

Recommendations by the Accreditation Team and Report Of the Accreditation Visit for Professional Preparation Programs at the University of San Diego

Professional Services Division

December 3, 2004

The Report

This report is presented under three sections which are:

- Overview and background information.
- NCATE/COA merged Team Report and Findings.
- Formative statements for Credential Program Areas Including changes in the Programs since the April, 2002 COA Accreditation visit.

Overview of this Report

This report provides background information about the COA/NCATE merged visit that took place October 23-27, 2004 on the campus of the University of San Diego. The visit was unique for the State of California, the Commission, and COA because it was an initial accreditation visit for NCATE and a follow-up, formative visit for the COA as a result of a COA visit two years earlier.

In April, 2002, the COA conducted a continuing accreditation visit at USD. Earlier, USD had discussed the possibility of requesting a COA continuing and an NCATE initial merged accreditation visit. This possibility was discussed with Commission staff. After some deliberation, the institution decided not to proceed with the initial NCATE visit for April, 2002. Around the time of the COA visit, the institution did decide to request an initial NCATE visit in the fall of 2004. Both the COA and NCATE agreed to schedule an initial visit for USD for that time. The procedures adopted by the COA and in the partnership agreement are to have all NCATE visits be merged visits. NCATE appointed five BOE members for the visit and the COA appointed four BIR team members. The nine team members worked as a single team with two co-chairs and all team decisions were made by consensus.

As a result of the April, 2002 COA visit, the team found all eight Common Standards to be met and all credential program standards were also met. The team recommended Accreditation with technical stipulations. In June, 2002, the COA adopted the team recommendations. The three stipulations were removed at the May 2003 COA meeting.

The October, 2004 merged COA/NCATE visit was based on the six NCATE Standards and the Conceptual framework. The COA team members were assigned to write to two of the NCATE Standards and also to provide support for the BOE members. The COA team also prepared a COA formative, or transition, status report that provides the COA with a progress report that includes program information on the two-year transition period since the COA visit in 2002. Since the 2004 merged visit is primarily for NCATE accreditation purposes, the results of the visit do not affect the state accreditation status of USD.

As a result of the October, 2004 visit, the merged COA/NCATE team found that all six NCATE Standards were met with certain areas for improvement noted. The team recommendation will be considered by the Unit Accreditation Board of NCATE at its first meeting in 2005.

Merged COA-NCATE Visit

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was renewed and revised in 1996 and renewed again in October of 2001. The Partnership Agreement requires that all California universities who are NCATE accredited or who desire NCATE accreditation are to participate in reviews that are merged. The agreement also states that the teams will be merged, will share common information and interview schedules, and will collect data and reach conclusions about the quality of the unit and programs in a collaborative manner. The accreditation team is to take the common data collected by the team and adapt it according to the needs of the respective accrediting bodies. Under the partnership agreement, California universities are not required to submit Folios to the NCATE-affiliated professional associations, because program reviews are part of a state accreditation process. The current partnership agreement allows institutions the option of responding to the NCATE unit standards. Since this was an initial NCATE visit only the Institutional Report comprising of institutional background information, statement for the Conceptual Framework and responses to the six NCATE Standards was used for the visit. COA team members did, at times, refer to the Commission approved credential documents for some specific information.

The Accreditation Visit

The dates for the visit were set jointly by NCATE, the Commission's Administrator for Accreditation and the institution. The COA consultant, Philip Fitch, was assigned to the institution in the spring of 2004, and met with the institution in the fall of 2004. In the Spring of 2004 there was a leadership meeting on campus between the consultant staff, administration, program coordinators, faculty and staff. During the meeting, discussions were held regarding the Institutional Report (IR), logistics for a merged visit, team size, interview schedule, document room and other organizational arrangements. Later that spring, the CTC Administrator for Accreditation selected a COA team leader, Dr. Joel Colbert, who also served as co-chair for the visit. Three other COA team members were selected to participate in the visit. The COA team leader and three team members were selected because of their expertise, experience, and adaptability in using the six NCATE Standards and for their additional experience in merged accreditation visits. NCATE appointed a team chair in the Spring of 2004 and three other team members in September of 2004. On Sunday, September 6, 2004 and Monday, September 07, 2004, the COA Chair, NCATE Chair and COA Consultant conducted a pre-visit to the campus. Arrangements for technology were discussed, the interview schedule was reviewed and arrangements for team and document rooms were completed.

Four of the NCATE team members, the COA Consultant and one COA team member arrived on Friday evening October 23. The team had a working dinner on Friday evening and on Saturday the merged team members spent the morning and afternoon reviewing documents on campus and using the extensive web-site data base. Team members met in the team room of the hotel on Sunday morning, visited the campus during early afternoon, and returned to the hotel at 4:00 p.m.

The University Provost hosted the team for a "Poster Session Walk About" on campus at 5:30 showcasing the various credential programs in the School of Education followed by a dinner reception at 6:30. At 7:30 the team returned to the hotel and completed a discussion and calibration activity on each NCATE Standard and the Conceptual Framework.

On Monday team members completed field visits, conducted individual and group interviews, reviewed documents in the team room and completed extensive web-site searches on campus.

Accreditation Decision

On Sunday night, Monday night, late Tuesday afternoon and Tuesday night the total merged team (5 NCATE, 4 COA, and 1 Consultant) met and discussed the findings on the Conceptual Framework, each of the six NCATE Standards and all elements of each standard. Preliminary team findings were charted standard by standard – element by element. On Tuesday evening each team member presented her/his preliminary writing to the total team. Edits were made, language was added or in some cases deleted and by late Tuesday evening most of the team report was drafted. The team co-chairs led a discussion on team findings late Tuesday evening. There was total team agreement that all standards were met and total agreement on the area for improvement. On Wednesday morning the team met at 8:00 am to consider any further writing for the NCATE report and for the COA formative statement. The co-chairs for the visit, along with the COA consultant presented the team findings on campus at noon to the University Provost, Dean, and the Associate Dean.

