

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at St. Mary's College of California

Professional Services Division

April 8, 1999

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at St. Mary's College of California. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for St. Mary's College of California and all of its credential programs:
ACCREDITATION

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

- Administrative Services Credential
Preliminary
Professional
- Multiple Subject Credential
CLAD/BCLAD Emphasis (Spanish)
- Pupil Personnel Services
School Counseling
- Reading/Language Arts Specialist Credential
- Resource Specialist Certificate
- Single Subject Credential
CLAD/BCLAD Emphasis (Spanish)

- Education Specialist Credentials - Preliminary Level I
Mild/Moderate Disabilities
Moderate/Severe Disabilities

(2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- St. Mary's College be permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- St. Mary's College be placed on the schedule of accreditation visits for the 2004-2005 academic year.

Background Information

St. Mary's College of California is one of the oldest colleges in the West. It was dedicated in 1863 by the Archbishop of San Francisco and was operated under archdiocesan direction. In 1868 the oversight of the institution was turned over to the Christian Brothers. The Christian Brothers were founded by Saint John Baptist De La Salle in 1680 during the reign of Louis XIV of France. De La Salle felt the need for "the Christian education of the sons of poor and working-class families." These children had nowhere to turn for knowledge, a trade, or a Christian upbringing, and De La Salle was convinced that the Christian Brothers Schools were the solution. The Christian Brothers founded the first schools for the training of teachers in Europe. In the 19th century they spread their system of schools and colleges to five continents. The Christian Brothers operate seven colleges and universities and 98 schools in the United States, attended by approximately 68,000 students.

St. Mary's College was chartered by the State of California in 1872 and granted its first degrees that year. The college moved to Oakland in 1889 and moved to the Moraga campus in 1928. The mission of the College is based upon the three traditions which have shaped the development of the institution; the classical tradition of liberal arts education, the intellectual and spiritual legacy of the Catholic Church, and the vision of education enunciated by Saint John Baptist De La Salle. The college is organized into six Schools that provide graduate and undergraduate program. They are: the School of Liberal Arts, the School of Science, the School of Economics and Business, the Intercollegiate Nursing Program, the School of Extended Education, and the School of Education. The campus is located on 420 acres in the rolling hills of the Moraga Valley, 8 miles east of Oakland and Berkeley and 20 miles east of San Francisco. The college currently enrolls approximately 4500 students in its graduate and undergraduate programs.

In the developing years of the college, the preparing of teachers has been an ongoing priority. The School of Education was established in 1924. The secondary teacher education program was initiated in 1969. In 1971, the elementary teacher education program was founded. Other credential areas were added during the seventies. From small beginnings, the School of Education now enrolls more than 600 students. In 1998, approximately 70 Master's degrees and 400 credentials were awarded. Courses are offered by 25 full-time and 160 part time faculty. The mission of the School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change.

Preparation for the Accreditation Visit

The Commission staff consultant was assigned to the institution in Spring 1997 and met with institutional leadership shortly thereafter. Over the next two years, there were a number of consultant staff meetings with faculty, program directors and institutional administration. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. The team size agreement was developed in March 1998 and modified in October 1998. In addition, telephone and regular mail communication was maintained between the staff consultant and institutional representatives. The Team Leader, Dr. Randall Lindsey, was selected in July 1998

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the Common Standards. These responses were developed in reference to all programs and for the institution as a whole. This was followed by separate responses to the Program Standards. For each program area, the institution decided which of the five options in the *Accreditation Framework* would be used for responses to the Program Standards. Institutional personnel decided to respond using the California Program Standards for all programs.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the School of Education and the Commission Consultant. It was agreed that there would be a team of twelve consisting of a Team Leader, a Common Standards Cluster of three members; a Basic Credential Cluster of four members, and an Advanced Credential Cluster of four members. The Dean and Consultant assigned each credential program to one of the program clusters. The Commission Consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and trained in the use of the *Accreditation Framework*.

