Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Santa Clara University

April 14-15, 2010

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Santa Clara 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.

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/Intern	21	21		
Single Subject/Intern	21	21		
Education Specialist: MM Level I	17	17		
Education Specialist: MM Level II	12	12		
Education Specialist: ECE Level I	19	19		
Education Specialist: ECE Level II	11	11		
Preliminary Administrative Services	15	14	1	
Professional Administrative Services	9	9		

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: **Santa Clara University**

Dates of Visit: **March 7 – 10, 2010**

Accreditation Team Recommendation: **Accreditation with Major Stipulations**

Rationale:
The unanimous recommendation of "Accreditation with Major Stipulations" was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel, along with additional information requested from program leadership during the visit. The team obtained sufficient and consistent information for 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 each of the Common Standards and determined whether each standard was met, not met, or met with concerns. The CTC team found that all Common Standards are met with the exception of the following:

Common Standard 1 – Not Met: The institution has not put in place a long-term plan for leadership of the Department of Education, and as a result there is a lack of cohesion, direction, and advocacy for the Department at higher levels of the administration.

Common Standard 2 – Not Met: The Department of Education has not put in place a unit-wide system of data collection that is used to make program improvements.

Common Standard 3 – Met with Concerns: With two tenure track faculty retiring in Spring 2010, there does not seem to be a plan for replacing them, and the team did not find evidence that budget lines for these positions are retained.

Program Standards –
All Program Standards were met, with the exception of the following:

Preliminary Administrative Program Standard 8 – Met with Concerns: The team found that there is no summative assessment connecting the fieldwork experiences to the standards, nor is there a rubric assessment based on the standards.

Overall Recommendation –
In making the recommendation of "Accreditation with Major Stipulations," the team identified issues in the areas of Leadership and Assessment that impinge on the continued ability of the institution to deliver high quality programs. While most of the programs are effective in preparing educators, the team concluded that these areas of strength do not outweigh the identified areas of concern.

Stipulations
Common Standard 1:
That the institution implement a leadership model that identifies a leader in an administrative role with the authority to provide vision and cohesion for the unit; direction to programs; and advocacy for the Department of Education at higher levels of administration related to the needs and requirements for providing quality credential programs.

Common Standard 2:
That the institution support the Department of Education in establishing a systematic program assessment process that spans all programs, and provides cohesive data collection, and that is used to determine program effectiveness and implement program improvement. In addition to providing resources for assessment, this support will primarily be evident in the leadership structure in the Department.

That a revisit by Commission staff and the accreditation team leader focusing on all standards not fully met take place within one year.

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

Initial/Teaching Credentials

Multiple Subject Credentials
- Multiple Subject
- Multiple Subject Internships
- Clear Multiple Subject

Single Subject Credentials
- Single Subject
- Single Subject Internships
- Clear Single Subject

Education Specialist Credentials

Preliminary Level I
- Mild/Moderate Disabilities
- Early Childhood Special Education

Advanced/Service Credentials

Reading and Language Arts Specialist Credentials

Reading Certificate

Education Specialist Credentials

Professional Level II
- Mild/Moderate Disabilities
- Early Childhood Special Education

Administrative Services Credentials
- Preliminary
- Professional

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Santa Clara University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Santa Clara 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.
- Santa Clara University prepare for a focused revisit in Spring 2011 to address the stipulations noted above.

Accreditation Team

Team Leader:	**Cindy Grutzik** California State University, Dominguez Hills
Common Standards Cluster:	**Eloise Metcalfe** University of California, Los Angeles
	Caryl Hodges University of San Francisco
	Bonnie Crawford California State University, Northridge
Basic/Teaching Programs Cluster:	**Buck Weber** El Tejon Unified School District
	Linda Smetana California State University, East Bay
Advanced/Services Programs Cluster:	**Nancy Parachini** University of California, Los Angeles
Staff to the Visit	**Helen Hawley,** Consultant **Mike Taylor,** Consultant

Documents Reviewed

- University Catalog
- Institutional Self Study
- Biennial Report
- Program Assessment Documents
- Course Syllabi
- Candidate Files
- Fieldwork Handbooks
- Follow-up Survey Results
- Needs Analysis Results
- Field Experience Notebooks
- Schedule of Classes
- Advisement Documents
- Faculty Vitae
- College Budget Plan
- Information Booklet
- Faculty Handbook
- Minutes: Advisory Boards
- Application Forms; Letter of Reference Forms
- Master Teacher Information Packet
- Student Teacher Evaluations of Master Teachers
- Student Teacher Evaluations of University Supervisors
- Master Teacher Evaluation Forms for Student Teachers
- University Supervisor Observation Forms
- Credential Application Guide for each program
- TPA Training Workshop Handout
- Evaluations of Field Supervisors
- Admissions Protocol

Interviews Conducted

	Team Leader	Common Standards	Initial/ Teaching Cluster	Advanced/ Services Cluster	**TOTAL**
Program Faculty	6	13	31	6	**56**
Institutional Administration	9	8		1	**18**
Candidates	15	54	117	12	**198**
Graduates		29	26	16	**71**
Employers of Graduates	6	20	15	12	**53**
Supervising Practitioners		12	34	10	**56**
Advisors		2	5	2	**9**
School Administrators		12	12	13	**37**
Credential Analysts and Staff		1			**1**
Advisory Committee		6	1	10	**17**
Master Teachers		24			**24**
TPA Coordinators		2			**2**
Career Center Staff	2				**2**
IT Staff		1			**1**
Librarian		1			**1**
TOTAL					**546**

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

Santa Clara University, a comprehensive Jesuit, Catholic university located in the Silicon Valley, is California's oldest-operating institution of higher education with more than 150 years of history. It was established on the site of Mission Santa Clara de Asís, the eighth of the original 21 California missions. Distinguished nationally by the fourth-highest graduation rate among all U.S. master's universities, Santa Clara University demonstrates faith-inspired values of ethics and social justice. The 8,846-student Jesuit, Catholic university draws on a tradition of educating the whole person for a life of service and leadership.

The diverse community of scholars, characterized by small classes and a values-oriented curriculum, is dedicated to educating students for competence, conscience, and compassion. The university presently employs 449 full time faculty and 362 part time faculty members. Fall 2009 enrollment of students included nearly 9,000 students with over 6,000 accepted as new freshmen. The diverse student body consists of 42% Caucasian students, 19% Asian students, 15.5% Hispanic students, 4% African American students, .5% Native American students, and 19% other multicultural students.

