty, USF administration, employers, advisory committee members, and field supervisors, the team has determined that the Professional Administrative Services Credential Program fully meets all the applicable standards.

The Professional Administrative Services Credential Program is cohesively designed: built upon the mission of the university which relates to academic excellence, diversity, ethics and justice, service to the community, and the impact of administrator performance on the outcomes for their students. School administrator candidates are prepared by school-site administrators and university faculty supervisors with diverse backgrounds and expertise in school administration theory and practice.

Candidates begin the program with an induction seminar where they identify their professional goals and plan out their course of study for the successful completion of the credential requirements, with their program advisor. The Induction process provides an opportunity to outline a flexible and individualized path to program completion. Students have assignments within each course that require them to apply theory and research to their current work contexts. The internship provides opportunities for candidates to link theory to practice in planning, implementing, and evaluating projects on-site at school sites or district offices. The program culminates with professional portfolios prepared by students centered around the goals identified in the induction seminar.

Diversity and ethics are recurring themes in every aspect of the program. Coursework and induction projects are closely related and provide a dynamic and relevant link between theory and practice. In addition, a cohort model provides the attention, peer support, and faculty mentoring which are all key components to the candidate's success in this program.

### **Strengths**

- Candidates and graduates of the program are able to articulate how the mission of the university and the courses are relevant to the courses to current educational issues in the field and inform their work as professionals.
- The alternative format of the program coursework (weekends and online) are a program attraction.
- There is personalization of the program and flexibility in the program requirements, along with a seamless combination of theory and practice that occurs through the courses, internship, and portfolio process. The coursework is highly relevant to the candidates' roles as promising administrators. Many candidates are also enrolled in the doctoral program in Organizations and leadership, and produce studies, such as: "Who Cares: An Ethic of Caring as Defined by Middle School Students" and "The Imaginative Capacities of High School Special Education Students."
- The leadership of the program is exceptional. The accessibility of the program faculty, the support provided to students, and the resources (technological, text materials, and financial) made available to students allow them to be successful in the program as they work full time. The availability of resources and support for full time and adjunct faculty enable faculty to be current and innovative.

### **Concerns**

None noted.

## **Professional Comments**

*(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)*

### **Common Standards**

The Assessment Committee should consider completing its assignment at the earliest possible date. The results of the Committee's work should be carefully analyzed and evaluated by all departments in the School of Education. The university should have a clearly defined systematic evaluation process that is in print and available to all field and/or clinical field supervisors.

When a key faculty member vacates a position, i.e. retirement, sabbatical, it is suggested a vehicle be in place to create a seamless transition, thus ensuring the continuation of a quality program.

### **Multiple Subject Credential Program**

Although the text used in the Early Literacy class, *Phonics for the Teacher of Reading*, is based on self-paced work, students have reported that in some cases, this component is treated entirely as an "independent activity," with little or no discussion, modeling, or feedback involved, or in other cases, instructors focus on important phonetic components, model lessons, and expect students to do the same. This uneven approach regarding a significant early literacy issue needs to be addressed in a manner that is more equitable for all candidates.

Neither the Self-Study nor the syllabi for the Multiple Subject C & I: Early Literacy and Integrated Language Arts courses adequately reflected the attention that in reality is given to strategies for English Language Development. The materials and the strategies that are integrated into a number of the courses should be made explicit.

Candidates were satisfied with their student teaching placements. In general, the selection process results in quality placements, however; the program should carefully monitor this process to ensure that the quality of placement is consistent throughout the program.

The institution's proposed plan for orientation and professional development for cooperating and master teachers will contribute to the overall consistency and quality of the cooperating and master teachers and their participation in the community of learners.

## **Single Subject Credential Program**

Candidates were satisfied with their student teaching placements. In general, the selection process results in quality placements, however; the program should carefully monitor this process to ensure that the quality of placement is consistent throughout the program.

The institution's proposed plan for orientation and professional development for cooperating and master teachers will contribute to the overall consistency and quality of the cooperating and master teachers and their participation in the community of learners.