Each member of the Common Standards Cluster examined primarily the institution's responses to the Common Standards but also considered the Program Standards for

each credential area. Members of the Basic and Advanced Clusters primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered Common Standards issues.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Sunday March 14. The team arrived on Sunday afternoon with a meeting of the entire team followed by organizational meetings of the clusters. The institution sponsored a working dinner on Sunday evening to provide an orientation to the institution.

On Monday and Tuesday, March 15-16, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution developed a very ambitious interview schedule. A total of 678 group and individual interviews were conducted by the team members in the two days devoted to collection of data. Each team member made interview contact with 55-60 interviewees in that time. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the Common Standards findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the Common Standards, the team made a decision of "Standard Met," "Met Minimally" with either Quantitative or Qualitative Concerns or "Standard Not Met." The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then outlining perceived Strengths or Concerns relative to the standard. The team determined that one Common Standard was Met Minimally and all other Common Standards were fully met.

For each separate program area, the team prepared a narrative report about the program standards that pointed out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team highlighted specific Strengths and Concerns related to the program areas. The team determined that all program standards were fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative

advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

The team discussed an initial draft of the report on Tuesday evening and made a tentative accreditation decision. After the report was finished, the entire team met Wednesday morning for a final review of the report and a decision about the results of the visit.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Framework*. In its deliberations, the team decided that although one standard was not fully met, the overall quality of the programs compensated for it. The team did list some concerns, but did not feel that the concerns were of sufficient magnitude make findings that any additional standards were less than fully met. The team then considered the appropriate accreditation decision for the institution. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations" or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of "**Accreditation.**" The recommendation for "Accreditation" was based on the unanimous agreement of the team.

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

Institution: Saint Mary's College of California

Dates of Visit: March 14-17, 1999

**Accreditation Team
Recommendation:** ACCREDITATION

Rationale:

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the institution. The decision was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. All, with the exception of Common Standard Two, were judged to have been fully met.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas.
3. Overall Recommendation - The decision to recommend Accreditation was based on team consensus that all Common Standards were met, although one was met minimally. The team further determined that there were numerous compensating strengths in the School of Education and that a stipulation should not be placed on the institution. Compensating strengths included consistent reports from employers that graduates were well prepared, competent, and effective. The team concluded that all credential programs were effective and generally of high quality. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation. Although the team identified some areas of deficiency or concern in this report, the overall quality of the programs is good.

Team Leader: **Randall Lindsey**
University of Redlands

Common Standards Cluster:

Jim Reidt, Cluster Leader
San Juan Unified School District

Crystal Gips
Chancellor's Office, California State University

Roger Harrell
Azusa Pacific University

Basic Credential Cluster:

Billie Blair, Cluster Leader
California State University, Dominguez Hills

Phil Barker
Visalia Unified School District

Jean Conroy
California State University, Long Beach (Emeritus)

Blanca Gibbons
Placentia-Yorba Linda Unified School District

Advanced Credential Cluster:

Steve Riley, Cluster Leader
Galt Union High School District

Suzanne Tyson
Pleasanton Unified School District

Penny Roberts
California State University, Long Beach

Barbara Wilson
California Department of Education (Retired)

DOCUMENTS REVIEWED

University Catalog
 Institutional Self Study
 Course Syllabi
 Candidate Files
 Fieldwork Handbooks
 Follow-up Survey Results
 Needs Analysis Results
 Information Booklets
 Field Experience Notebooks
 Schedule of Classes
 Advisement Documents
 Faculty Vitae
 Faculty Minutes

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Adv Cred. Cluster	TOTAL
Program Faculty	3	32	61	19	115
Institutional Administration	3	10	3	8	24
Candidates		40	154	55	249
Graduates		23	65	32	120
Employers of Graduates		10	7	7	24
Supervising Practitioners		15	15	6	36
Advisors		33	5	10	48
School Administrators		10	9	11	30
Credential Analyst		1	1	1	3
Advisory Committee		8	9	12	29

TOTAL

678

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.

