

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

## Professional Services Division

April 27, 2010  
Overview of this Report

### Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Biola University. The report of the team presents the findings based upon reading the response to the Common Standards, Program Assessment Preliminary Report of Findings; review of additional supporting documentation and interviews with representative constituencies. On the basis of the report, the following accreditation recommendation is made for the institution: **Accreditation with Stipulations.**

### Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources		X	
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	21	20	1	
Single Subject	21	19	2	

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

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

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

**Institution:** Biola University

**Dates of Visit:** April 11-14, 2010

**Accreditation Team**

**Recommendation:** Accreditation with Stipulations

**Rationale:**

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

Common Standards - The team reviewed all nine Common Standards and found that eight Common Standards are Met and one is Met with Concern: Standard 3: Resources.

Program Standards - For the Multiple Subject Program, 20 Standards are Met, and 1 Standard is Met with Concern: Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning.

In the Single Subject Program, 19 Standards are Met, and 2 Standards are Met with Concern: Program Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates; Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning.

Overall Recommendation-Based upon the team findings the team recommends an accreditation decision of **Accreditation with Stipulations** for Biola University and its credential programs.

Following are the Stipulations.

1. That the institution provide evidence that the Multiple and Single Subject programs within the unit receive sufficient resources to allow for effective operation of the credential programs. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development and field placement.
2. That the institution provide evidence that all Single Subject candidates receive pedagogical preparation for subject-specific content instruction.

3. That the institution provide evidence that all candidates receive instruction in all areas related to candidate preparation for Learning to Create a Supportive, Healthy Environment for Student Learning.

4. That within one year of this action, the institution submit written documentation to the team lead and the Commission consultant documenting all actions to remove the stipulations noted above.

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

**Initial/Teaching Credentials**

Multiple Subject  
Multiple Subject

Single Subject  
Single Subject

**Advanced/Service Credentials**

Multiple Subject  
Clear Multiple Subject

Single Subject  
Clear Single Subject

Staff recommends that:

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

**Accreditation Team**

**Team Leader:**

**Meredith Curley**  
University of Phoenix

**Common Standards Cluster:**

**JL Fortson**  
Pepperdine University

**Basic/Teaching Programs Cluster:**

**Cathy Buell**  
San Jose State University

**Staff to the Visit**

**Marilynn Fairgood**  
Consultant

### Documents Reviewed

Program Assessment Preliminary Report of Findings	
Program Assessment Summaries	
Biennial Report Response	
Completed Common Standards Planning Instrument	
Candidate and Field Supervisor Evaluations	
TPA Data	
Institutional Response to Common Standards	
Course Syllabi	Key Assignment Data
Candidate Files	Title II Data
Schedule of Classes	Advisement Documents
Follow-up Survey Results	Faculty Vitae
Candidate Portfolios	University Budget Plan

### Interviews Conducted

	Team Leader	Common Standards	Basic/ Teaching Cluster	TOTAL
Program Faculty			16	<b>16</b>
Institutional Administration	8		1	<b>9</b>
Candidates	39	30	15	<b>84</b>
Graduates	6		6	<b>12</b>
Employers of Graduates		6	1	<b>7</b>
Supervising Practitioners		6	5	<b>11</b>
Advisors		1	2	<b>3</b>
School Administrators		5	1	<b>6</b>
Credential Analysts and Staff	2		2	<b>4</b>
Program Admissions Staff	5			<b>5</b>
Advisory Committee Member		8		<b>8</b>
<b>TOTAL</b>				<b>165</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.

### Background Information

Biola University (BU) is a private, faith-based liberal arts university located in Southern California. The university serves approximately 6,000 graduate and undergraduate students at its campus in La Mirada and at various satellite locations. The BU mission is to equip men and women in mind and character to impact the world through biblically-centered education, scholarship, and service.

Biola University is comprised of seven schools: the School of Arts & Sciences, Talbot School of Theology, Rosemead School of Psychology, the School of Intercultural Studies, the School of Business, the School of Professional Studies, and the School of Education. Offering four baccalaureate degrees in 28 majors, 17 masters and seven doctoral degrees, Biola's commitment to academic excellence is a 102- year tradition since its founding in 1908 and has grown from an Institute, to a College, to a University.