The Education Unit

The Santa Clara University School of Education and Counseling Psychology reflects the Jesuit traditions of the university and aims to fulfill the university mission: to develop individuals of conscience, compassion, and competence. Out of this mission flows the departmental emphasis

on the core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration. Candidates are expected to assume responsibility for their own learning through active participation and engagement with theory and practice on campus, in the community, and in field settings. Guided by a strong dedication to academic excellence and service to society, the School of Education and Counseling Psychology prepares its students to become competent, caring, and ethical professional leaders who promote the common good as they transform lives, schools, and communities. To that end, the School's graduate degrees, credentials, and continuing education programs pursue the following learning goals:

- Embracing a **professional ideal** that encompasses educating the whole person who respects people from all ethnic, linguistic, cultural, religious, and economic backgrounds as well as of various sexual orientation, ages, or abilities;
- Gaining professional **competence** through advanced knowledge, theory, research, and practice;
- Using **conscience**, guided by professional ethical standards, to improve self and society;
- Developing **compassion** to promote social justice and to serve others, especially those in greatest need; and
- Fostering a **commitment** to leadership and lifelong learning to transform lives, schools, and communities.

The Education Department with its credential programs operates as one of two departments within the School of Education and Counseling Psychology. The President of Santa Clara University, Fr. Michael Engh, (appointed spring 2008) has delegated the responsibility for the administration of the academic functions of the university to Provost Lucia Gilbert. Last fall, the senior leadership for the Department of Education was appointed on an interim basis from the College of Arts and Sciences: The Dean of the College of Arts and Sciences – Dr. Atom Yee – was appointed as Interim Dean for the School of Education and Counseling Psychology. The Interim Associate Dean is Dr. Stephen Lee, who is also an Associate Dean in the College of Arts and Sciences. In addition, while the chair for the Department of Education is on leave, Interim Associate Dean Stephen Lee is also serving as Interim Chair of the Department of Education.

The Visit

The visit began at noon on Sunday, March 7, 2010, and was completed on Wednesday, March 10, 2010, at noon. The team members convened at the hotel for an orientation to the visit. The team was then transported to campus where they met School of Education administrators, faculty, students and graduates at a reception and poster session. Informal interviews were engaged in during the reception and poster session to provide team members with a broad view of the school and programs. Most team members also conducted formal interviews with an array of program stakeholders who would not be available later during the week. The reception was followed by an evening meeting at the hotel for team members to coordinate interview questions and concerns. On Monday and Tuesday the team conducted interviews and studied school and program documents, conferring with each other frequently throughout both days. On Tuesday morning, the Deans and faculty were presented with a Mid-Visit Report to inform them of additional evidence that was needed for Common and Program Standards. On Tuesday evening, the team reached consensus on all standard findings and on the accreditation recommendation. The exit report was held on campus at 11:00 a.m., March 10, 2010, after a briefing was provided to university administration. There were no unusual circumstances affecting this visit.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2006-07)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs
Multiple Subject	Initial	50	52	CTC
Multiple Subject Internship	Initial	26	4	CTC
Single Subject	Initial	48	66	CTC
Single Subject Internship	Initial	25	11	CTC
Clear Credential	Initial	(not available)	35	CTC
Reading Certificate Reading Specialist Credential	Advanced	8	28	CTC
Education Specialist- Mild/Moderate Credential, Mild/Moderate Internship Credential and Education Specialist- Early Childhood Credential	Initial	48	82	CTC
Preliminary Administrative Services Credential Professional Administrative Services Credential	Advanced	16	44	CTC

Common Standards

Standard 1: Educational Leadership **Standard Not 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.

Findings

There has been frequent turnover in leadership over the last few years. The team found no evidence of a clear plan to stabilize the leadership model. The result is a lack of cohesion, direction, support and monitoring of the programs at large and of credential processing. Currently, the unit lacks the authority and institutional support needed to create effective strategies to meet the needs of all programs. The unit is in need of an advocate to assist the institution in understanding the needs and requirements of providing quality credential programs. The team found no oversight of the credential process.

The unit has a research based vision that guides the programs. There is a process that ensures that candidates recommended for a credential have met all requirements. Faculty, instructors, and stakeholders are engaged in organization, coordination and governance of all preparation programs.

Regardless of the present quality of programs, the leadership situation raises concerns that the candidates are significantly affected and will continue to be more so over time unless the leadership is stabilized.

Standard 2: Unit and Program Assessment and Evaluation **Standard Not 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.

Findings

The team found no systematic assessment across the unit. Although some surveys were found, they are inconsistent and do not form a cohesive data collection system across programs. Ongoing, comprehensive data collection related to candidate qualification, proficiencies and competence as well as program effectiveness used for program improvements is not evident.

Assessments of candidates exist within some programs, but there is no evidence that they are used to determine program effectiveness or used for program improvements. There is not a systematic process for program assessment across the unit.

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.

Findings

The Department of Education is located near the University's historic campus, which provides a wealth of support and services to candidates. This includes excellent library resources and services, computer labs, media labs and communications equipment. It also includes academic support, counseling, and career placement.

The department budget is prepared annually with input from the Department Chair. The department has also been assisted with funds from a number of grants that have enhanced the building and the delivery of programs. The department currently has 10 full-time faculty (two completing their last week of phased retirement) and 3 full-time lecturers. The Department's budget includes resources for faculty to attend a range of in-state professional activities.

Resources for advisement primarily take the form of faculty and staff time. Each full-time faculty member helps with advisement. In some of the smaller programs (e.g., reading), the Program Coordinator advises all candidates. In larger programs (Multiple/Single Subject) the Program Coordinator assigns candidates to other full-time faculty when needed.

The department recently moved to Loyola Hall, an off-campus facility that includes space for all faculty and administrative offices, the Reading and Learning Center, the Computer Lab, as well as meeting and classroom space. Physical resources, including instructional facilities, offices, equipment, and teaching materials are maintained and managed to be conducive to a quality teaching-learning environment.

Based upon multiple interviews and lack of documented evidence, the team has concerns that the faculty who have retired or are soon to retire, are not scheduled to be replaced. These retirements will leave gaps in critical content areas, advisement and ongoing program development. In keeping with the university hiring policies, it is recommended these faculty searches should focus on hiring faculty, from underrepresented groups to create a more diverse faculty. There does not seem to be a plan for replacement of faculty. The programs and candidates will be impacted by the loss of faculty.