Common Standards

Standard 1 - Education Leadership

Standard Met

The School of Education has engaged in an extensive planning and visioning process over the last several years. Through wide collaboration among the faculty, they have developed a Five Year Long Range Plan, a vision statement, a mission statement, a philosophy and a set of core values and beliefs. The School faculty has integrated its efforts with the mission and values of the college as a whole and with the philosophy that underlies the Lasallian tradition. The School's values and commitments permeate the designs of each of the credential programs and link to the program goals and objectives and to the curriculum of the programs.

The leadership of the School is vested in the Dean who engages the faculty and the program coordinators in a consultative decision-making process on virtually all common issues. The Dean works with the Administrative Council, the Program Directors Council, the Academic Policies Committee, and the faculty at large to discuss issues of policy and implementation. In addition, specific roles are taken by the Associate Dean, Support Services Coordinator, and the Credential Analyst, as well as by the Program Coordinators. Each role is specifically delineated.

Faculty in the School of Education play a variety of leadership roles across the campus; they are viewed as credible and influential. They work closely with faculty in the relevant subject matter preparation programs to insure coherent paths of preparation for students who complete both their undergraduate work and their credential programs at St. Mary's. The credential program faculty are also active in professional roles in the state and region.

Strengths

The careful delineation of the College's and School's mission and values and their linkage to a long range plan provide a firm foundation for the delivery of cohesive programs to students.

Concerns

The preponderance of part time faculty raises the question of the extent to which the programs' cohesive nature and their connection to the College's and School's stated values can be maintained.

Standard 2 - Resources

Standard Met Minimally

The College has established procedures to allocate resources to the School of Education to support its goal of providing high quality services to students, high quality credential programs, and resources to insure and sustain faculty quality. The School develops its budgets at the program level and coordinates those budgets through the office of the Dean. Needs for additional full-time faculty positions are

articulated at the program level and at the School level and ultimately considered in the campus-wide budget process under the auspices of the Academic Vice President. The budget process is linked to the College and the School's strategic plans. The School of Education, under the leadership of the Dean, has established a Corporate Advisory Board that has assisted the School in developing private resources to support both its students and its programs. In addition, the School has in recent years been effective in winning external grants to support existing and new programs that are responsive to the needs of the students and partnership school districts.

The College provides a well-structured library for print and other media to support the instructional programs. While the library collection is rather small, it provides adequate materials and services to support the program through effective liaison with the faculty of the School of Education and collaborative relationships with other libraries from which additional materials can be borrowed on short notice. The library has also developed effective instructional programs to insure the development of information literacy among the students.

Strengths

The College and School are to be commended for their recent steps forward in providing access to technology for students and faculty. The College provides an up-to-date instructional facility with a complete computer laboratory, and a full media station for use by School of Education faculty. The Corporate Advisory Board has contributed significantly to the School's interests through the generation of ideas, funds and the commitment to raise additional funds.

Concerns

The team notes that the credential programs are highly dependent upon part-time faculty for their delivery, with some programs using disproportionate numbers of part-time faculty. In the case of the Educational Leadership program, the matter of capacity to coordinate the very large number of part-time providers and to integrate services to students is also raised. The team is concerned that the current searches for two faculty positions in Educational Leadership will barely support the effective delivery of the Tier I and II programs in Administrative Services, let alone support the imminent Ed. D. program in Educational Leadership.

Within the School itself, the team perceives an inequitable distribution of full-time faculty resources based on program size. That is, programs with smaller enrollments have proportionately more faculty than do programs with larger enrollments; this condition is of concern particularly in the Administrative Services Program which evidences some lack of internal cohesiveness. At the same time, it appears that the School of Education may receive a disproportionately low budget compared to other units on the campus, as reflected in the disequilibrium of the School's proportion of campus enrollment and campus budget. Further, the use of part-time faculty is significantly greater in the School of Education than across the campus as a whole.

Finally, the team perceived that faculty in the School of Education work under less than adequate conditions in terms of office space, room for conferring with students, and meeting in small groups among themselves and with their K-12 partners. While the institution has made big strides in enhancing access to technology in the last three years, it must continue to address the needs for access to hardware and software to be

incorporated into the instructional program if students are going to be adequately prepared for use of technology as professional educators.