## **Pupil Personnel Services Credential Program, including Internship**

In interviews with the candidates and alumni, they suggested program changes that the team felt would be very useful for the program. They were:

- To have a personal interview in the initial enrollment process, rather than a telephone interview, and cover the program in detail.
- To have every student do a biography at the time of enrollment to share with all of their instructors so there is no time wasted at the beginning of each class with each student re-telling his/her history.
- Continue to seek out instructors who really catch your attention. The long stretches of the weekend courses require instructors who are good at keeping the attention of the class for hours at a time.
- That it would be helpful if the mix of faculty included practitioners as well as academicians.
- That instructors should understand the reality of the settings that the students work in.
- That evaluations of the faculty by the students should include space for comments.

## **Administrative Services**

- The leadership of the program is exceptional, the team commends the Program Coordinator.
- The Advisory Committee works in an ad hoc fashion, and is called upon to provide advice and consultation to the program coordinator on projects of current relevancy to the preliminary credential program. It is recommended that Advisory Committee meetings are held at least semi-annually.



## **Appendix J**

### **Accreditation Study Work Group ROSTER June 2004**

**Accreditation Study Work Group  
Roster, June 2004**

<p>Representing the <b>Independent California Colleges and Universities</b>          Ellen Curtis-Pierce          Assistant Provost for Teacher Education          Office of the Provost, Chapman University</p>		<p>Terrance Cannings          Dean, School of Education and Behavioral          Studies, Azusa Pacific University</p>
<p>Representing the <b>California State University</b>          Beverly Young          Assistant Vice Chancellor, Teacher Education          and Public School Programs          Office of the Chancellor</p>		<p>Iris Riggs          Associate Dean, Division of Teacher Education          College of Education, CSU San Bernardino</p>
<p>Representing the <b>University of California</b>          Diane Mayer          Associate Dean for Professional Programs          University of California at Berkeley          Graduate School of Education</p>		<p>Barbara Merino          Director of Teacher Education          UC Davis, School of Education</p>
<p>Representing the <b>Association of California          School Administrators</b>          Sonny DaMarto, Superintendent          Burlingame Elementary School District</p>	<p>Representing the <b>California School Boards          Association</b>          Luan Rivera Vice President, CSBA          Ramona Unified School District</p>	
<p>Representing the <b>California Teachers          Association</b>          Joyce Abrams</p>	<p>Representing the <b>California Federation of          Teachers</b>          Sue Westbrook          Senior Vice President, ECK-12 Council</p>	
<p>Representing <b>Commission- approved Subject          Matter Preparation Programs</b>          Claire Palmerino          Director, Academic Advising Services          Center for Careers in Teaching CSU Fullerton</p>	<p>Representing <b>Commission-approved          Induction Programs</b>          Linda Childress, BTSA Director RIMS          (Riverside, Inyo, Mono, San Bernardino          Counties) BTSA</p>	
<p>Representing <b>Commission-approved          Internship Programs –District Based</b>          Mary Lewis, Administrator          Alternative Certification and Teacher Support          Los Angeles Unified School District</p>	<p>Representing <b>Commission-approved          Internship Programs – COE-based</b>          Margaret Fortune          Project Pipeline, Sacramento COE</p>	
<p>Representing the <b>Committee on Accreditation</b>          Lynne Cook, Professor          California State University, Northridge</p>		
<p>Karen O'Connor, Teacher (Multiple Subject)          Poway Unified School District, Adobe Bluff</p>		<p>Dana Griggs. Assistant Superintendent          Ontario-Montclair School District          Ed Kujawa, Dean          Dominican University of California</p>

## **Appendix K**

**American Institutes for Research**

**Summary of Findings**

## FINDINGS OF THE AMERICAN INSTITUTES FOR RESEARCH REPORT

In March 2003, the American Institutes for Research (AIR) issued its final report on the Evaluation of the *Accreditation Framework* Policies and Procedures. The purpose of this study was to examine the policies and procedures found in the California's *Accreditation Framework* and *Accreditation Handbook*, the Commission's processes and procedures for conducting accreditation visits, the preparation of the Board of Institutional Reviewers (BIR) for site visits, and the question of whether the current process implemented by CCTC allows for a fair and productive review that supports program and institutional improvement.