## Education Unit

Biola University has been approved to offer teacher preparation programs since the 1980's. The transition from a Department of Education to the BU School of Education was created July 1, 2007 and on February 16, 2009, Biola officially celebrated the launch as a community. The School of Education consists of 1 dean, 9 full-time faculty, 12 adjunct faculty, 12 student teacher supervisors, 17 TPA assessors, and 6 staff members. The SOE includes an Undergraduate Chair who also serves as Director of Teacher Education, a Graduate Chair who also serves as Director of the Fifth Year Program, and a TPA Coordinator all of whom are full-time faculty with administrative release time.

The mission of the School of Education is to “equip Christian educators to impact public, private, mission, and homeschools through biblically-centered education, scholarship, and service.” The vision is to equip a generation of influential educators devoting their strengths, gifts, and scholarship, to meet the needs of diverse students. Learning outcomes are intentionally connected, not only to the SOE mission and vision, but also to teacher performance expectations and preparation standards.

The Biola SOE serves 355 undergraduate and graduate students, plus approximately 120 single subject majors who are also served through their single subject departments. At the graduate level, Biola University offers multiple and single subject preparation for the Preliminary Teaching Credential and the Clear Credential through a M. A. Ed program. At the undergraduate level, the School of Education offers a B.A. in Liberal Studies and the teacher preparation track for multiple and single subject preliminary credentials.

Because the Fifth Year Program Standards are in transition, the team did not review the Fifth Year Program during the site visit. That program has been reviewed and recently approved by a CTC panel of reviewers.

**Table 1**  
**Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2008-09)	Number of Candidates Enrolled (2008-09)	Agency or Association Reviewing Programs
Multiple Subject	Initial	41	187	CTC
Single Subject	Initial	29	120	CTC

## The Visit

The visit to Biola University (BU) began on Sunday, April 11, 2010 at 1:00. Team members met at the hotel for a team meeting and to begin preparations for the visit. The team consisted of two team members and a Team Lead.

On Sunday afternoon, team members met at the hotel and then traveled to the university for an orientation to the university document room and a tour of the campus. Following the orientation, the university held a reception during which team members met university administrators, local education agency partners, supervising practitioners and program completers. After the reception, constituent interviews of program partners, faculty and program completers were conducted. At the conclusion of the interviews the team returned to the hotel and continued their team meeting.

On Monday morning, the team traveled to the university. Monday accreditation activities began with a brief introduction to university leadership, faculty and staff. Following the introduction, team members began to gather evidence through onsite interviews, telephone interviews and review of documentation.

Team members continued accreditation activities on Tuesday morning with two team members traveling to school sites to conduct constituent interviews. On Tuesday morning, the team lead and Commission consultant presented the Mid-Visit Report to the Dean and the Undergraduate Chair of the School of Education. During the day, the team continued to gather evidence and conduct interviews. On Tuesday evening the team met to discuss all standards to determine whether or not all standards were met. On Wednesday morning the team continued their deliberations. Consensus was reached on all standard findings and an accreditation recommendation was made.

# Common Standards

## Standard 1: Educational Leadership

## Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The vision of the School of Education (SOE) is to equip a generation of influential educators devoting their strengths, gifts, and scholarship to meet the needs of diverse students. The graduate and undergraduate preparation programs focus primarily on content and pedagogy as well as diversity and differentiation. The programs are built around the California Commission on Teacher Credentialing Standards and California Department of Education curriculum frameworks. Courses require candidates to access state standards and frameworks, utilizing state-approved textbooks to develop lessons and units that center around state-adopted content standards.

A review of curriculum documents and course syllabi verified that the School of Education vision and learning outcomes provide direction for programs, courses, teaching, candidate performance and experiences through the intentional connection between TPE, course assignments, key assignments, and field experiences. A review of assessment data confirmed that candidates demonstrate proficiency in each outcome. Interviews revealed that collaboration occurs and decisions are made in the context of a professional learning community. The School utilizes standing committees, ad hoc committees, and stakeholder meetings to inform practice and program improvement.