Standard 3 - Faculty

Standard Met

Full time faculty are qualified to teach courses and supervise field experiences in the credential preparation programs. Faculty are knowledgeable about cultural, ethnic, and gender diversity, and the College is making a concerted effort to diversify its faculty through directed recruiting and retention programs. Program faculty meet on a regular basis to insure that part-time faculty are kept abreast of program developments and directions. The institution supports faculty development; it provides a faculty development coordinator for the College, offers opportunities for relief from teaching assignments for the purpose of professional development, scholarship, and program development, and provides professional development workshops and training. The College also provides a rather significant pool of funds to which individual faculty can apply for support for a variety of professional development activities. Course instructors and field supervisors are regularly evaluated by students at both semester mid-points and at end of term. The College has a well-defined set of policies for faculty review in the tenure and promotion process.

Strengths

Support for faculty development is evidenced by the resources that were dedicated to the development of faculty and staff readiness to offer CLAD and BCLAD credential programs. The College sought and received funds from the Irvine Foundation just three years ago to implement a program to “grow its own” faculty of color by identifying promising upper level undergraduates who express an interest in becoming college professors for the future. The program supports them financially and provides a mentor through the last years of undergraduate work and into graduate school, and then will bring them back to St. Mary’s to teach.

Concerns

The extent of turn over among program coordinators, especially in Special Education and Educational Leadership, raises concerns about its impact on quality of programs and services. Finally, the team notes that the faculty does not reflect broad cultural and ethnic diversity and encourages the school to continue its efforts to attract and retain qualified faculty from under-represented populations.

Standard 4 - Evaluation**Standard Met**

The institution gathers data regularly from program participants, recent graduates, and local practitioners. It makes use of field supervisors, employers, and members of program advisory boards to provide feedback on program effectiveness, and candidate competence. This information is used to make changes in programs and to add new programs as appropriate. Most recently, the School has made both its Multiple Subject and its Single Subject programs CLAD and BCLAD, rewritten the Special Education and Administrative Services Credential to meet new state standards, and submitted a Multiple Subject Internship credential program to the Committee on Accreditation. These changes have come in large part as a result of feedback from the School's constituents, whose input has also contributed to program content and design. The basic single and multiple subject program faculty have also worked closely with the faculty of their respective subject matter preparation programs to share evaluation data regarding the undergraduate programs as they can inform the redesign of the credential programs. This interaction has been especially apparent recently as the faculty from Liberal and Civic Studies and the Multiple Subject credential program faculty collaborate on the development of an integrated five-year program.

Strengths

The Reading Leadership Program is viewed by employers as providing a significant service to the region through the quality of its graduates and the leadership it provides in addressing matters of high quality reading instruction. They report this program to be particularly responsive to the needs of the surrounding schools and the children they serve. The Special Education Advisory Board has also been particularly effective in providing feedback to the program for its redesign to meet the new standards.

Concerns

As evidenced by the recency of the submission of the special education credential program under the new standards, the Single Subject CLAD credential, and of the Intern Credential, the School may be overly cautious in its review of needs in its service area and its development of programs to meet those needs. The apparent lack of aggressive plans to address K-12 schools' needs for teachers in such critical shortage areas as mathematics, physical science, and English are further evidence of this slowness to respond.

Standard 5 - Admissions**Standard Met**

Each of the credential programs admits candidates on the basis of a clearly articulated set of criteria and according to procedures that are clearly defined for the applicants and well understood by faculty and staff. Criteria for admission to the various credential programs include multiple measures: academic record,

professional recommendations, and a personal interview are chief among them. While the College sets a standard for an undergraduate GPA of 3.0, it admits students with lower indicators of academic performance on the basis of other stronger indicators. Each of the programs' faculty members is actively engaged in the process of reviewing candidates, assessing their suitability for the programs at St. Mary's College, and making the final admissions decisions.

Candidates receive thorough packages of information upon inquiry into the admissions procedure, and the admissions process involves numerous contacts with the candidate to answer questions and provide information.