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.

Findings

Faculty are assigned to courses based on their professional expertise and educational background. Faculty demonstrate a commitment to the procedures, policies and mission of the Department of Education. They embrace the ideals of Jesuit education which are reflected in the program. Faculty demonstrate knowledge of classrooms and cultural diversity in schools through professional activities and involvement in educational research.

The office of the Associate Provost for Faculty Development and the department budget provide professional development resources.

A process is established to provide annual feedback to faculty on their teaching. A committee composed of the chair and department faculty review each faculty member's self-assessment and teaching record. Candidates provide evaluations of field supervisors and master teachers.

Santa Clara University is strongly committed to diversifying faculty and seeks to recruit applicants from under-represented groups. The Equal Opportunity policy statement notes that the college does not discriminate in its employment policies on the basis of sex, race, color, age, disability, or national or ethnic origin. Five of the current full-time faculty are from underrepresented groups. There is an equal balance of male and female faculty as well as gender diversity. The curriculum vitae demonstrate that most of the faculty have teaching experience in diverse settings.

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.

Findings

There is a clearly defined process for admission. Admissions requirements are provided in printed materials and on the website. Candidates are screened through multiple measures: application, letters of recommendation, transcripts, statement of purpose, and interviews with faculty. In addition Education Specialist applicants provide GRE or MAT scores. Multiple/Single Subject candidates must provide evidence that they meet the basic skills requirement or CSET with writing (MS candidates). The faculty is commended for their commitment to individual interviewing of all applicants to determine if an applicant has strong potential for professional success as well as dispositions for the teaching profession.

There is a commitment to increase the diversity of potential applicants. This is done through publications and information night. Alumni provide additional recruiting in the schools and communities that SCU serves. In addition grants are actively sought and secured to provide opportunities for those from underrepresented groups to enroll.

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.

Findings

Candidates expressed a high degree of satisfaction with the advice and assistance provided from the entrance point through recommendation for their credential. In interviews, alumni expressed that this support continues to be available through their beginning teaching years. All programs have program handbooks that guide candidates through the complexities of completing their chosen path. Handbooks are also posted online.

Faculty advisors meet with candidates once they are admitted to the program and complete a program plan. A copy is placed in each candidate’s file in the admissions office, another copy is given to the candidate, and another one is retained by the advisor. This plan guides candidates as they move through the program. While all faculty assist in career advising, the field supervisor is also a particularly useful source of information. Candidates expressed a high degree of satisfaction with the support provided both from the department as well as field supervisors.

A system is in place for candidates who need remediation as well as a process for counseling out candidates who do not demonstrate the required professional skills to be recommended for a credential. The career services center also provides workshops for candidates in their final quarter. Candidates are assisted with interview skills and letter and resume writing as they seek employment. In addition, the center sponsors a job fair for the credential candidates with human resources directors and local school principals.

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.

Findings

The program is highly commended for the sequence of carefully planned field experiences and clinical practice. Master teachers and school site administrators speak very highly of the orientation to and the support provided for field experiences. The evidence shows that the programs demonstrate a strong relationship of support and collaboration with the P-12 site partners. Repeatedly, P-12 partners stated program personnel were responsive and involved in the success of the candidates. The program works carefully with the individual schools and districts to provide experiences that are diverse and relevant.

The integrated relationships between the university and the districts also ensure placements that are matched carefully with the candidates and provide a strong learning environment and diverse climate for the candidate. A review of evaluations by candidates indicated that the field experiences provided opportunities for them to effectively teach PK-12 students to meet state adopted standards. Placements are carefully selected to ensure candidates' experience in teaching in diverse settings. Clinical practice is a clear strength of the program.

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.

Findings

The program in collaboration with districts carefully selects master teachers who are credentialed, knowledgeable in their content areas, experienced, and considered to be highly effective teachers with an identified ability to mentor new teachers. The program provides orientation and workshops to support master teachers in their role.

Master teachers are recognized by the program for their service. The program provides a handbook and packet of evaluation materials to guide the master teacher in mentoring their student teacher. Student teachers evaluate their master teachers at the end of their field

experience. The candidates speak highly of the quality of their master teachers. The program is to be commended for its diligence and commitment to quality placements.

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.

Findings

Data from Biennial Reports, candidate files, and interviews with faculty indicate that candidates have achieved the knowledge and skills needed to serve as effective educators and administrators. The CalTPA, signature assignments, and the student teaching experience serve as the key assessments for the Multiple and Single Subject Programs. Candidate scores indicate that they have attained the requisite skills and knowledge. Similarly, in the Education Specialist Program, a student portfolio demonstrates that the skills and knowledge have been attained. The Reading Program assesses through a culminating practicum. The Administrative Services Program uses an action research project and a fieldwork portfolio as key assessments. Across all programs, assessments indicate that candidates meet all standards as specified in the program standards.

Multiple Subject/ Single Subject Credential and Multiple Subject/ Single Subject Internship Credential

Program Design

The Multiple Subject/ Single Subject Credential Program at Santa Clara University is influenced by the university mission: to develop individuals of conscience, compassion, and competence. Out of this mission statement, the preliminary credential program is guided by the following principles:

1. Preparing professionals who will work competently with individuals who have a variety of strengths, experiences and challenges, those of diverse backgrounds, and those in greatest need;
2. Developing positive habits of mind, identify, and apply best practices in the field and engage in critical reflection on practice;
3. Demonstrating mastery-level knowledge and skills in teaching and learning; and
4. Becoming leaders sensitive to the ethical and social consequences of their decisions.

The Multiple/Single Subject credential program offers three pathways to the Preliminary Multiple Subject (MS) and Preliminary Single Subject (SS) teaching credentials: Preservice, Intern Teacher, and Catholic/Private School. These different pathways allow the program to meet the particular needs and professional goals of a wide range of credential candidates in both public and private/Catholic school settings. Each pathway has its own program coordinator who advises and supports the teacher candidates and handles administrative matters specific to that pathway. Credential candidates on the Intern Teacher and Catholic/Private School pathways typically begin their full-time teaching positions in early August; this is the point at which their developmental course sequences depart from the sequences followed by candidates on the Preservice pathway.