The Dean is well-respected on campus and represents the School on cross-campus committees. The School is recognized for its innovation and accomplishments due in large part to the guidance of the Dean and the SOE leadership team.

Interviews with Credential Analysts, advising staff, and students confirmed that a clear process exists to ensure that candidates recommended for a credential have met all requirements. Candidates noted that they have an excellent communication channel with the School and are clear about their requirements for program and credential completion.

## Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The School of Education faculty have identified a set of key assignments, including TPA, that occur across the program to measure candidate competency. The creation of these key assignments as well as the discussion and analysis of findings, occurs during the Teacher Preparation Committee meetings. This Committee is comprised of full-time faculty, adjunct faculty, and SOE administration and meets monthly. The TPA Coordinator and Director of Teacher Education collect assessment data for review at these meetings.

Faculty members who teach coursework which includes key benchmark assignments are responsible for compiling the data utilizing the Key Assignment Data Cover Sheet. This summary includes data from the key benchmark assignments for the semester, identification of strengths and weaknesses tied to TPE, faculty reflections, and group analysis. In addition, aggregated TPA data and a summary of identified TPA weaknesses are provided for faculty consideration. The Teacher Preparation Committee reviews all data findings and determines appropriate next steps for program improvement.

The Teacher Preparation Committee makes recommendations for program improvement based on the data analysis from key benchmark assignments and TPA. Based on these reviews, the SOE created a set of faculty task forces to address areas of concern and work through suggested changes. These faculty task forces meet with respective faculty across the School to improve practice and implement strategies for improvement of identified areas of weakness. As a result, faculty have modified assignments, reviewed rubrics, and engaged in collegial discussions as a professional learning community.

## Standard 3: Resources

Standard Met with Concerns

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

The School of Education staff includes a Graduate Chair for MAT/MAEd programs, a Chair for Undergraduate Programs/Director of Teacher Education, full-time faculty, adjunct faculty, and support personnel which include: Credential Analysts, a Field Placement Coordinator, a TPA Coordinator, and additional administrative support personnel. The University has a budget cycle that allows units to request additional money to support their existing programs and a mechanism for units to request start up funds for new programs. The library collection includes a broad selection of content area materials to support SOE and library staff work with School faculty to obtain materials, reserve readings, and additional content to support courses.

The library provides candidates with multiple resources, including: mechanisms to acquire additional materials through their partnerships, access to a 24/7 ‘ask a librarian’ service, and e-reserve readings. The School has a central location on campus and includes offices and meeting space for faculty and staff.

The Undergraduate Chair/Director of Teacher Education has direct responsibility and/or oversight for credential program coordination, admission, advisement, curriculum, instruction, field-based supervision and clinical experiences as well as assessment management for both multiple and single subject programs. The review team noted concerns about the breadth of responsibilities currently handled by this individual. Additionally, there are concerns about the work load associated with the field experience coordinator position and the need for additional resources for single subject programs. During the review of evidence and completion of interviews, the team noted concerns about sufficient content-specific pedagogy for single subject candidates and the level of support for single subject programs. The content area course work is housed in other academic programs; however, the SOE is responsible for recommending credentials for single subject candidates and the corresponding program competencies related to subject-specific pedagogy.

The School of Education has a team of administrators, faculty, and support staff available to assist candidates throughout their program. The SOE programs are supported by library personnel and related resources, technology support, admissions personnel, and administration. The Distance Learning Department is also supporting the School as it begins offering course work and programs via an online modality.

The School has established short and long-term goals that include creation of additional course work in special education, the creation of Education Specialist credential programs, and the delivery of programs via an online modality. The Dean works with the Provost, budgetary staff, and other campus leadership to establish timelines for establishing resources to support SOE goals. The institution also has a process for Schools to request start up funds for new programs. The desire to continue growing the School and its outreach into the community was evident.

#### **Standard 4: Faculty and Instructional Personnel**

#### **Standard Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Biola University and the School of Education (SOE) utilize a rigorous application process for all persons employed to support the preparation of teachers. A review of the evidence, including curriculum vitae, showed that full time faculty, adjunct faculty, and university supervisors have

appropriate professional preparation, terminal degrees, and public school experience to contribute to the effective preparation of K-12 teachers.