BOARD OF EXAMINERS REPORT NCATE

National Council for Accreditation of Teacher Education

INITIAL ACCREDITATION VISIT TO:

**University of San Diego
San Diego, California
October 23 to 27, 2004**

NCATE Board of Examiners Team:

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Randy A. Hitz
Paula Prince
Johnnie R. Thompson
Joseph L. Watras

State Team:

Joel Colbert, Co-Chair
Cathy Buell
Gary Kinsey
Jim Reidt

State Consultants:

Philip A. Fitch

NEA/KEA Representative:

**SUMMARY FOR PROFESSIONAL EDUCATION UNIT
NCATE 2000 STANDARDS**

Institution: University of San Diego

Standards	<u>Team Findings</u>	
	Initial	Advanced
1 Candidates Knowledge, Skills and Dispositions	M	M
2 Assessment System and Unit Evaluation	M	M
3 Field Experiences and Clinical Practice	M	M
4 Diversity	M	M
5 Faculty Qualifications, Performance, and Development	M	M
6 Unit Governance and Resources	M	M

M=Standard Met

NM=Standard Not Met

INTRODUCTION

The Institution

The University of San Diego, an independent Catholic institution, in 1949 obtained a charter from the State of California for a college for men, a college for women, and a law school. Classes began in 1952. In 1972, the colleges and the law school merged to form the University of San Diego. The University today is responsible to one Board of Trustees, men and women from various faith traditions. It is a California nonprofit corporation.

The University occupies 180 acres overlooking the city, Mission Bay, and the Pacific Ocean in the north central region of the city of San Diego, America's seventh largest urban area. San Diego County has a population of 2,813,833 according to the 2000 U.S. Census Bureau. The racial percentage of minorities to whites in the county is 66.5% whites and 33.5% other that includes African Americans, American Indians and Alaska Native, Asian, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Native Hawaiian, Guamanian, Samoan, Other Pacific Islanders, also those who are a blend of two or more races.

The mission of the University is to advance academic excellence, expand liberal and professional knowledge, create a diverse and inclusive community, and prepare leaders dedicated to ethical conduct and compassionate service. The University is committed to educating students who are globally competent, ethical leaders working and serving in a complex and changing world. The University's goal is to foster a learning environment that is characterized by diversity, compassion, and regard for all people.

The University is classified as a Doctoral/Research Intensive university and has earned a Phi Beta Kappa charter in 2003. Included in its organization is the School of Education, the College of Arts and Sciences, the School of Nursing and Health Science, The School of Law, the School of Business Administration and Engineering. The University offers a PhD in Nursing, an Ed. D. in Education, J.D. in Law, master's degrees in 22 fields, and undergraduate majors in 35 fields. It is accredited by the Western Association of Schools and Colleges and holds memberships in 111 professional associations.

The enrollment for the University totaled 7044 students in Spring 2004. The following table gives a gender, racial, and age designation for the above total.

Table I.1 University Candidates Enrollment Figures: Spring 2004

Spring 2004 USD Enrollment	Undergraduate	Graduate	Law
Number of males	1764	592	581
Number of females	2797	818	492
Percent of minority candidates	26.0%	19.2%	28.1%
Percent of international candidates	2.2%	5.4%	2.5%
Average age of candidates	20.4	32.9	27.0

University faculty numbers total 349 full time with ninety-six percent holding doctoral degrees or the equivalent. Table I.2 provides a profile of the faculty in regard to employment time status, and gender and minority numbers.

Table I.2 University Faculty Figures: Fall 2003

Fall 2003 USD Faculty	Full Time	Part Time*	Total
Number of faculty	349	334	683
Number of minority faculty	56	51	107
Number of female faculty	152	166	318
*Part time includes phased retirements, fixed term contracts less than full time, and adjuncts			

In the last several years the campus has expanded its programs and constructed new buildings to meet the increase in candidate enrollment. Major donors have contributed millions to build such additions as the Kroc Institute for Peace and Justice, Kroc School of Peace Studies, Jenny Craig Pavilion, Manchester Village, Shiley Center for Science and Technology, and the Degheri Alumni Center.

The Unit

The School of Education, started in 1949, had 13 full time faculty in 1998. Since that time under Dean Paula Cordeiro’s direction, the School has 33 full time faculty. Programs have been expanded to 18 programs with 12 credential areas, including one multiple subject teaching credential. The Doctor of Education program is provided through a partnership with San Diego State University. The Professional Education Unit (PEU) is housed in the School of Education with the dean of the School of Education responsible for all professional education programs; however, oversight of the undergraduate Liberal Studies and single subject programs is shared between the dean of the College of Arts and Sciences and the dean of the School of Education. The organizational structure that ties the unit together includes the Teacher Education Group comprised of the dean of the School of Education and the dean of the College of Arts and Sciences, the Liberal Studies Program coordinator, and the Learning and Teaching Department chair; and the Teacher Education Council comprised of faculty from both the school and the college. (See Standard 6.)

The Professional Education Unit (PEU) programs are the following:

Table I.3 Programs Offered in the Professional Education Unit, Spring 2004

Program	Award Level	Program level (Initial, Advanced)	Agency or Association	N	Gender*		Ethnicity**							
					F	M	AI AN	A AA	B AF	N/A	I	LA SA CA H	NH PI	W
Department of Learning & Teaching, Initial Programs														
Single Subject credential (Undergraduate)	Single Subject Teaching Credential	Initial	CCTC	43	30	13	0	2	0	0	0	12	0	29
Single Subject credential (Graduate)	Single Subject Teaching Credential	Initial	CCTC	45	31	14	1	1	7	7	1	6	1	21
Multiple Subjects credential (Graduate)	Multiple Subjects Teaching Credential	Initial	CCTC	58	52	6	0	3	1	16	0	6	0	32
Multiple Subjects Credential: Bilingual (Spanish)	Multiple Subjects Teaching Credential (BCLAD)	Initial	CCTC	3	2	1	0	0	0	0	0	3	0	0
DLA/Multiple Subject Credential (Undergraduate)	BA: Diversified Liberal Arts Multiple Subjects Teaching Credential	Initial	CCTC	95	93	2	1	1	0	6	0	14	1	72
Major in Liberal Studies/ Multiple Subject Credential (Undergraduate)	BA: Liberal Studies Multiple Subjects Teaching Credential	Initial	CCTC	51	48	3	0	1	0	0	0	9	1	40
Special Education, Initial Programs														
Master of Education in Learning and Teaching: Special Education	M.Ed	Initial	NA	34	26	8	0	1	0	9	0	2	0	22
Education Specialist: Moderate/Severe	Educational Specialist Credential Level I	Initial	CCTC CEC	7	7	0	0	1	0	1	0	0	0	5
Education Specialist: Early Childhood Special Education	Educational Specialist Credential Level I	Initial	CCTC CEC	6	6	0	0	0	0	2	0	0	0	4
Education Specialist: Mild/Moderate	Educational Specialist Credential Level I	Initial	CCTC CEC	30	22	8	0	0	0	7	0	1	0	22

Program	Award Level	Program level (Initial, Advanced)	Agency or Association	N	Gender*		Ethnicity**							
					F	M	AI AN	A AA	B AF	N/A	I	LA SA CA H	NH PI	W
Department of Learning & Teaching, Advanced Programs														
Doctor of Education, Teaching & Learning, Ed Tech Concentration	Ed.D	Advanced	NA	26	20	6	1	1	2	4	1	1	0	16
Doctor of Education, Teaching Learning, Literacy Concentration	Ed.D	Advanced	NA	25	20	5	0	2	2	10	0	0	0	11
Master of Education in Learning and Teaching: Curriculum and Teaching	M.Ed	Advanced	NA	61	50	11	0	2	3	30	2	2	0	22
Master of Education in Learning and Teaching: Bilingual/ Cross-cultural	M.Ed	Advanced	NA	2	1	1	0	0	0	0	0	2	0	0
Master of Education in Learning and Teaching: Literacy	M.Ed	Advanced	NA	24	23	1	0	1	1	1	1	2	1	17
Master of Education in Learning and Teaching: Character Education	M.Ed	Advanced	NA	3	3	0	0	0	0	1	0	1	0	1
Character Education Alaska Cohort		Advanced	NA	19	12	7	1	1	1	1	0	0	0	15
Master of Arts in Teaching, International Relations	MAT	Advanced	NA	1	1	0	0	0	0	0	0	0	0	1
Master of Arts in Teaching: Bilingual (Spanish)	MAT	Advanced	NA	1	1	0	0	0	0	0	0	0	0	1
Master of Arts in Teaching: History	MAT	Advanced	NA	12	7	5	2	0	2	1	1	2	0	4
Education Specialist: Moderate/Severe Level II	Educational Specialist Credential Level II	Advanced	CCTC CEC	1	1	0	0	0	0	1	0	0	0	0

Program	Award Level	Program level (Initial, Advanced)	Agency or Association	N	Gender*		Ethnicity**							
					F	M	AI AN	A AA	B AF	N/A	I	LA SA CA H	NH PI	W
School Leadership, Advanced Programs														
Preliminary Administrative Services Credential Tier I	Preliminary Administrative Services Credential	Advanced	CCTC	25	18	7	0	4	3	9	0	1	0	8
Educational Leadership Development Academy: Induction & Support Tier II	Professional Administrative Services Credential	Advanced	CCTC	17	14	3	0	0	1	9	0	0	0	7
Master of Education in Educational Leadership	M.Ed	Advanced	NA	19	15	4	0	2	0	7	0	2	0	8
School Counseling, Advanced Programs														
Master of Arts in Counseling, School Counseling	M.A.	Advanced	NA	38	32	6	0	0	1	3	0	14	0	20
Pupil Personnel Services Credential	Pupil Personnel Services Credential	Advanced	CCTC	38	32	6	0	0	1	3	0	15	0	19
Total Percentage				684 100%	567 83%	117 17%	6 <1%	23 3%	25 5%	128 19%	6 <1%	95 14%	4 <1%	397 58%

All credential programs in the Professional Education Unit were fully credentialed by the California Commission on Teacher Credentialing (CCTC) in spring 2000 and reaccredited by the CCTC in 2002. The Special Education program was also accredited by the Council for Exceptional Children in 2004.

The unit also offers one off campus program-- the Alaska cohort program in Character Education. This program began in fall 2003 with 20 candidates who will graduate in spring 2005. A new cohort group has not been established for this program. This program is not delivered on-line; however, three courses within the program are delivered on-line. They are the Historical and Contemporary Perspectives in Character Education, Curriculum and Programs in Character Education, and Research and Evaluation in Character Education. This program is taught by USD faculty visiting Fairbanks and by a resident program director. The team reviewed this program by examining the curriculum and data that follow the unit specifications. A phone interview was held with two of the Alaskan candidates and the resident program director.

The School of Education also offers an Ed. D. program jointly with San Diego State University. The candidates become graduates of both universities.

Spring 2004 figures indicate 537 candidates were enrolled in professional education programs, including full time and part time candidates. Table I.4 shows gender, minority, international and age numbers.

Table I.4 PEU Candidates Enrollment Figures: Spring 2004

PEU Candidates Enrollment Figures: Spring 2004		
Spring 2004 PEU Enrollment	Undergraduate	Graduate
Number of males	167	75
Number of females	23	272
Percentage of minority candidates	24.2%	16.7%
Percentage of international candidates	0%	1.4%
Average age of students	21.9%	32.5%

Table I.5 shows the number of School of Education faculty in the Professional Education Unit in spring 2004 along with numbers of minority and females in that total.