### *Phase I*

The AIR final report is the culmination of three years of research on CCTC's accreditation process and procedures that was comprised of two phases. The first phase included: 1) a review and analysis of pertinent documentation; 2) observation of accreditation visits; 3) observation of new member orientation; 4) development of site visit profiles; 5) interviews with key informants; 5) an analysis of the *Accreditation Framework*; 6) development of databases related to site visits; and 7) observation of COA meetings. The first phase resulted in identification of some emerging themes and issues that were recommended for further exploration. Three recommendations resulted from the first phase of the projects. These recommendations are:

- 1) *Clarification of Standards* - AIR reported that their review of documentation and initial interviews revealed a prevailing difficulty in discerning the standards by which an institution is being evaluated. They recommended that the information about standards be located and labeled clearly as associated with specific programs within an institution using consistent terminology and numbering systems.
- 2) *Development of Reports* - AIR recommended that clearer guidelines be given to institution representatives developing self-studies or accreditation reports, and that accreditation team members be reviewed to determine how to accommodate the lack of consistency and transparency in documents related to the site visits.
- 3) *Documentation and Recordkeeping* - AIR recommended that recordkeeping and document maintenance procedures at the CCTC be reviewed and revised to ensure that all materials could be easily located, checked out as needed, and returned.

### *Phase II*

Face-to-face interviews, telephone interviews, and surveys comprised an important aspect of Phase II research. AIR surveyed three distinct groups: CCTC Board of Institutional Reviewers (BIR) individuals who participated in accreditation site visits; IHE representatives involved in the accreditation process; and district staff -- graduates, master teachers, and employers of candidates at institutions accredited in 2000-01 and 2001-02. In addition, Phase II included an analysis of the *Accreditation Framework* and *Accreditation Handbook*; case studies of institutions undergoing the accreditation process, database development, a profile

development database, data analysis, interviews with COA members, and attendance at state meetings.

## AIR Phase II Findings and Recommendations

In general, the AIR summarizes its findings as follows:

The overall sentiment of stakeholders is that the peer review of education preparation programs effectively serves the goals and objectives of accreditation as defined by the process and procedures in the *Accreditation Framework and Handbook*. Even though the process of preparing for accreditation is long and arduous, it provides IHE's an invaluable opportunity to self-examine their programs and practices to allow them to identify weaknesses and improve their programs through a self-reflective process. The process allows the accreditation team of peers to make an informed assessment of the educator preparation programs from the self-study documentation and on-site review, and to produce a report and recommendations for the COA's consideration. (AIR Report, page 9)

The research conducted by AIR in the second phase centered around four general questions. In its final report, AIR responds to those questions with key findings as well as related recommendations. These findings and recommendations are reproduced verbatim below.

***AIR Research Question 1. Are the policies and procedures outlined in the Accreditation Framework and Accreditation Handbook and implemented since 1997 yielding the kind of information that is in keeping with the avowed goals, purposes and functions of a professional accreditation system?***

### ***Key Findings:***

- The CCTC process, as dictated by the Accreditation Framework, is based upon the high standards that reflect the theoretical and practical goals and direction of the various subsets of the education profession. With the implementation of the Teaching Performance Assessment (TPA), based upon the SB 2042 Teaching Performance Expectations, the CCTC is moving even more closely toward the performance outcomes that have become prevalent within the profession.
- The CCTC partnership with National Council for Accreditation of Teacher Education (NCATE) reflects a strong commitment to assist California institutions seeking national accreditation. This commitment is reflected in the recently renegotiated partnership between the Commission and the National Council. Challenges to implementing this partnership include issues of alignment between CCTC and NCATE standards and the subjective personal interaction between state and national teams in data collection and decision making.

***Recommendations related to standards:***

- 1) Standardize the processes related to transitions to new standards through new language in the *Accreditation Handbook*.
- 2) Review the need for maintaining Option 3, General Program Standards.
- 3) Attempt to standardize the formats for documentation required of IHEs, specifically for the self-study report.
- 4) Begin a dialogue with IHEs regarding appropriateness of standards for non-traditional models or programs as to whether they consider the standards as they currently exist to be appropriate and valid measures of quality of their institutions.