A review of vitae shows that fulltime faculty and other instructional personnel participate in local, regional, national, and/or global professional activities including ongoing involvement with local public and Christian schools, attending and/or participating in relevant professional conferences, contributing to and reading professional publications, and conducting research to inform their practice. SOE faculty are expected to model best practices; chair and peer observations of faculty verify that individuals model best professional practices in their classes.

School of Education faculty reflect California's diverse ethnic makeup, including Anglo, Asian, African American, and Latino; 75% of the faculty are female. Approximately 50% of the current faculty have conducted research and published articles, made presentations, or co-authored books in areas related to diversity.

Based on interviews, review of vita, and review of course materials, it is clear that faculty are well-versed in the content of academic standards and frameworks as well as the process of accountability in the public schools. A examination of program syllabi found that course content, assignments, and activities incorporate standards, frameworks, and assessment as they relate to implementation in public schools.

The SOE hosts a reception for SOE personnel, students, and school and community stakeholders once each semester. During this event, stakeholder groups share information and participate in roundtable discussions to share ideas, and concerns related to teacher preparation; remarks are collected and reviewed by the relevant School committees and/or personnel. Additionally, most faculty members participate in one or more P-12 collaborative or research project.

The unit provides funding to support conference attendance, with priority given to individuals making professional presentations, conferences that enhance understanding of teacher preparation in California, and professional development related to enhancing effectiveness of preparing public school teachers. The university offers research and development funds as well as offering support for grant writing by employing a full-time grant writer and funding research luncheons several times a year to provide opportunities for faculty collaboration. In addition, the university has a faculty development center and employs a full-time director.

All course instructors are evaluated by students each semester using a nationally normed evaluation tool which identifies the perceived achievement of identified learning outcomes. Instructional faculty are also evaluated regularly via peer and administrative teaching observations and evaluations. Field supervisors receive formal evaluations from student teachers and master teachers. When issues are found, individuals meet with the appropriate administrator to review evaluations and discuss suggestions for improvement and set goals. A pattern of failing to implement suggestions and/or reach goals may lead to non renewal of contract.

**Standard 5: Admission****Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

A review of the evidence, including the university catalog, SOE website, and teacher preparation application, showed that the SOE employs well-defined admission criteria aligned with CTC requirements. Applicants are reviewed using multiple measures including GPA, tests scores, recommendations, and interviews. To ensure accessibility, some exceptions are made at the point of admission with the understanding that all requirements will be met prior to advancement to the final student teaching experience.

SOE faculty visit community colleges and education fairs to recruit applicants from the diverse population of the surrounding Los Angeles area. The university hosts several campus events each year for potential students from diverse backgrounds and representatives visit local high schools and churches encouraging individuals to consider Biola as their school of choice.

In addition to meeting admission requirements cited above, students must successfully complete an introduction course prior to being fully admitted to a credential program. Students who attend Biola as undergraduates complete the course as part of their undergraduate credential requirements. Individuals at the post baccalaureate and masters level take a similar course prior to full admission to the credential program. Participation in these courses provide students with the opportunity to demonstrate their basic academic and communication skills as well as their understanding of California's diverse school population. Appropriate previous experiences are self reported on the application and during interviews.

**Standard 6: Advice and Assistance****Standard Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Interviews with students, faculty, and support personnel as well as review of institutional documents showed that SOE does an excellent job of providing credential students with the information and materials and support they need to move efficiently through the credential program. Two credential analysts knowledgeable about credential requirements visit credential classes each semester to provide students with reminders and updates. Faculty advisors and credential analysts are available to students for individual academic and career advising throughout the semester.

The SOE employs a full-time field placement coordinator who is responsible for field placements and student teaching assignments. Her colleagues acknowledged that she has well-

established relationships with both students and school site personnel that allow her to carefully match student teachers with master teachers and venues that will best support the candidate's professional development.