Table 1.5 PEU Faculty Figures: Spring 2004

Spring 2004 School of Education Faculty	Full Time	Part time
Number of faculty	24	52
Number of minority faculty	8	5
Number of female faculty	15	42

The Visit

The visit was conducted in accordance with the partnership agreement between NCATE and the California Commission on Teacher Credentialing and its Committee on Accreditation. The merged team was composed of five BOE members and four state team members. The NCATE-BOE chair had primary responsibility for the merged team, assisted by a CTC\COA co-chair. All team decisions were made by consensus of the nine team members. The team was supported by a CTC consultant who assisted with the logistics for the visit and provided information regarding state policies and procedures for educator preparation and accreditation visits in California. There were no state NEA/AFT observers for this visit.

In April 2002, the Commissions Committee on Accreditation completed a site visit for the School of Education at USD. The unit was reviewed on the basis of eight Common Standards. All Common Standards were found to be met. All credential programs were also reviewed during the four day visit and all credential program standards were also found to be met with few areas for improvement noted. The team recommended full accreditation. In June of 2002, the Committee on Accreditation granted Full Accreditation to the unit and all its credential programs. The NCATE/CTC partnership agreement for California provides that institutions who wish to schedule an initial accreditation visit after a CTC visit may do so with the agreement of NCATE and the CTC. All such visits are to be conducted as merged team visits involving state team members and NCATE BOE members. Team decisions are to be made by consensus of the total team.

The NCATE/CTC partnership agreement provides that all subject matter programs and advanced specialty areas (SPAs) reviews and approvals be conducted and granted by the CTC. The state has established expert advisory panels for each subject matter and advanced specialty area. The on-going work of each panel is critical for the approval of all subject matter and professional area. Each area and program has standards and content that is grounded in the national standards and the K-12 Academic Student Content Standards and Frameworks approved by the California State Board of Education. The CTC expert panels review submissions by institutions and recommend approval for each program to the Committee on Accreditation. The unit has approved subject matter programs for multiple subjects(elementary) known as "liberal studies" or "diversified liberal arts." The unit has five approved single subject-subject matter programs in English, mathematics, social studies, science-biology and Spanish. In California, candidates may meet subject matter requirements by completing an approved subject matter program or by passing a CTC exam called CSET (California Subject Examination for Teachers) in the appropriate area.

CONCEPTUAL FRAMEWORK

Introduction

The mission of the Professional Education Unit is derived from the University's mission: "...to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate." The PEU mission echoes the University's and expresses a commitment to principles associated with respect for human dignity. The vision of the Professional Education Unit emphasizes spirituality as the foundation to "connect service through work with the candidates' deepest aspirations as human beings." Faculty, candidates, and staff are dedicated to the pursuit of truth, academic excellence, and a community enriched by a diversity of viewpoints. The mission and vision of the Professional Education Unit can be summarized in the theme of "a learning community collaboratively engaged in the pursuit of professional competence." The conceptual framework of the Professional Education unit that reflects the mission and vision has three key components:(1) learning community, (2) collaborative engagement, (3) pursuit of professional competence. The three major outcomes are ACE—Academic Excellence, Critical Inquiry, and Reflection; Community and Service; and Ethics, Values, and Diversity.

Faculty goals for imparting the conceptual framework through their teaching include the following:

- to ensure that candidates obtain the professional knowledge, skills, and dispositions they need for effective leadership in a diverse society;
- to strive to have faculty and candidates become life-long learners engaged in critical inquiry and reflection and dedicated to both academic excellence and ethical and professional development;
- to value professional and community service and to encourage engagement in it;
- to prepare candidates to act ethically and to accept responsibility for the society in which they live, emphasizing collaborative advocacy that transforms the schools and agencies they serve.

Each of the three unit candidate outcomes in the conceptual framework—academic excellence, critical inquiry, and reflection; community and service, and ethics, values, and diversity—have a specific knowledge base. For example, the knowledge base that under girds the first outcome includes state and national standards. The thirteen Teacher Performance Expectations developed by the California Commission on Teacher Credentialing, plus a fourteenth expectation defined by the unit related to technology are essential for teacher preparation programs. National standards of the Council for Exceptional Children, the Interstate School Leaders Licensure Consortium ISLLC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) also are an important part of the knowledge base for certain programs.

Professional and philosophical studies mentioned in the knowledge base support the conceptual framework outcomes, as well. Some examples that are cited include such historical foundational works as Counts (1932) *Dare the school build a new social order?* Dewey (1916) *Democracy and education*, and Kilpatrick (1930) *Our educational task*. Banks and Freire contribute multicultural and diversity foundations. Noddings and Kohlberg are part of the ethics, value, and diversity strand, along with A. Tom's *Teaching as a moral craft*. Informing community and service are articles by R. J. Kraft and Vogelgesang and Astin. Sources in teacher education include publications from the American Association of Colleges for Teacher Education, *Handbook of research on teacher education*, *Journal of Teacher Education*, and the *America Educational Research Journal*. The unit

more fully defines its humanistic, social advocacy agenda in its course content, syllabus objectives, activities, and assessments.

The performance expectations are built around the demonstration of the three major outcomes of the conceptual framework integrated with state and national standards outcomes as mentioned above, as well as the demonstration of the six common dispositions. These expectations are assessed through a system that reflects both the unit's conceptual framework and professional and state standards. The assessment system provides a mechanism to monitor candidate performance at key transition points, defines the major assessments to be used at the transition points, delineates the timeline for developing and implementing major assessments, provides a mechanism for data collection, analysis, reporting, and dissemination of findings, and facilitates the development of an action plan for program improvement. Decisions about candidate performance are based on multiple assessments.

Shared Vision

The conceptual framework represents over two years work with the Professional Education unit faculty. Following the approval of all credential programs by the California Commission for Teacher Credentialing in spring 2002, a faculty task force representing each of the program areas began meeting to discuss the mission, vision, and the formation of the conceptual framework. In September of that year at a faculty retreat, the entire faculty reviewed and discussed the framework. The total faculty continued to receive several drafts during the academic year and was able to provide input. After NCATE rejected the plan because of a weak assessment system, the dean hired an assessment specialist to work with a task force on an appropriate system. The unit received approval of the plan from NCATE in October 2003. PEU faculty continued to meet during that year that resulted in a second version of the plan. The PEU adopted the draft in December 2003.