In each quarter of the program, the candidate is exposed to a logical sequence of preparation courses that insures the candidates' success and effectiveness in the field and their directed teaching experience. The sequence includes:

1. Possession of a core of knowledge and skills centered on "the basics" of teaching that include subject matter methodology, classroom management, education technology, literacy acquisition, and awareness of the cultural diversity of their classrooms. As the candidate approaches directed teaching, the program requires the candidate to collaborate with subject matter specialists, teacher educators, and school practitioners to help them acquire the knowledge and skills to teach state adopted K-12 academic content standards and means of assessment and reflective practice.
2. As candidates enters the directed teaching phase, their collaboration with the university supervisor, master teacher, and methodology instructors helps the candidates to apply best practices in their classrooms and collect data to reflect on the effectiveness of their lessons.
3. As the candidates moves to the completion of the directed teaching, the candidates are also provided with the knowledge and skills needed to address the diverse linguistic and cultural backgrounds in their classrooms to plan and provide instruction in an inclusive classroom environment.

Interviews with candidates, faculty, master teachers, and employers stressed the effectiveness of the preparation, continual support, and guidance that is given candidates during the coursework, field experiences, and directed teaching experiences.

Curriculum

Preparation to teach reading in both the multiple and single subject programs is a central focus in the early stages of teacher preparation. Santa Clara University's teacher preparation program offers integrated, systematic, explicit, and meaningfully balanced instructional approaches for preparing teachers to teach reading in all the pathways. This is a heavily stressed component throughout the program. In the Multiple Subject Credential program, candidates are required to consider literacy issues across disciplines, languages, cultures, and ethnic groups. In concert with the California Standards, the goal of reading instruction is to develop competent, thoughtful teachers, who are able to deliver effective reading instruction that is based on local reading standards for different grade levels and to deliver a comprehensive reading curriculum that is sensitive to the needs of all students. Based on the results of on-going assessment and self-reflection, reading/language arts methods courses place particular emphasis on preparing teachers for linguistically and culturally diverse learners, including English language learners (ELL) who are acquiring literacy skills in English as their second language or who are developing bi-literacy skills.

In the Single Subject Credential program, the program design is guided by three factors: first, reading is important to success in any content area; second, all secondary teachers will encounter students who cannot read; and third, content reading enables students to become independent learners. With these factors in mind, the program has designed a comprehensive, systematic sequence of courses that prepares candidates to enhance the reading and writing abilities of the students with whom they work. Candidates actively incorporate reading strategies throughout their content area instruction, and they review the different stages of the writing process and then strategies that are appropriate for each. The knowledge and skills the candidates acquire in these courses are immediately applicable in their directed teaching assignments.

A pedagogical preparation to teaching subject matter in both the Multiple Subject and Single Subject programs is evident. In the various methods classes, a wide range of teaching strategies are incorporated in the curriculum that can be directly applied to the candidates' directed teaching experience. Candidates learn to identify specific learning and behavioral needs and develop these skills throughout their field experiences. Candidates learn how to use various behavioral supports for students with or without special needs as part of effective classroom management. Candidates also participate in parent conferences, behavior support meetings, and IEPs to help ensure success for their students. Throughout the coursework, the Teacher Performance Expectations are aligned with specific activities that the candidates complete in "signature projects".

Interviews with candidates, program administration, faculty, university supervisors, master teachers, and employers who evaluate the candidates confirmed that they are well prepared to teach reading, language arts, and subject matter content to diverse student populations.

Field Experience
Candidates in the MS/SS pathways complete an immersion course and two directed teaching experiences. The immersion course provides candidates the opportunity to observe best practices, classroom behavior and teacher interaction with the students. Candidates tutor students in reading, mathematics, or other subject matter content. They also develop lesson plans linking theory to practice, using differentiated instruction with the master teachers' guidance. Along with that preparation, candidates are also "immersed" in instructional support strategies for special needs students, such as attending IEP's. As the candidates enter their directed teaching experience, they receive support and guidance from their master teachers, mentor teachers, university supervisors, or Catholic administrators in the private school/Catholic pathway who are evaluating them. During the directed teaching phase, candidates are expected to demonstrate progress in meeting the Teacher Performance Expectations and continually self-reflect on their experiences.

Evidence also showed that there is a great deal of communication and collaboration between the University faculty, site administrators, and fieldwork coordinators to match the candidates with the best directed teaching experience. The Field Experience Coordinators also counsel and provide guidance to the candidates as they complete the requirements of the Teacher Performance Assessments.

Interviews with candidates, faculty, university supervisors, master teachers and employers indicate that the three credential preparation pathways produce high quality teacher candidates who are highly sought after by the local school districts and private/Catholic schools. University supervisors work very closely with the master teachers to insure that the candidates are well prepared and evaluated effectively to insure that candidates are among the best teaching candidates in the job market, and they are often heavily recruited by local school districts.

Assessment of Candidate Competence
Fieldwork is incorporated throughout the credential program at SCU. This fieldwork begins in the prerequisite courses and continues through Directed Teaching for both preservice and intern teachers. Students progress from simple tasks in prerequisites to complex tasks during student teaching assignments. Candidates also participate in pedagogical assignments that allow them to become familiar with the tasks of the Teaching Performance Assessments (TPAs). By the time candidates enroll in Directed Teaching, they have already completed a number of tasks in the Teaching Performance Assessment. Evidence showed that the SCU Department of Education tried to align each of the Teaching Performance Expectations to each of the courses and the appropriate TPAs.

Supervisors, both university and district or the principal in the private/Catholic school, provide candidates with formal and informal evaluation on a regular basis. This is accomplished through a variety of procedures. For example, teacher candidates are required to write and submit daily self-evaluation narratives, reflecting and revising each lesson observed and presented during the field experience. These adjustments and improvements are recorded by the university field supervisor, the master teacher, and the candidates themselves in future self-evaluations and growth plans. At the end of the directed teaching assignments, university field supervisors and master teachers evaluate each candidate's student teaching performance using both a narrative evaluation and a quantitative rating scale linked directly to the TPEs. Information provided by these summative evaluation documents at the end of first directed teaching assignment is used to determine if candidates can continue student teaching; information from these documents is used

at the end of the final directed teaching assignment to determine candidates' completion of the requirements for the preliminary teaching credential.