Instructors evaluate candidates in each credential class on academic performance, including completion of TPAs, and professional dispositions. Candidates are also evaluated in each field experience and during student teaching. Dispositions that raise 'red flags' are documented and placed in student files. Faculty meet with these students to discuss issues, offer assistance, and set goals for improvement. Signed documents summarizing meetings are placed in student files. Students who do not show sufficient growth/improvement are counseled out of the credential program.

Credential analysts maintain complete candidate files that may be accessed by SOE personnel at any time for the purpose of reviewing evidence of candidate progress in support of efforts to provide advice and assistance.

### **Standard 7: Field Experience and Clinical Practice**

### **Standard Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

The SOE, in conjunction with input from their partners, has created a specific sequenced and increasingly complex, rigorous program of site-based experiences in order that P-12 students have the opportunity to meet state-adopted standards.

Multiple factors are considered by university personnel in choosing sites to match student needs. During the first sequenced period, students move from observing and completing tasks during their 25-hour assignment. During this phase, the students flip sites half way, between private and public schools specifically selected for each student during this introduction time.

The second phase is a 35-hour assignment connected to their reading course. Assignments are selected in cooperation with the school site and the university to meet the needs and requirements of this phase in the students' progress. During the second stage, the TPA 2 is completed by the students.

The final segment of participation prior to student teaching is a 60-hour school placement. During each of these phases, students have greater responsibility for academic application. Additionally, during this final stage but prior to full-time student teaching, students complete TPA 3. In order to complete this assignment, Biola candidates must identify particular students in their site classrooms, one who is classified as an English learner and another student who has special needs. Lessons are created to meet the needs of these particular students as well as meeting the needs of the class as a whole.

In addition to the above hours, each candidate completes the equivalent of a full semester of student teaching. Multiple Subject candidates complete two eight-week assignments. In order to meet state requirements, these students are placed in a lower elementary assignment and an upper elementary assignment. The majority of students also rotate schools sites after the completion of the first eight weeks.

Multiple Subject and Single Subject candidates complete TPA 4 during student teaching. Single subject students complete the equivalent of a public school semester in a secondary school specifically selected to meet state requirements and provide the students with a opportunity to also work with a diverse population in which they have two academic subject preparations.

### **Standard 8: District-Employed Supervisors**

**Standard Met**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

District-employed secondary site personnel meet state requirements and are credentialed in the applicable subject area of the candidates who are placed with them. District-employed elementary site personnel meet the state requirements by holding a valid multiple subject credential. All are knowledgeable of and utilize curriculum based on state frameworks and guidelines.

The selection process of Master Teachers is the result of a joint effort between the SOE and the school site administration or between the SOE and district representatives. All host teachers receive an orientation of University expectations and procedures by SOE Field Supervisors prior to the arrival of a student teacher.

Systematic evaluations of the Master Teacher are done by their student teachers as well as by the University Field Supervisor. The SOE has created a spreadsheet reflecting the data from these evaluations. Those Master Teachers who are evaluated positively are retained and used again by the University. They also receive special recognition during a SOE hosted Master Teacher Reception held twice a year.

### **Standard 9: Assessment of Candidate Competence**

**Standard Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

The Teacher Preparation Committee has identified a set of key benchmark assignments to measure candidate competency. Data from these assignments, along with TPA data and students' self-reported areas of weakness are reviewed by the Committee for program improvement. Data from these sources identified program weaknesses related to special needs, English language learners, and student assessment. Faculty task forces were established to

address each of these areas. The task forces worked with respective School faculty in each area to complete curriculum mapping and identify opportunities for improvement. As a result, the faculty have modified course materials and assignments to strengthen coverage of this content. The accreditation team found evidence to support the improvement of course work and related content in each of these areas as a result of the work completed by the task forces and Teacher Preparation Committee.

The accreditation team reviewed TPA data, key benchmark assignment data, and Title II data which indicate that candidates are meeting the Commission-adopted competency requirements. The institution has a process for collecting and reviewing TPA data as well as identified areas of weakness on each TPA task. The information collected regarding areas of weakness provides additional information for faculty and administration to consider as part of the larger unit assessment system.