In faculty meetings in spring semester 2004, discussion continued to be held on the conceptual framework and the assessment system, dispositions, unit outcomes, alignment of standards with syllabi. Presently the elements of the conceptual framework are shared in a variety of contexts such as in university committees, field experience handbook, course syllabi, and on the School of Education website. Faculty in both the School of Education and the College of Education are knowledgeable about the framework because they have been involved in its formulation. Even the president of the university was able to explain the conceptual framework outcomes and their tie to the university mission.

Coherence

The conceptual framework outcomes are identified in the unit's curriculum by being included in the syllabi of core required courses in all unit programs at the initial, continuing, and advanced levels. Syllabi have a common template that addresses the outcomes and requires an explanation of how they are practiced and integrated into each course's content and experiences. The outcomes are included in the rubrics developed to evaluate candidates' portfolios, projects, and field experiences. In other aspects of the unit's operations, program evaluations and candidate surveys address the outcomes. The conceptual framework outcomes along with the state and national standards provide the framework for curriculum and assessment.

Professional Commitments and Dispositions

The unit has made commitments to candidate and student learning as evidenced by its assessment system implementing task stream to record candidate data and progress and to facilitate candidate and faculty communication. Another commitment evidenced throughout course and experience requirements is the emphasis on reflective practice and data gathering. Candidates are required in lesson plans, case studies, and projects to assess and make recommendations on student learning.

Dispositions are introduced to candidates early in the initial programs, integrated throughout course work, and examined in reflective writing, field experiences, and in final portfolios. Employers speak positively about the professional dispositions of the USD candidates.

The dispositions identified by the unit are the following:

- (1) a belief that all individuals can learn and succeed,
- (2) a commitment to reflection and critical inquiry,
- (3) a willingness to collaborate with peers and members of the educational community,
- (4) an appreciation for and willingness to form partnerships with parents/guardians and community agencies that serve children and youth,
- (5) respect for the value of diversity in a democratic society,
- (6) a commitment to high professional and ethical standards

Commitment to Diversity

The organizational theme of the conceptual framework is *A learning community collaboratively engaged in the pursuit of professional competence*. The learning community that the candidates work with and in is comprised of people with diverse cultural, social, and religious backgrounds. With a third of the unit faculty being minority, approximately 20 % of the candidates themselves being minority, and the most frequently used school districts having at least 40 % or more minority enrollment, several having 80% minority enrollment, commitment to preparation for diverse schools is a most as evidenced in syllabi, courses with a multicultural focus, field experiences and internships in diverse settings.

One of the three outcomes of the conceptual framework includes diversity. Outcome three foci are *Ethics, Values, and Diversity*. The unit is dedicated to their candidates being able to value each individual within caring learning communities. Emphasis on preparing teachers, counselors, and administrators to work with diverse school populations can be noted in courses required, variety of field experiences, and in assessments. Both candidates and their employers acknowledge that candidates are well prepared to work effectively with diverse students. This commitment to valuing all people is evident in the mission and in the environment of the university as a whole.

Commitment to Technology

As part of the first major outcome of the conceptual framework—*academic excellence, critical inquiry, and reflection*-- the utilization of technology is essential for academic excellence. Candidates must demonstrate their ability to utilize appropriate technologies in their work. Information technology is integrated across all courses. Candidates are required to use technology in their lesson planning and in the delivery of instruction. They must use technology in putting together their portfolios. Portfolio rubrics for the midpoint and final portfolios require demonstration of basic technology literacy in lessons to support student learning.

The unit considers technology so important that it has added a 14th performance expectation on technology to the state's 13 Teaching Performance Expectations (TPEs). The Task Stream system has been adopted for data collection on candidate learning. Faculty and candidates are being trained to use this system that will soon be a requirement for all candidates in initial certification programs. With Task Stream, candidates put together electronic portfolios, create their own home page, submit their work and receive feedback and evaluations. In 2005 its use by all candidates will be required in initial certification programs.

Candidate Proficiencies Aligned with Professional and State Standards

The conceptual framework outcomes can be identified within the Teaching Performance Expectations (TPEs) of the California Commission on Teacher Credentialing that provide the guidelines for the initial credential programs and within the state and national guidelines for advanced programs.

Unit and Candidate Outcomes	TPE (CCTE) Standards	INTASC Standards
ACADEMIC EXCELLENCE, CRITICAL INQUIRY, AND REFLECTION		
Teacher candidates will demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits.	St. 3 St. 4 St. 6 St. 8 St. 9	#1 #4 #6 #9
COMMUNITY AND SERVICE		
Teacher candidates will strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service.	St. 12 St. 13 St. 14 St. 15	#5 #6 #9 #10
ETHICS, VALUES, AND DIVERSITY		
Teacher candidates will understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communications that value each individual regardless of background or ability, and they will equitable support student learning and maximum development	St. 5 St. 12 St. 13	#3 #10

The above matrix illustrates how the conceptual framework's candidate outcomes align with the California Commission on Teacher Credentialing and the INTASC standards. A shortened version of the 13 Teaching Performance Expectations (TPEs) plus the 14th established by and for the University of San Diego are listed below.