***Recommendations regarding training and orientation***

- 1) Provide more and ongoing orientation for COA members.
- 2) Provide more training and professional development to CCTC staff than is currently available to them.
- 3) Include a historical perspective of past performance in the accreditation process into team and COA decision-making considerations.

***Other related recommendations:***

- 1) Amend the *Framework* to allow for greater sanctions to be placed upon low performing programs.
- 2) The “Concerns” part of the team report needs to be reconsidered by the COA and the format for the report should be revised so the team members will clearly understand the expectations of the COA for the report.

***AIR Research Question 2 – Do BIR members feel adequately prepared for their role as peer reviewers to achieve the goals of the system? Do they believe that the policies and procedures under which they are operating enable them to achieve the goals of the system.***

***Key Findings:***

- Peer review through site visits by the BIR is highly valued by both IHE representatives and BIR members. Using peers at the K-12 and IHE levels to judge whether and to what degree programs have met the standards is a core element of the *Accreditation Framework*.
- The criteria for team selection are critical to the validity of the accreditation review process, and the *Framework* is clear about these criteria in terms of team size, expertise, and diversity. However, the unavailability of BIR members and/or the unavoidable loss of team members at

the last minute may result in a team with one or more members who are poorly and/or insufficiently prepared. This could result in team members who are unable to effectively fulfill their responsibilities in the CCTCs accreditation process, reduce the effectiveness of the team as a whole, and interfere with the CCTC's ability to meet *Framework* requirements regarding the criteria for team selection.

***Recommendations regarding the preparedness of peer reviewers:***

- 1) Strengthen team training, particularly in the areas of interviewing.
- 2) Intensify the orientation of accreditation teams.
- 3) Evaluate BIR members' skills post-visit and provide feedback.
- 4) Adopt better technology to allow CCTC staff to more effectively recruit team members.

***AIR Research Question 3 – Do those from institutions of higher education and their graduates who have been involved in accreditation reviews feel that the system allows them ample opportunity to provide the information necessary for a fair and productive review?***

***Key Findings:***

- The intensity and brevity of the accreditation visit is a significant factor in respondents' perceptions of the CCTC accreditation process. IHE representatives, team members and CCTC staff report that the process leaves them physically and mentally exhausted.
- The frequency of the accreditation cycle – occurring approximately every five to seven years – is a significant element in the Commission's system of accreditation, and exists to ensure that institutions maintain quality.

***Recommendations regarding the opportunity to provide information for a fair and productive review:***

- 1) Standardize the formats for documentation required of IHEs specifically regarding standards for the self study report.
- 2) Provide more and better orientation for institutions new to accreditation.
- 3) Encourage IHEs to develop electronic documents rooms in addition to better organized, hard-copy document rooms.
- 4) Conduct candidate interviews when students are available.
- 5) Develop annual surveys for newly credentialed individuals and their employers to provide an additional source of objective data to inform the accreditation system.

***AIR Research Question 4 – What evidence is there that the accreditation review process and the information provided through the review is being used to support program and institutional improvement?***

***Key Findings:***

- Although time consuming, the process of self reflection to prepare the institutional self-study is highly valued by IHE representatives and seen as one of the chief benefits of the accreditation process.
- The quality of the data available for use by teams making judgements about institutions' performance against the standards can vary significantly, and this variation affects the validity of those decisions and the teams' overall recommendations to the Committee on Accreditation.
- The accreditation team report is the key piece of data the COA uses to make its decision an institution's accreditation status. However, the various parts of the report can vary substantially in quality, interfering with the Committee's ability to make its decisions with full confidence in the team's recommendations. The intensity of the accreditation visit often results in conditions that are not conducive to the production of high quality team reports. In addition, IHE representatives are often unprepared for the presentation of their institution's report before the COA, or feel unable to prepare themselves for the interview before the committee.
- The *Accreditation Framework* purposefully ignores past institutional performance against the standards in its accreditation visits; yet the addition of this historical perspective could lead to a deeper, more effective measurement of institutional improvement over time.

***Recommendations regarding the review process supporting program and institutional improvement.***

- 1) Offer more assistance in the development of self-study documents.
- 2) Alter the *Framework* to allow IHEs to provide data about program improvement over time.