## **Multiple Subject Credential Single Subject Credential**

### *Program Design*

The BU School of Education offers undergraduate and graduate programs leading to a California Multiple Subject and Single Subject preliminary credential and the Clear, or 5<sup>th</sup> Year, credential. The BU School of Education vision is intended to equip a generation of influential educators devoting their strengths, gifts, and scholarship, to meet the needs of diverse students. Learning outcomes are intentionally connected, not only to the BU mission and vision, but also to teacher performance expectations and preparation standards.

The university vision also provides direction for faculty service and collaboration, as each faculty member is involved in collaboration with one another and with a variety of school districts and school sites. The leadership team of the School of Education (Dean, Graduate Chair, Undergraduate Chair) work collaboratively with one another and with full-time and adjunct faculty, shaping unit accountability through learning outcomes and data collection that align with their vision. The Teacher Preparation Committee ensures direct accountability of the scope and sequence of the teacher preparation courses by requiring committee approval of any modifications to key assignments, as well as regular submission of candidate data. After data is submitted, group discussion occurs with faculty who teach each of the teacher preparation courses. In the context of these discussions, key stakeholders have the opportunity to assist colleagues in refining learning activities that will promote best practices within candidate performance. Coupled with these discussions, administrators and master teachers from local school sites provide input for programmatic improvement within the context of surveys and discussions at a community event each semester.

### *Curriculum*

Biola University's teacher preparation program seeks to prepare candidates who exemplify seven learning outcomes: 1) committed to living out God's calling as a Christian educator, 2) dedicated to students' optimum development for God's glory, 3) engaged in experiences with cross-cultural and special populations to appreciate diversity, 4) capable of applying developmental and learning theories to solve educational challenges, 5) implement content standards instruction effectively, 6) skilled at designing and implementing appropriate and effective learning strategies, and 7) devoted to creating a positive learning environment for all students. Although each of the credential programs is distinct, all candidates move sequentially through a set of six courses at the undergraduate or graduate level.

### *Field Experience*

The fieldwork placements in Biola University's teacher preparation program have been carefully sequenced so that candidates experience increasingly complex and rigorous fieldwork experiences that allow them to develop and demonstrate the appropriate skills to effectively support P-12 students. The following experiences are included:

In a pre-requisite course, candidates are placed in a classroom for 25 hours where they observe and report on the relationship between state academic content standards and instruction, classroom management strategies, the effective use of technology in a classroom, and the teacher's legal obligations. Candidates also report on the relationship between student learning, engagement, and assessment and how an effective teacher utilizes self-reflection to make instructional adjustments. Additionally, candidates formulate a special needs review based on the specific needs of a particular student in their fieldwork placement.

In the elementary or secondary reading course, candidates are placed in a classroom for 35 hours. During this placement, they assume more classroom responsibility such as: administering reading inventories and reading assessments, working with small groups of students, and teaching 2 or more lessons to the entire class. They also work with an identified English learner and a special needs student, gathering specific data and making accommodations to a lesson that they will submit for TPA 2.

In the elementary or secondary curriculum course, candidates are placed in a classroom for 60 hours. Candidates assume even greater classroom responsibility. They will teach 4 lessons to the entire class, differentiate their instruction, and administer an assessment to the class. As part of TPA 3, candidates work with an identified English learner and an identified special needs student, gathering specific data and making accommodations to the assessment and analyzing the results of the assessment.

During student teaching, candidates are placed full-time in a classroom setting for an entire semester under the supervision of a district-employed master teacher. Candidates gradually take over the full instruction of the class and experience all the dimensions of classroom teacher responsibilities. Candidates attend a 3-hour seminar one night per week during the semester of student teaching where the professor helps them debrief their school experiences and provides ongoing support in teaching strategies, making accommodations, and managing the classroom. They also work with an identified English learner and a student with a learning challenge, gathering specific data and making accommodations to their teaching. Candidates videotape a lesson and their reflections on this lesson that they will submit for TPA 4.