Teaching Performance Expectations

- A. Making Subject Matter Comprehensible to Students**
 - TPE 1 Specific pedagogical skills for subject matter instruction
- B. Assessing Student Learning**
 - TPE 2 Monitoring student learning during instruction
 - TPE 3. Interpretation and use of assessments
- C. Engaging and Supporting Students in Learning**
 - TPE 4. Making content accessible
 - TPE 5. Student engagement
 - TPE 6. Developmentally appropriate teaching practices
 - TPE 7. Teaching English learners
- D. Planning Instruction and Designing Learning Experiences for Students**
 - TPE 8. Learning about students
 - TPE 9 Instructional planning
- E. Creating and Maintaining Effective Environments for Student Learning**
 - TPE 10. Instructional time
 - TPE 11. Social environment
- F. Developing as a Professional Educator**
 - TPE 12. Profession, legal and ethical obligations

TPE 13. Professional growth

TPE 14. **USD TPE** Incorporating technology

The conceptual framework and professional standards are also an important part of the advanced programs alignment. Core course syllabi in the masters programs including School Counseling and School Leadership identify the conceptual framework outcomes and the professional standards that are addressed in the courses and experiences. Special Education programs align with program, state and the Council for Exceptional Children standards; School Counseling aligns with program, state, and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP); and School Leadership with program, state—the California Professional Standards for Educational Leadership, and the Interstate School Leaders Licensure Consortium (ISLLC). The National Board for Professional Teaching Standards are also aligned with program standards in the Master of Arts in Teaching program.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

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

Level (Initial)

The State of California requires candidates for elementary school teaching credentials to take the California Basic Skills Test (CBEST), the Reading Instructor Competence Assessment (RICA), and the California Subject Examination for Teachers (CSET) for multiple subjects. Candidates for secondary credentials take the CBEST and either the CSET for single subject area or demonstrate competency through an approved program of study. The unit has a pass rate of 100 percent of the candidates on the CBEST because candidates must pass this examination before entering the program. The institution reports the following results for the candidates' initial credential.

Table 1:1 Results from (CBEST) California Basic Educational Skills Test

Academic Year	Elementary				Secondary				Special Education			
	Pass		Fail		Pass		Fail		Pass		Fail	
	N	%	N	%	N	%	N	%	N	%	N	%
2003-2004	76	100%	0	0%	23	100%	0	0%	5	100%	0	0%
2002- 2003	60	100%	0	0%	29	100%	0	0%	9	100%	0	0%
2001- 2002	79	100%	0	0%	17	100%	0	0%	0	0	0	0%

The California Commission on Teacher Credentialing (CCTC) requirements to prove subject matter competency changed recently. For this reason, the institutional report offers scores for both sets of tests. Until 2003, the state required candidates for elementary credentials to take the Multiple Subject Assessment for Teachers (MSAT) while secondary school candidates took the Single Subject Assessment for Teachers (SSAT) unless they completed an approved course of study. In 2003, those candidates for secondary credentials who took a test took the CSET. The institutional report indicates that from 2000 to 2004, a total of 59 students passed these exams for subject matter competency with a success rate that ranged from 90 percent to 100 percent. The table below shows subject matter data for the past four years.

Table 1:2 Results from the California Subject Examinations for Elementary and Secondary Teacher Candidates (2000-2003: MSAT (Elementary), SSAT (Secondary); 2003-2004 CSET (Secondary))

Academic Year	Elementary				Secondary			
	Pass		Fail		Pass		Fail	
	N	%	N	%	N	100%	N	%
2003-2004	14	100%	0	0%	7	100%	0	0%
2002-2003	15	100%	0	0%	9	90%	1	10%
2001-2002	9	100%	0	0%	9	100%	0	0%
2000-2001	11	100%	0	0%	19	100%	0	0%

The table above appears in the institutional report, and it is in the evidence room with supporting raw data. The results indicate that the rates of passing exceed the 80 percent pass rule adopted by NCATE.

To facilitate the candidates' mastery of subject mastery of content knowledge, the unit works in partnership with the College of Arts and Sciences. The unit revised its elementary subject matter preparation program by creating a series of core courses, concentration courses, and professional

preparation courses. The core courses provide instruction in state mandated content that appears on the CSET. To coordinate this program, the unit and the college created a tenure track faculty position. In 2003, the CCTC approved this elementary school credential program, also referred to as multiple subject major, and placed it within the category called a liberal studies major along with a special education credential program.

For secondary credentials, called single subject programs, the college and the unit created a single subject coordinator committee to bring together faculty members who could cooperate in writing programs for approved programs for single subject area candidates. To date, programs in five areas have been established and approved by the CCTC: English, Social Science, Mathematics, Spanish, and Biology.

In addition to offering credential programs at the undergraduate level, the unit offers initial credential programs joined to master of education degree preparation. These programs combine a set of core courses that cover the following subjects: research design, family and school partnerships, measurement and evaluation, curriculum design, curriculum innovations, instructional theories, and ethical perspectives. In addition, candidates take a series of elective courses that fall into the following five areas of specialization: character education, Teachers of English to Speakers of Other Languages (TESOL), literacy, and special education.

The State of California does not require programs to seek approval from other agencies such as Specialized Professional Associations (SPA). In agreeing with NCATE to conduct joint accreditation visits, the CCTC showed that the subject matter requirements of the CCTC aligned with the requirements that the SPAs sought. Thus, CCTC accreditation and NCATE approval are required for program approval without concurrence from SPAs.

Although the unit need not submit its programs to SPAs, it went through a successful approval process from the Council of Exceptional Children (CEC) for its programs in special education. In the same spirit, next year, at the advanced level, the unit will undergo a similar evaluation process for the Counseling program from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In California, these additional program approvals are called notations.

In May 2002, the California Commission on Teacher Credentialing (CCTC) reaccredited all initial programs in the unit. Letters in the evidence room indicate that the CCTC accreditation team reviewed each of the common standards and the program standards required for accreditation. To fulfill these requirements, the unit followed the then newly adopted standards set forth in California Senate Bill 2042: New Standards and Assessments. This means that the unit had to show evidence of candidate performance on a list of 13 objectives called teaching performance expectations (TPE). The list of TPEs includes the following abilities: mastery of specific pedagogical skills, capability of monitoring student learning, skill in using assessments, competence in making content accessible, ability to engage students, understanding of developmentally appropriate teaching practices, skills in teaching English learners, ability to learn about students, mastery of planning instruction, willingness to utilize instructional time, capacity to maintain positive social environment, understanding of legal and professional obligations, and the capacity to grow professionally. The unit added a fourteenth TPE, ability to incorporate technology to support student learning.