For Preservice and intern candidates, the TPA Culminating Teaching Experience (CTE) is completed as part of the coursework The CTE serves as one culminating experience for candidates and is administered towards the end of the program. By the time candidates complete the CTE, they have completed all of their courses in the program and thus have received support in lesson design, assessment, and modification of instruction. For private/Catholic school candidates, evaluations from their principal (and in some cases, a mentor teacher) are submitted to the programs as evidence of meeting their preliminary credential requirements.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and administrators, the team determined that all program standards are **Met**.

Clear Credential

Program Design
The Multiple Subject/Single Subject Clear Credential Program at Santa Clara University meets the needs for students that are not eligible for the Beginning Teacher Support Assessment Program that is offered through state public education agencies. **This is currently based on the pre-2009 program standards.** It also serves the needs of private school teachers who do not have access to BTSA. Candidates eligible to be admitted have to meet the following criteria:

1. Have received their Preliminary Credential
2. Provide verification that they are not eligible for BTSA
3. Have completed 3 years of private school teaching (years teaching while pursuing the preliminary credential may be included).

The coursework is centered on continuing the candidate's advanced study of diverse and cultural characteristics of their classes, current social and legal issues in education, technological advances in education and addressing special needs populations. The signature projects again stress research in best practices, assessment, and self-reflection.

The candidates must also complete a minimum of 30 semester units or 45 quarter units beyond their bachelor's degree. The University requires that, if this is not met, candidates may:

1. Pursue additional subject matter preparation;
2. Complete an accredited program for an advance or specialized credential;
3. Participate in in-service training for which college/university credit is given; or
4. Undertake study to complete an accredited program of professional preparation

If teachers received their preliminary credential based on 6 or more years of full time private school teaching, the university program requires additional authorization for teaching English learners by completing one of the following:

1. A CLAD certificate, BCLAD of CCSD program
2. Complete 12 units of upper division CLAD coursework covering CLAD domains 1-3
3. Achieve passing scores on test 1,2 and 3 of the CTEL or Clad Examination

4. Hold an out of state credential that authorizes instruction of English Learners.

The program coordinators are currently beginning the development of a new clear credential program that will meet the new Clear Credential Program standards. They are planning to include the Catholic Advisory Board, administrators, and students in their discussions on the best approach to meet the new standards. They are also developing a survey to tap the experiences of former clear credential completers to help guide the development of current and new courses.

Curriculum
The current curriculum coursework is centered on continuing the candidates' advanced study of methods and assessment for English Language Learners, health education, advanced application of technology in education, and teaching special populations. The signature projects again stress research in best practices, assessment, and self-reflection. Journals are used to help the students reflect on their experiences and guide class discussions. Currently the University coordinators are in the early stages of planning the curriculum to meet the new clear credential requirements.

Field Experience
The University's program currently takes into consideration the years of teaching experience of the private/Catholic school teachers and taps into their experiences when requiring assignments for the coursework. The University private /Catholic school Program Coordinator works closely with the school principals to ensure that candidates receive adequate support during their time in the program. The Program coordinators are currently working together with faculty to review the current program and make adjustments to meet the new criteria.

Assessment
The University, through their systematic formative assessment throughout the coursework, helps support and informs participating teachers about their professional growth and encourages reflection to guide improvements in their teaching. This includes sharing data-driven reflection journal entries, inquiry projects, and collaboration with other teachers in class at their own job sites. The teacher and administrator collaborate to develop an informal professional growth plan.
The Program coordinators are currently working together with faculty and the Catholic Advisory Board and school administrators to review the current program standards and make adjustments to meet the new criteria.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and administrators, the team determined that all program standards are **Met.**

Reading Certification and Reading Language Arts Specialist Credential

Program Design
The Santa Clara University Reading Program rationale and design have a sound theoretical base and are relevant to the contemporary conditions of schooling in California. The program is designed to educate reading teachers who are knowledgeable, mindful, metacognitively aware, morally intuitive, and committed to ongoing personal and professional development in their roles

as compassionate, inquisitive learners and teachers prepared for global responsibility. The certificate and credential programs build candidate expertise in reading/language arts from early childhood through adult education with an emphasis on serving the needs of diverse learners. The Santa Clara Reading Program for specialized teachers of reading occurs within an environment that promotes responsibility, collaboration, and social justice and supports the self-worth and affirms the dignity of each student. The program prepares reading specialists to uphold the belief that reading is the art and science of actively searching for meaning through print.

Candidates are guided and monitored throughout the program through one-on-one advisement by the program director from the beginning of the application process through the final assessment process qualifying the candidates for the credential/certificate.

Curriculum

The curriculum is based on a theory-to-practice approach. Courses within the Reading Specialist Credential/Certificate Programs are intended to be a multidimensional response to the English Language Arts Content Standards. The curriculum moves from careful study of national and state standards to contextualize practice, to adapt current practices, and to generate new practices (see, for example, Berne, 2001). For example, candidates are asked to provide evidence that they can support learners' achievement of English Language Arts Content Standards for public schools through projects and lesson assignments in the required courses.

Courses are designed to develop motivated readers who are driven to explore the present, past, and future through books; reading allows them to cross and construct bridges over time. Reading specialists are armed with tools to grow efficient and effective readers who employ an awareness of reading context and an active, dynamic use of skills to the reading act. The program prepares reading specialists who are adept at the conceptual and practical implementation of the language arts standards. The candidates are systematically prepared to support readers with the ability to hear and manipulate sounds in words, to associate sounds with letters, to decode, to spell and write connected text, to comprehend words in context, and to comprehend ideas and meaning within full text. The program holds these skills essential to the development of reading; children need time and resources to practice reading multiple texts and printed matter for a variety of authentic purposes. Reading specialist candidates practice reading through all the language arts—reading, writing, listening, speaking, viewing, representing visually—and through the creative arts—art, photography, drama, music, poetry, dance.

Field Experience

Each course requires that candidates study relevant theory and apply those theories to particular field experience projects. Candidates receive at least three supervised experiences as tutors with students of different age levels through their coursework. The capstone assignment for the program is done in a supervised clinical practicum during the last course. Through a six-week summer course, candidates plan and implement an instructional literacy plan that includes experiences based on the following practices:

- One-on-one tutoring program interventions are highly effective forms of instruction.
- Children must be helped to develop a love of learning, a love of book learning, and a sense of self-efficacy—that they can and will learn to read.
- Families should be involved in teaching children to know, respect, and value the power of literacy.