Strengths

The admissions process is well-organized and involves both the Credential Analyst and the program faculty. It provides an opportunity for the School to make an effective assessment of the applicant's readiness for the program as well as an opportunity for the candidate to assess the program's fit for his or her professional interests and needs.

The campus augments its pool of scholarships for minority credential students through a program of rewarding field supervisors with tuition scholarships which are often returned to the School for use in this scholarship program.

Concerns

The School has historically attracted fewer candidates from under-represented populations than it might desire. While private funding is beginning to provide financial assistance to students of diverse backgrounds, the School might consider additional efforts to diversify its clientele, given the student populations they will serve as professional educators. Some students voiced concerns about access to accurate and up-to-date information regarding financial student aid.

Standard 6 - Advice and Assistance

Standard Met

St. Mary's College provides qualified personnel to advise students regarding their academic, professional, and personal development and to assist in their professional placement as needed. Students receive assistance and advising from the point of inquiry into the program until they complete the program. Their first source of advice and assistance is typically the office of the Credential Analyst, from which they receive a number of documents that spell out program requirements and strategies for completing the program. Information about special opportunities for the students is also provided by the Credential Analyst. The Credential Analyst continues to meet with Multiple and Single Subject Credential students at designated points over the course of their program to insure that they follow procedures to meet the requirements of the CTC. The Credential Analyst also provides systematic written reports of decisions made and issues addressed at the

monthly meetings of the CTC so that faculty advisors can provide students with current and forward looking information. In addition to centralized information and advising services, faculty in each program provide extensive support to students. Students are assigned specific advisors, and faculty take on the role of advisors for students who are enrolled in each of the courses they teach. They make themselves accessible to students both at work and at home.

Even though advising occurs as described above, it seems not to happen in a systematic way across all programs. Specifically, students in the Special Education programs report that their advising was uneven, although it has improved under the leadership of the current program director. Second, students in the Multiple and Single Subject Programs reported that they wished for a more focused advising relationship with their individual advisors so that they might have received information in a consistent fashion. The team noted concerns about the strength of the advising provided by the advisors in the Administrative Services Credential Program because the advisors themselves--who are all adjuncts--evinced some confusion over the role and received little orientation to the role.

Strengths

The values of St. Mary's College and its School of Education speak to the development of the whole student and of a caring spirit. This philosophical underpinning leads to the creation of culture of care among faculty and students which is embodied in regular provision of advice and assistance for each student and for the community of students.

Concerns

The team noted that faculty and students might have difficulty scheduling private conversations when full-time faculty are housed two or three to an office, and the large number of part-time faculty have no offices at all.

Standard 7 - School Collaboration

Standard Met

The School of Education has established collaborative relationships with schools and school districts to assure proper clinical/field experiences. Each program within the School has acquired appropriate site placements for its field/clinical candidates. Multiple and Single Subject Credential Programs have established lists of placements that offer a wide variety of teaching experiences including experiences in diverse cultural and linguistic environments. Field/clinical experiences in other programs are tailored to the individual candidates and the current employment situation. For teachers working with emergency permits, summer placements for student teaching have been developed to accommodate their inability to experience classrooms other than their own during the regular school year.

Strengths

The very positive perceptions of the School of Education are in part due to the fine relationships developed to support the field/clinical experiences for emerging professionals.

Concerns

The School of Education serves a very significant number of fully employed but not credentialed teachers. Some district personnel have indicated disappointment that the School does not offer an intern program to support those students and to potentially

garner additional external funding to support such a program. The team recognizes that the School has developed a Multiple Subject Intern Credential program and submitted it to the Committee on Accreditation for its review and approval.

Standard 8 - Field Supervisors

Standard Met

Each credential program in the School of Education carefully selects district field supervisors. Programs seek the most qualified district supervisor who will provide the most appropriate field/clinical experience for each student. The faculty develop a knowledge of the styles and the strengths of the field supervisors so that they can assign students to supervisors who will meet their needs and be compatible at the same time. School of Education faculty meet with district supervisors to orient them to their responsibilities as supervisors. Usually these orientations occur as a part of the first three-way conversation among university supervisor, student, and field supervisor. At the orientation, faculty provide field supervisors with documents necessary to the supervisory process and with a handbook outlining the expectations for both students and supervisors.