In 2002, the CCTC accreditation team had decided that the overall quality of the program was good; yet the CCTC accreditation team did find that six standards were less than fully met. For the initial level, the concern was that the reading methods course required of all students was only partially aligned with state standards for reading and language arts. In addition, this course did not expose

students to all instructional programs adopted by the state board of education for use in public schools. The members of the CCTC accreditation team did not believe the concerns were of sufficient magnitude to prevent any standard from being met. In 2003, the CCTC removed all stipulations and accredited the unit.

The unit compiles evidence from portfolios to demonstrate subject matter knowledge and pedagogical knowledge for initial credential candidates. The unit assembled examples of exit portfolios that used the CCTE’s first TPE, subject matter pedagogical skills as evidence of content expertise. The CCTE developed the list of TPEs in 2001. During that first year, the unit was among a select list of teacher preparation programs that adopted them.

Surveys of the candidates about the value of the portfolio experience show that their opinions are divided, yet students consider the experience of maintaining a portfolio to be valuable. The following table is a summary of the results of three such surveys. Program directors have noted that candidates have become more aware of the criteria for determining appropriate work since the faculty began publicly sharing the grading rubrics. They noted that Task Stream has helped the candidates create rubrics for their own student teaching experiences.

Table 1:3 Graduate Portfolio Evaluation, Summary of Results for Spring 2003, Fall 2003, & Spring 2004

Rating Scale: 7- Strongly Agree; 6- Agree; 5-Slightly Agree; 4- Neutral;
3- Slightly Disagree, 2- Disagree; 1- Strongly Disagree

Semester Question	Spring 2003			Fall 2003			Spring 2004		
	Mean	Min	Max	Mean	Min	Max	Mean	Min	Max
1. The process of preparing the portfolio was valuable to me	6.4	5	7	6	4	7	5.7	2	7
2. The program adequately prepared me for the portfolio	6.4	3	7	7	7	7	5.8	1	7
3. I understand what was expected for the written portfolio	6.2	5	7	5.2	4	7	5.9	4	7
4. I understand what was expected for the portfolio presentation	6.2	4	7	5.2	3	7	5.3	2	7
5. I understand the criteria used to evaluate the written portfolio	5.3	2	7	6.5	6	7	6.1	5	7
6. I understand the criteria used to evaluate the portfolio presentation	5.3	2	7	5.7	4	7	5.6	2	7

The unit considers the first objective on the CCTC’s list of TPEs to be a measure of content mastery. This objective is to demonstrate pedagogical skills for subject matter instruction. Since this is one of fourteen measures, an average of other measures can overshadow content area mastery because candidates must accumulate passing averages on their portfolios before they can enter student teaching. The unit records the following rates of success on portfolios.

Table 1:4 Teacher Education Midpoint Portfolio Passing Rates

Semester	N	Passed on First Review	Passed on Second Review	Total Passed
Fall 2003	46	43 (93.5%)	3 (6.6%)	46 (100%)
Spring 2004	35	25 (71.4%)	10 (28.6%)	35 (100%)

In 2001, 2002, and 2003, the unit hired Educational Benchmarking Services (EBI) to survey candidates who graduated from the program. The survey compared the responses of former candidates from the unit to the results from similar surveys on six other comparable programs on campuses around the country and to surveys done of forty programs around the United States. As shown in the table below, on one question about their ability to teach in their content fields, former candidates rated on average the unit more favorably than did the graduates of other programs. These results include responses of initial and advanced candidates in the Learning and Teaching Program.

Table 1:5 EBI Results of Education Student Exit Survey, 2002

Question Average Rating Scale of 1 (lowest) – 7 (highest)	USD	Select 6 ¹	All Schools
To what degree does your education course work enhance your ability to teach areas in your content field?	6.06	5.21	5.47

¹ ‘Select 6’ Institutions chosen by USD: Loyola University Chicago, Ohio State University, SUNY at Brockport, University of Nevada-Reno, University of Washington, and Vanderbilt University.

In 2003, a survey of employers showed that employers rated the candidates’ mastery of subject matter to be above average. The following table appeared in the institutional report. The results of the responses to the twenty questions on the survey about credential graduates that appear in the evidence room reinforce this finding.

Table 1:6 Evidence of Content expertise from Employer Surveys

Question	Average Rating Scale of 1 (lowest) – 7(highest)
USD graduates are knowledgeable in their subject matter / content areas.	5.78
Compared to graduates from other universities, USD graduates are better prepared for their careers	5.22

Several unit administrators confirmed that candidates for initial credentials at the undergraduate and graduate level pass through various checkpoints as they progress through the programs. For undergraduates, the process begins in the second semester of the candidate’s sophomore year. On declaring an education major, the candidate must pass the California basic skills test (CBEST), complete an application, submit a recommendation, and be interviewed by faculty member of the unit. Candidates must hold a 2.75 cumulative grade point to be admitted. The director of credential analysis confirms that students meet these obligations. When candidates enter the program, the director sends them a letter informing of the tests they must take, the classes they need to complete, and the procedures they must follow. The unit reinforces these reminders through advising and regular notifications. These notifications restate such information as the requirement for candidates to

have a cumulative grade point average of 2.75 and a grade of at least a B- in all teacher preparation courses. This would include adding to the portfolio and submitting the additions for evaluation at prescribed times. According to administrators, it is possible to keep track of the candidates because enrollments are small and most candidates follow what would be called a traditional program of studies.

The unit offers master of education degrees for candidates who wish to pursue initial certification and an advanced degree. These programs appear for multiple subjects (elementary) and for single subject (secondary) credentials. Approximately 60 units are required for both the advanced degree and a credential.

Level (Advanced)

At the advanced level, California requires that candidates who hold a preliminary credential to obtain the Professional Clear Multiple (elementary) or Single Subject (secondary) Credential. The state offers three options. One is to complete a fifth year program in a university. A second is to follow through a mentoring program in the school district. The third is called an induction program created in cooperation with a school district.