- New information must be connected to children's prior knowledge, particularly knowledge of oral language and vocabulary through storybook reading and activities developing and using phonemic awareness, alphabetic knowledge, and concepts of print. Children need opportunities to begin with a review of what they have already learned that is both relevant and significant to new material.

Ongoing, systematic, and multiple means of assessment, carefully aligned with current and compelling conceptualizations of reading and writing, are key components of effective instruction. Meaningful assessment in the program includes both formal and informal measures, such as observation; attitude/interest survey; emergent literacy inventory; phonics battery; sight word check; informal reading inventory, formal standardized test results, teacher notes and recommendations, and parent interviews.

Assessment of Candidate Competence

Standards-based assessment of each candidate is accomplished through course signature assignments and is imbedded throughout the program. The final six-week summer practicum is required to engage the candidate in the design and implementation of a series of lesson plans that are perfected to meet the needs of individual students in a field-based experience. Each candidate is evaluated based on the quality of the lesson designs and implementation, along with case studies. Feedback is given to the candidate from the program director and fellow classmates throughout the practicum.

Findings on Standards:

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

Education Specialist Credential Programs: Mild to Moderate Disabilities Credential, Mild to Moderate with Internship and Early Childhood Credential

Program Design

The Education Specialist Mild Moderate Disabilities and Early Childhood Specialist credential programs are based on the premise that teachers work with the 'whole child' and incorporate a family system approach to service delivery. Foundational elements of the program include: honoring and supporting the diversity and dignity of all persons, competency-based assessment, embracing diversity, inclusion, research-based approach to curriculum development and delivery, and extensive well-planned field experiences. Serving students with Autism Spectrum Disorders, the fastest growing population of students that require special education services, is the focus of the special topics course, and is also incorporated into all courses.

The Special Education faculty are involved in two personnel preparation grants to support candidates who are pursuing the Education Specialist Credentials. These personnel preparation grants enable individuals to complete the Education Specialist Mild Moderate Disabilities or Early Childhood Specialist credential programs, serve as teachers in their communities, and improve the economic quality of their lives. The majority of the grant recipients are from traditionally underrepresented populations and/or English learners; many were paraprofessionals and were unable to afford the tuition to pay for the education needed to become teachers. Over

the course of the two years of grant support, candidates serve as interns in classrooms and centers that match the authorization of their credential while completing the coursework and mastering program competencies. The interns stated that participation in the grant was "life changing" for them and their families. Candidates who had been in low-wage positions as teaching assistants and aides were able to move into credentialed teaching positions across settings.

When candidates apply to the Education Specialist Mild Moderate Disabilities or Early Childhood Specialist credential programs, they are also applying to the Master of Arts in Special Education Program. As candidates complete the master's culminating activities, they demonstrate their knowledge and application of content. The master's degree provides candidates with the degree required for the leadership positions that they are ready to assume within their employment settings. Most candidates complete the Level II program requirements during their first two years of teaching on the Level I credential.

The current program design is based on the 1996 Education Specialist Standards. This program was designed with input from the field through advisory committee members, research, and identified best practices for the time. Faculty have updated course syllabi and added new courses to meet the requirements for the 120 hours of preservice coursework in order to eligible for an intern credential and the English Learner authorization.

New standards **(2009)** will require major changes in the content and format of all Education Specialist Credential Programs. The faculty of the Education Specialist Credential Programs have embraced the new standards and view the change in the standards as an opportunity to make changes in the content and delivery of such content to better meet the needs of the candidates and the populations that they serve. The proposed changes were not completed in isolation; adjunct faculty and community partners provided input as to the needs of children who receive early intervention services and their families and the needs of students within P-12 settings.

The new structure will provide opportunities for the incorporation of hybrid and online technologies in addition to the face-face interactions. Rather than a program designed on 30-hour discrete courses, the content of the Education Specialist Mild Moderate Disabilities and Early Childhood Specialist Programs will be organized into themes: Lifespan, Environments, Mild-Moderate Disabilities, Collaboration, Assessment, Instruction, Language and Practica with the content delivered in modules. Thus, modules can be combined to form instructional sequences designed to meet specific credential program pedagogical requirements and credential specializations. The module format will support the creation of sequences where credential candidates share the learning experience and begin cross-program collaborations. These collaborative behaviors are essential to the success of Education Specialists in the field.

The module format for the organization of content will enable program faculty to incorporate an Added Authorization in Autism and an Education Specialist Moderate Severe Disabilities Credential Program to current offerings. These expanded program offerings will enhance the already strong reputation of the university throughout the San Francisco Bay area.

The new structure will also support the systematic collection of data to monitor candidate competence. Each theme will contain an anchor assignment to serve as a data point for the

monitoring of candidate knowledge and skills. A culminating requirement will be designed to incorporate integration and generalization of candidate knowledge and skills to the field.

Throughout the two year program candidates will participate in fieldwork, where they will demonstrate competencies developed through coursework. Concurrently with the fieldwork, candidates will be participating in a series of seminars with specific content and application experiences.

Adjunct faculty members are recognized leaders and experts in their field from local school districts, centers, non-profit organizations, and foundations. The adjunct faculty members bring specific expertise to the program and provide candidates with additional theory to practice connections.

Curriculum

This section presents a summary of the current content of the Educational Specialist Credential Courses. (The new program, as it is developed, will have different curricular organization.) The courses prepare candidates to be leaders in their settings with individuals with differences in development and learning abilities. Themes for instruction include theories of development, response to intervention, autism spectrum disorders, classroom management, behavior and learning, educational diagnosis, assessment, and intervention.

Recognizing that candidates enter with a variety of life experiences, competencies and desired goals, the program provides for multiple points of entry. In order to accommodate working adults, classes meet late afternoons and evenings and on Saturdays. Summer classes meet during the week.

Core Course Content for the Mild Moderate and Early Childhood Programs

Professional collaboration with families, across settings and service delivery models, is foundational to the Education Specialist Programs. In order to promote collaboration at the preservice level, candidates in the Education Specialist Mild Moderate and Early Childhood programs complete a set of core courses together that serve as a foundation for the development of effective professional practices. The core classes prepare candidates to a) create positive and developmentally appropriate learning environments for children and youth; b) apply legal, ethical, and professional practices across service delivery environments; c) work with culturally and linguistically diverse students and their families; and d) utilize research and best practices for assessment, intervention, instruction; and e) engage in multidisciplinary collaboration. Threaded throughout the core classes are strategies for working with children with autism spectrum disorders. All candidates complete an anchor course in autism spectrum disorders, which fulfills the current Commission on Teacher Credentialing requirement for teaching students with autism. A second joint programs course in mild moderate disabilities presents the range of characteristics, behaviors, and effective strategies for teaching and assessment. The capstone course in research methods includes strategies for data collection and analysis.