Each university Student Teaching Supervisor is required to make an introductory visit to each master teacher to orient them to Biola's requirements, which includes evaluation forms, lesson plan templates, and schedule for the candidate to assume classroom responsibility. The Biola University Student Teaching Supervisor visits each candidate 8-10 times during their placement and provides support, feedback, and a bridge between the university and the master teacher. The University Student Teaching Supervisors have records of these communications, but they are not formally documented in each student's file. University Student Teaching Supervisor visits are documented on a supervisor check-off form that each student teacher keeps in a personal student teaching binder at their placement.

#### *Assessment of Candidates*

As candidates are accepted into the teacher credential program, they are assigned advisors who can assist them with academic, professional, and personal development. Each academic advisor has been provided with an advising handbook that is updated regularly with any new legislative or program requirements including candidate assessment.

Program information is accessible to every candidate via the website, BU catalog, and program sheets. Additionally, credential analysts visit each teacher preparation course every semester to provide education updates and program sheets/requirements for each stage of their preparation program.

Assessments include: Professional Dispositions and Competencies Evaluations that are completed in each teaching methodology course; tracking of GPA throughout the program; progress in TPA performance; fieldwork evaluations from master teachers, cooperating teachers, and University Student Teaching Supervisors; progress in attaining appropriate TPE via key

assignments; as well as the student teaching interview and final evaluations. Confidential candidate data can be accessed by SOE personnel via the School of Education database (File Maker Pro), student files, and Task Stream (starting Fall 2009). Candidates who struggle to meet one or more of these program standards are offered the opportunity to meet with a faculty mentor who will support them toward achievement of the required program outcomes, or help them to consider other possible career options.

Teacher Performance Expectations are measured through a) coursework Key Assignments, b) TPAs, c) e-Portfolios, d) Candidate Fieldwork Experience Evaluations, e) Professional Dispositions and Competencies Evaluation Forms, f) Mid Evaluation of the Teacher Candidate during student teaching, and g) Final Evaluation of Teacher Candidate at completion of student teaching.

During student teaching, candidates are placed full-time in a classroom setting for an entire semester under the supervision of a district-employed master teacher. During this experience, candidates also work with an identified English learner and a student with a learning challenge, gathering specific data and making accommodations to their teaching. Candidates videotape a lesson and their reflections on this lesson that they will submit for TPA 4.

Candidates are required to pass all TPAs with a score of 3 or better to demonstrate their competency in the skills associated with the TPE. The TPA tasks are embedded in the teacher preparation coursework as major assignments in these courses. Candidates who fail to earn a passing score on any TPA may meet with the TPA Coordinator at any time for personalized remediation and support. In addition, if a candidate fails a TPA twice, they are required to enroll in an independent study with the TPA Coordinator before submitting their third and final submission.

### ***Findings on the Standards***

After review of the Program Assessment Summary, the Program Assessment Preliminary Report of Findings, the institutional response and supporting documentation, Biennial Report Response and after conducting interviews of candidates, graduates, faculty, employers, program partners and supervising practitioners, the team has determined that all Standards are fully met for the Multiple and Single Subject Programs except for the following:

#### **Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates – Met with Concerns**

Interviews with student teachers, program completers, and master teachers indicated that while most candidates were confident of and knowledgeable in their subject matter, there was a lack of preparation to teach the subject area content. The SOE has made curricular changes that should address this concern. Beginning in 2008, work was begun on development, approval of, and funding for subject-specific pedagogy courses in the following areas: English, Spanish as a Foreign Language, History/Social Science, Mathematics, Physical Education, and Science. In Fall 2009, these courses were included in the university catalog and made available to newly admitted single subject credential candidates. Additionally, for candidates in low incidence subject areas, the SOE provides independent study with an expert in the field. The SOE will include subject-specific preparation data in their next biennial report.

**Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning – Met with Concerns**

The review of documents and interviews with students did not elicit clear and obvious examples of how some elements of this standard are being addressed and learned. While there is some evidence that elements of the standard are introduced in lectures, readings, and discussion, students were not able to articulate knowledge or recognition of some issues, for example, knowledge of parents' rights, communication with families, substance abuse, conflict resolution, and service agencies that offer support for the development of a healthy learning community. The SOE is expected to report data in its next biennial report specific to this standard.