At the end of each field experience, students and School of Education faculty both provide evaluative information which is intended to help the field supervisor enhance skills essential to this role.

The School of Education recognizes and rewards the work of the field supervisors through contracts with the school districts in which the students are placed; they provide monetary rewards and tuition scholarships.

Strengths

Many of the field supervisors are graduates of St. Mary's and the School of Education and thus know the values of the program and are able to support the students' development. They serve an instructional role that is consistent with the intentions of the program.

Concerns

None noted.

Program Standards

Multiple Subject Credential Program CLAD/BCLAD with Spanish Emphasis

Findings on Standards

After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Multiple Subject Program - CLAD/BCLAD with Spanish Emphasis.

Strengths

St. Mary's College students reported that they receive a high quality education that prepared them to enter the teaching profession.

The School of Education should be commended for incorporating phonemic awareness and other aspects of the new reading requirements into the curriculum of the multiple subject program.

The team found that ongoing and consistent supervision occurred. College supervisors reported finding St. Mary's College students well prepared for their roles. Students were adequately instructed in teaching techniques that address diverse learning styles.

Concerns

Students expressed concern about the need for an effective classroom management course, as well as one positioned earlier in the course of study.

More clarification is needed on the expectations, requirements of student teaching. There appears to be a need for delineation of the expectations and requirements of field work experiences in Student Teaching I and Student Teaching II.

Single Subject Credential Program CLAD/BCLAD Spanish Emphasis

Findings on Standards

After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Single Subject Program – BCLAD/CLAD Emphasis.

Strengths

The faculty of the School of Education at St. Mary's College is to be commended for their commitment and dedication to ensure the success of the students throughout course work and into field placement settings.

Supervisors and field supervisors provide an important component of the program, and offer a strong finish to the program that starts on the campus of St. Mary's and culminates in the schools of the surrounding communities.

St. Mary's College graduates enjoy the highest regard in the surrounding communities and school districts.

Concerns

Students expressed concern about the redundancy of class work. Similar assignments related to CLAD were required in several courses. Students felt that class time could be used more efficiently.

Consistency in instructional delivery of the curriculum, specifically in classroom management and reading courses, was a concern of students.

Education Specialist Credential Program Mild/Moderate/Moderate/Severe Resource Specialist Certificate

Findings on Standards

The Level 1 Education Specialist Credential Program in Mild/Moderate Specialist Credential and Moderate/Severe Specialist Credential were approved by CCTC in 1998. Based on candidate, faculty, employer, and supervising practitioner interviews, document review, site visits, and interviews with graduates of the sunseting Specialist in Special Education Programs, Learning Handicapped and Severely Handicapped, the team determined that all standards are met.

Strengths

Candidates and graduates alike commented on the caring, supportive assistance provided by the faculty. They appreciate the willingness of the faculty to respond to

their needs regarding the classes they are teaching or the courses in which they are enrolled.

There has been a recent change in the leadership of the program. Students and faculty give high praise for the new leadership and state that there is now a feeling of stability and continuity in the program.

Students appreciate the small number of students in their classes. Many stated that they chose to enroll in this program because of the benefits they would receive by being in classes with small enrollments.

The school districts are high in their praise of the quality of the special education programs and the graduates. Some stated the applicants from these programs had an advantage over other applicants when applying for a special education teaching position.

Concerns

Students reported that during the transition from the LH/SH Programs to the Level I Mild/Moderate and Moderate/Severe credentials that there was confusion regarding advisement. Faculty need to be sensitive to the needs of students for continuing transitional support.

Pupil Personnel Services Credential Program: School Counseling

Findings on Standards

Based on interviews of candidates, graduates, and faculty and a review of documents, the team finds that the Pupil Personnel Services Program with a specialization in School Counseling meets all applicable standards.