Course Content Specific to the Mild Moderate Disabilities Credential

The Education Specialist Mild Moderate Disabilities Credential Program prepares special education professionals for teaching positions across service delivery models. In addition to the core courses, candidates complete courses in learning, behavior, literacy, English language development, reading and language arts instruction, and mathematics. A highlight of the literacy strand is the incorporation of the Character Based Literacy Program developed through the

Markkula Center for Applied Ethics. This program provides candidates with lessons plans and activities linked to quality literature across grade levels. Candidates are able to incorporate these lesson plans into their standards-based literacy instructional program. Candidates learn, apply, and refine strategies that enable their students to access the components of the core curriculum. In addition, strategies for tiered instruction (response to intervention), multi-modality instruction and differentiation are threaded throughout the program. Candidates often work in teams that reflect the settings of employment (primary, intermediate, middle, and high school). Thus candidates are able to apply course content and strategies to the content of their workplace instruction. Courses also prepare candidates to collaborate with general education teachers. In addition, candidates are prepared to work on multi-disciplinary and trans-disciplinary teams and well as with community agencies.

Course Content Specific to the Early Childhood Specialist Credential
The Early Childhood Specialist Credential is designed to prepare professionals with specialized training to work with infants, young children, and their families. Program courses reflect an emphasis on early intervention and interdisciplinary approach to planning and implementing services for the children, both infants and toddlers. In addition to the core courses, candidates complete courses in typical and atypical development, language and literacy development, and the medical and health aspects of early intervention. Candidates are prepared to meet the needs of the individual child in natural environments including the child's home, home of a relative or caregiver, or preschool program. All courses address the complexities of family interactions and involvement in supporting the child with special needs. Course content and fieldwork requirements enable candidates to demonstrate the legislated competencies for service in infant/toddler programs and preschool programs. The culminating competencies assignment provides an opportunity for candidates to demonstrate their knowledge of content and application to the field. Candidates state that the completion of the competencies assignment was one of the most rewarding activities of their program and serves as a reservoir of valuable information.

In both Education Specialist Programs candidates are required to reflect on their experiences as they complete course assignments. These reflections form a base for critical analysis of practice and individual improvement. Activities such as journals, threaded discussions, and responses to online postings provide evidence of reflective thought.

Technology is incorporated into multiple aspects of the curriculum. Instructors use the 'Angel' platform to post materials for use in courses. Candidates learn to use high and low tech adaptive technology as well as augmentative and adaptive communication (AAC) devices to enable students to learn content and express themselves.

Candidates in both programs reported that they enter schools and other service settings, including general education, with confidence. They feel comfortable working with the range of individuals who provide services to students. Comments from master teachers and employers indicate that graduates from the program are leaders within their school and professional communities.

Field Experience
Field based experiences are incorporated into all credential courses. Candidates interview members of a student's family, visit multicultural venues, and participate in site-based pre-intervention meetings as well as IFSP, IEP, and ITP meetings. Candidates prepare lessons and

activities to enable children to participate in developmentally appropriate learning sequences and enable students to access the core curriculum.

The fieldwork supervisors are former teachers, specialists, and site or district administrators. Each brings expertise to the supervision process. Regardless of prior experiences, fieldwork supervisors are oriented to their responsibilities by program faculty to assure consistency in the supervision process. Placement materials sent to supervisors and master teachers include week by week descriptions of expectations for candidate performance and responsibilities of supervisors and master teachers. Supervisors are evaluated by the credential candidates as well as the program coordinator.

All candidates participate in sequenced field experiences that enable them to develop strategies for working with children, students, families, teachers, and other service providers. Candidates in the Early Childhood Specialist Credential Program complete fieldwork in a setting for infants and toddlers and a preschool setting. Candidates in the Education Specialist Mild Moderate Disabilities Credential Program complete fieldwork requirements with diverse students across grade levels and settings.

Most candidates complete the fieldwork requirements as interns, the teachers of record in their settings. Fieldwork supervisors visit candidates on a biweekly basis. Each visitation includes a debriefing conference where the lesson is reviewed and suggestions for further lessons are explored. Candidates and program completers stressed the value of their fieldwork experience. Fieldwork supervisors also supported their candidates through email and telephone contacts.

Intern candidates are released from their employment one day a month in order to attend the fieldwork seminar. During the daylong seminars, candidates from both credential programs learned from invited speakers; practiced strategies for assessment, instruction, and intervention; and networked with their colleagues. The fieldwork seminars provided a safe place for candidates to share concerns and problem solve. Candidates who are not intern teachers participate in the seminar sequence along with their colleagues.

Graduates of the Education Specialist Credential Programs often serve as master teachers for current candidates. This relationship is of benefit to both parties as candidates learn from a professional who models best practices and is familiar with the program expectations, and master teachers have an opportunity to hone their professional skills.

Assessment of Candidate Competence

The credential analyst Santa Clara University has the responsibility to recommend candidates for the appropriate credential. Before recommendation, the candidate for certification has passed several internal checkpoints that are monitored by faculty to assure that all competencies and performance criteria have been met.

Candidates must maintain a GPA of at least 3.0 in all coursework. The 3.0 GPA indicates that candidates have met the standards for performance in each course. If a candidate does not meet the standards for a particular course, the course instructor and candidate confer to develop a candidate support intervention plan. Thus, candidates are provided with multiple opportunities to demonstrate their knowledge.

Fieldwork supervisors, master teachers, mentors, and district personnel provide guidance and assistance to the candidate in the field. Master teachers and fieldwork supervisors assess candidates' performance in the field according to the California Standards for the Teaching Profession (CSTP's). Candidates also evaluate their performance through the reflective essays and journal entries and their students' performance.

Candidate competence is also measured through employers' evaluation of the graduates who are teaching at the employers' schools or working within the employers' districts or community settings. Employers continuously stated that graduates of the Santa Clara University program are the first hired for teaching positions for which they are well prepared. In addition, employers also stated that the candidates are successful and remain in the field.

Upon completion of coursework and fieldwork, candidates meet with their advisors. During this meeting, candidates' program completion plan is reviewed, and candidates complete a written evaluation of the program. Candidates stated that, prior to the end of the program, each had received the application form and knew of the supporting documentation that needed to accompany the application.

The proposed format for the Education Specialist Mild Moderate and Early Childhood Specialist Programs will enable program faculty to collect data on a systematic basis in order to monitor candidate progress and competence as well as program effectiveness. Specific assignments will be evaluated using a rubric that clearly identifies the elements of quality. Candidates will need to complete the assignments with a specific level of quality in order to progress in the program.

Level II Programs

Santa Clara University has approved Level II programs for the Education Specialist Mild Moderate Disabilities and Early Childhood Credentials. The candidate's induction plan completed at the beginning of the Level II program identifies candidates' areas of interests, strengths, and needs and serves as a roadmap for program completion. These Level II programs provide candidates with continued academic and professional development through seminar classes and connected fieldwork activities. Employers note that candidates in the Level II programs assume leadership responsibilities at the place of employment. The candidates create and implement staff development and parent education programs. As a result more individuals are better prepared to work with children and students, and in turn the children and students were more successful.

Findings on Standards

After review of the institutional report, examination of the supporting documentation, conducting interviews of candidates, graduates, faculty, supervisors, supervising practitioners and employers, the team determined that all standards for the following programs were fully **Met**:

Education Specialist Mild Moderate Disabilities Level I, with internship
Education Specialist Mild Moderate Disabilities Level II
Education Specialist Early Childhood Level I, with internship
Education Specialist Mild Moderate Disabilities Level II

Preliminary Administrative Services Credential Program
Professional Administrative Services Credential Program

Program Design

The Santa Clara University (SCU) Preliminary Administrative Services Credential (PASC I) Program is designed to prepare prospective administrators in the principles of leadership practices, as well as a broader understanding and worldview of schooling. The vision of the program is one of developing instructional leaders who aspire to transform education while honoring diversity and respectful interactions with others.

Santa Clara University's infrastructure support includes services from the Human Resources Office and assessment expertise from Counseling and Psychology and the Fiscal Services Division. The Program Director, under the auspices of the School of Education, administers the program. The core elements of the Preliminary Administrative Services Credential were developed in collaboration with an Advisory Committee of teachers and administrators in the field.

Santa Clara University's Preliminary Administrative Services Credential program is comprised of direct instruction and integrated fieldwork in a theory-to-practice approach. Each candidate in the program is expected to meet beginning competencies for an entry-level administrator position. The candidates conduct an action research project investigating a specific issue that is researched and implemented at a field placement site. The PASC I Program was approved in 2007. The content of all courses is aligned with the California Professional Standards for Educational Leaders (CPSELs) and the PASC standards.

The *Professional Administrative Services Credential* (PASC II) is offered to current administrators and is aligned with the Copses. The program offers candidates monthly seminars to discuss current research linked to practice in the field. The candidates engage in fieldwork that is planned with the assistance of the program coordinator, monitored by the site supervisor, and evidenced through a fieldwork portfolio at the end of the program.

Curriculum

The process of professional preparation consists of twelve units of course work over three quarters designed to achieve a level of competency consistent with the standards for the administrative credential. Preparation for the program is structured to provide a meaningful and logical sequence among instructional components through a coordinated program that meets the standards. Candidates are expected to complete relevant experiences in the field under the supervision of a school district site supervisor and in collaboration with the SCU field supervisor. Candidates select a cohort pathway held at off-site public school locations or the campus pathway of an individually designed sequence of required courses.

The *Professional Administrative Services Credential* offers a three-course program that is based on discussions of current research, authentic problem solving, reflective exercises, and fieldwork projects. Seminar discussions are held on campus; fieldwork is off-campus at the candidates' worksites.

Field Experience

Fieldwork for the PASC I is a comprehensive, integrated, and authentic experience with instructional leadership at its core. Candidates work closely with site supervisors in implementing their action research projects. Projects are based on the CPSELs and are completed over three quarters. The initial experience for the candidate is to shadow administrators in a variety of diverse settings, from school sites to district offices. A substantial portion of this experience is required to take place in diverse settings with diverse populations. The Fieldwork Supervisor and the candidate work together to assure that opportunities are available to complete the shadowing assignments.

For the *Professional Clear Administrative Services Credential,* each candidate performs the fieldwork in his/her professional work placement. The fieldwork is intended to deepen and broaden each candidate's competency with the CPSELs.

Assessment of Candidate Competence

The PASC I is designed to acquaint candidates with a broad range of administrative and leadership responsibility as an important precondition for later development and opportunities. Checkpoints are provided along the way where candidates' competence is reviewed and evaluated through simulations, debates, discussion groups, Internet research, case studies, and the examination of controversial issues and situations. This format provides the candidate with many opportunities to demonstrate competence as well as assess his or her own professional skills. For the final stages of Field Work in School Administration, candidates are required to: a) deliver a 20-30 minute electronic presentation of their Field-Based Projects to a panel consisting of the field site supervisor, the SCU Field Work Supervisor, and appropriate colleagues; and b) submit a reflective essay on their experiences and future vision and the finished portfolio to the SCU Field Work Supervisor and the site supervisor. Candidate competency is determined by the following evaluation activities and tools:

- Personal Development Plan
- Candidate Progress Assessment Form
- Reflective Essay following each course
- End of Program Evaluation Form
- Program Course Assignments
- Grades
- Reflective Portfolio and Field-based Project
- Final Decision for Recommendation for a Credential

For the *Professional Clear Administrative Services Credential,* the evaluations are through self-assessments with a heavy emphasis on reflective practice and through a final assessment of the fieldwork portfolio aligned to the standards. The final plan includes evidence from three categories: Self-Assessment, Mentoring Plan, and Demonstration of Competence. All California Professional Standards for Educational Leaders (CPSELs) are addressed in the final *Demonstration of Competence*.

Standard Finding:
For the Preliminary Administrative Services Credential:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and administrators, the team determined that all program standards are met, except for the following:

Standard 8: Guidance, Assistance, and Feedback **- Met with Concerns**
Although the syllabi are linked to the program standards and the candidates are assessed formatively throughout the two-year cohort or the on-campus program, there is no summative assessment connecting the fieldwork experiences to the standards. In additional there is no rubric assessment based on the standards.

For the Professional Administrative Services Credential:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and administrators, the team determined that all program standards are **Met.**