Strengths

- Faculty and staff show evidence of strong commitment and dedication. The team noted an obvious care and concern for the students as well as a deep and genuine warmth and approachability.
- Course offerings reflect contemporary information. Embedded within the curriculum is an appreciation for and sensitivity to cultural and human diversity.
- The design and structure of the PPS program are very well organized and the steps necessary to progress through the program are clear and precise. Faculty and staff are available to assist the candidates with problems and concerns as they arise.
- All full time and adjunct faculty are well qualified, the site placements are chosen carefully and all students are placed with qualified professional counselors or school psychologists. Students and graduates praised the dedication of the faculty.

- All PPS faculty are members of the college's diversity task force. The faculty are just now beginning to obtain funding to encourage minority students to enroll in the PPS program.
- The quality of the program is demonstrated by the high rate of employment for graduates.
- The students interviewed reported that they felt affirmed by the professors and the other students in their program. One said, "They recognized my blocks and my gifts. I felt affirmed and that I was going to be the best counselor that I could be."
- The greatest strength of the program, according to the students, was the emphasis on communication skills. Faculty also mentioned that teaching the student counselors to write well was an important component of the program.

Concerns

- Diversity (i.e. the enrollment of minority and male students in the program and hiring on staff) was an issue raised in almost every interview. While those interviewed recognized the need to increase the number of minority and male students and faculty, they said that there were not enough scholarships or other financial aid programs in the graduate programs and salaries were not competitive.
- Students reported that they felt very well prepared to counsel, but less well prepared to do scheduling and other peripheral tasks.

Reading and Language Arts Certificate and Specialist Credential

Findings on Standards

After review of the institutional report and supporting documentation and the completion of interviews of faculty, candidates, graduates, employers of graduates, advisors, and advisory council, the team determined that all program standards are met for the Reading and Language Arts Certificate and Specialist Credential program. The program provides a balanced, comprehensive literature rich program with on-going assessment, explicit instruction in phonics, and an early intervention program.

Strengths

- Candidates and graduates interviewed reported on the high quality of the faculty. They commented that the faculty was readily available with advice and support by regularly scheduling appointments with students and by providing home phone numbers.
- Candidates and graduates also felt that the faculty integrated theory and research-based instruction with real world applications.
- The extensive multicultural literature in the college library provides a rich resource for lessons in cultural and linguistic diversity.
- Candidates and graduates reported that their confidence and leadership skills improved through coursework, projects, site visits, and faculty counseling
- The faculty is very active in the surrounding school districts with several outreach programs. These programs include training over 500 teachers in a Best Practices model for a K-2 reading instruction, with plans for a 3-6 program—Prime Practices and Spiral—a program for 6-12 teachers.
- The formation of a Literacy Learning Center, a grant-supported program, provides training in early literary intervention and supports the Bay Area School Reform Collaborative. This center is becoming the umbrella for all the outreach projects.
- The faculty also supports school districts by participation on district curriculum councils and professional organizations.

Concerns

None noted

Preliminary Administrative Services Credential Program

Findings on Standards

Based on interviews of candidates, graduates, and faculty and a review of documents the advanced credential cluster finds that the Preliminary Administrative Services Credential Program meets all the applicable standards.

The framework that guides the education of Preliminary Administrative Services Credential candidates at the School of Education at Saint Mary's College is based on a recognition that professionals benefit from applying theoretical knowledge to practical situations. The program for the Preliminary Administrative Services Credential is organized around three basic features: (a) encouragement to develop as an educational leader; (b) development of core values and a personal vision; and (c) life-long learning. These features exist as a result of a commitment to prepare administrators who continually make professional judgments. Candidates study eight domains in which they question, rethink, and reframe their understandings. They are assisted by faculty and advisors with diverse backgrounds in school administrative practice.

Candidates begin the process of conceptualizing their responsibilities as administrators by designing and conducting individual action research projects related to their professional interests.

Strengths

Program faculty support candidates in their development of confidence and ability to lead as educational administrators. According to students and graduates, the faculty establishes an environment of openness, caring, and collaboration.

Concerns

The core of the program is provided by adjunct faculty members who teach selected domains. This structure may require additional attention to communication among faculty and among faculty and students.

Numerous students and graduates commented that they would benefit from having students from more diverse ethnic and economic backgrounds in the program. This would be in keeping with the College's Lasallian tradition.

The change in the administration of the program will require a supportive induction period for the new faculty member.

Professional Administrative Services Credential Program

Findings on Standards

Based on interviews of candidates, graduates, and faculty and a review of documents the team finds that the Professional Administrative Services Credential Program meets all the applicable standards.

The initial framework developed in the Preliminary Administrative Services Credential Program serves as the basis for the development of the induction plan for the Professional Administrative Services Credential Program. This provides new administrators the opportunity to apply their administrative experience and knowledge. Reflective assignments based on candidates' induction plans deepen their understandings. In the final phase, candidates simultaneously continue to refine their knowledge by reflecting on assignments, continuing their administrative practice, and assessing their own growth. The desired outcome is for candidates to integrate content and experience as they continue to develop as administrators.

Strengths

The sequence of courses supports the development of the candidates.

Candidates and graduates describe program effectiveness in positive terms. Typical comments refer to a faculty who care and reach out to students and provide a collegial atmosphere and conditions in which students form bonds for long-term networking and friendships.

Concerns

The Program Director's time is divided between teaching and administering an individualized program. There is evidence that the workload, coupled with the lack of support staff, impacts the overall management of the program.

Numerous students and graduates commented that they would benefit from having students from more diverse ethnic and economic backgrounds in the program. This would be in keeping with the College's Lasallian tradition.

The change in the administration of the program will require a supportive induction period for new faculty members.

Professional Comments

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

Common Standards

The process of advisement is often seen as separate and apart from registration. Yet, several faculty, program assistants, and others who have registration-type responsibilities see need for improvement in registration procedures. It is recommended that the Dean, the Registrar and appropriate others devise registration procedures/processes that best meet the needs of student and faculty in the School of Education.

Basic Credential Programs

Continued dialog among all faculty of the Multiple Subject Program may allow greater consistency to be reached across courses and experiences of the program.

Students not familiar with the area served by St. Mary's College may need help with student teaching placements. A matrix of field supervisors could be developed and made available.

Specialist in Special Education Program

The faculty is encouraged to contact the students who completed the LH and SH Special Education programs regarding the status of the Resource Specialist Certificate program at St. Mary's.

Pupil Personnel Services: School Counseling Program

The faculty may wish to consider the addition of a videotape of a counseling session to be critiqued and evaluated by staff and other students.

Reading /Language Arts Specialist Program

As the Literacy Learning Center and other projects continue to grow and faculty presence in school districts expands, there is evidence that additional staff may be needed

Administrative Services Programs

The administrative credential programs at the College have a long history and tradition of involving field practitioners as adjunct faculty with full-time university faculty members. This has resulted in a curriculum that intends to merge field-based practice with conceptual-theoretical frameworks. This feature has been highly regarded by many graduates and employers. However, it is the observation of the visiting team that the curriculum of the Preliminary Administrative Credential Program is in need of study to insure that it is systematic in covering the standards for program approval in-depth. Such a study should also insure that the program includes adequate integrated assessment of student performance across all domains. This documentation would enable the curriculum to be communicated clearly to the next generation of School of Education full-time faculty and adjunct faculty leadership.

There are several impending issues that may directly affect program quality in these coming months:

- The two full-time faculty members are leaving, one for retirement and the other to assume an administrative position in a local school district.
- Up to three new full-time faculty members will be joining the faculty in the next year or two.
- The College is planning to implement an Education doctorate program.
- Adjunct faculty will continue to be integral to delivering the Preliminary and Professional Administrative Services Credential Programs.

Therefore, it will be incumbent upon the College and School leadership to insure that the curriculum for this program is truly represented by a program design and course syllabi that reflect the rigors expected of field-based applications coupled with academic standards.