The unit offers candidates who hold preliminary credentials to attain the clear credential to seek approval from the department to design their own non-degree programs. Candidates with preliminary certification who hold a position in a district that offers a mentoring program can add three courses available through continuing education to earn a clear credential.

The unit conducts induction programs with schools in the area that fit the third option to earn clear credentials. These induction programs take place in any school district with an approved induction program.

In the summer of 2003, the Induction Masters Partnership Program (IMPP) began with a partnership among the San Diego City School District, the College of Arts and Sciences, and the unit. An executive committee with members representing the unit and the San Diego schools assumes responsibility for the direction of this program. A planning committee formed to determine what should be done to improve the program. To further understandings, the participants met in a retreat on 1 May 2004. The participants decided to hold a session in the fall to focus on what they called essential learning's.

During interviews, faculty members teaching in the IMPP indicated that this program uses a type of formative assessment that is embedded in the jobs the candidates perform. Since the candidates are teachers in low performing urban schools, they have the opportunity to try various methods they learn about in university courses. The faculty members acknowledged that the method of assessment was similar to the way the programs of initial certification use portfolios. That is, the students collect videos of lessons, write reflective papers, and complete problem cases. The faculty members evaluate these assignments by using a common rubric. No aggregated data were available, but a survey of evaluated candidates' work showed positive comments and scores.

The unit offers graduate programs that do not lead to initial or advanced credentials. Educational Leadership Development Academy is the only leadership program in the unit that leads to a credential. There are other master level courses in the area. These are 30 unit programs with thesis or portfolio options. They have a core of 15 leadership courses and an equal number of units in specializations such as higher education or K-12 schools. According to program directors, candidates will often move from these non credential programs to ELDA in order to obtain a credential.

In Alaska, the unit has operated another non-credential program for two years called Character Education. At this time, this program has only the first cohort of students numbering about twenty candidates. In July 2004, the unit conducted a focus group interview with the candidates in the Alaska program. The candidates praised the faculty members for openness and willingness to satisfy the candidates' needs. The problems they noted were that the time to learn the material was short and some of it was not relevant to their needs. In a phone conversation with NCATE representatives, the candidates extolled the program, praised the faculty members, described how the rigor of on-line courses paralleled the courses taught face to face, and described the ways they had adopted such things as learning centers and modeling the virtues that the classes had introduced.

Content Knowledge of Other School Personnel

In May 2003, the CCTC accredited the program in school leadership and removed two stipulations the commission had placed on the program. A year earlier, the CCTC had noted that the unit did not provide overarching or integrating language in program descriptions, and that the unit had not provided alternative routes to the credential. The unit made the corrections the CCTC requested.

In 2000, the unit established the San Diego Educational Leadership Development Academy (ELDA) with the San Diego City Schools. Originally, ELDA was proposed as a one year preparation program that paired a candidate with an experienced supervising principal. It has grown into a program that offers induction and support of newly placed principals and vice principals and the credential preparation of secondary content specialists. ELDA is now the unit's only program in educational leadership. In 2000-2001, ELDA had 10 candidates in elementary, middle, and secondary schools. By 2003-2004, the program grew to 104 candidates in elementary, middle, secondary, and non-traditional schools, such as charter schools or buildings with a specialized curriculum focus.

The ELDA recruits teachers who possess a clear teaching credential and a desire to manage the components of site management. The strength of ELDA is that it ties fieldwork directly to professional classroom learning. In this case, the candidates work as interns with established building principals who serve as mentors and take twenty-four graduate units of course work, six of which include the internship, that link the fieldwork to the relevant academic knowledge in such areas as school management, instructional supervision, and school law. The candidates begin at Tier I for one year with about fifteen colleagues and complete about 1,200 hours of internship. In this tier, candidates participate in a problem based learning project and construct a professional portfolio.

After completing Tier I, candidates may move into an induction and support program. Initiated in 2002, this induction program maintains the feature of mentorship found in Tier I and opportunities to study with other administrators. In this program, the capstone project is the creation and presentation of videos demonstrating the candidates' leadership. The aim is to compare videos that come from the beginning of the induction process to videos that represent the end of the process. Candidates' reflections on the videos show their analysis and reflection.

During interviews, candidates and graduates praised the close connections that existed between the practical internship experience and the academic subject matter. These candidates said that they could not have found a better program. As a result of this training, they felt they were well trained and prepared for their jobs. The Superintendent of San Diego Schools praised the program audits and its graduates and the past two years came from the program.

In 2004, the unit collected data on the practicum experience taken by twenty-two candidates in the program of school leadership. A university supervisor and a cooperating principal rated the

candidates' abilities to develop and articulate a belief system, to assess classroom instruction, and to organize plant operations. The highest score was ten points and the averages ranged from 7.46 to 8.61.

According to the institutional report, candidates in school leadership must demonstrate content knowledge through the work from the culminating experiences in the portfolios. The institutional report offers the following table of results of the scoring of the portfolios.

Table 1:7 School Leadership Culminating Portfolio Assessment – Cohort Average Scores by Domain (Scoring: 1-3=criteria not met, 4-6=criteria met, 7-10=criteria exceeded)

Year	# of Students	Standard 1: Vision	Standard 2: Culture	Standard 3: Operations	Standard 4: Community	Standard 5: Ethics	Standard 6: Socio-political context	Technology	Overall Portfolio Score
2002 – 03	23	7.63	7.87	7.04	7.3	7.42	7.16	7.48	7.51
2003 – 04	30	7.04	7.24	6.89	6.67	7.11	6.75	7.39	7.01

On the culminating experience, the institutional report indicates that the candidates achieved higher than 2.5 on a three point scale in such areas as student achievement data, strategic plan to improve adult learning, and response to a case problem.

In the spring of 2004, the unit surveyed eight instructional leaders in San Diego Schools to determine if the candidates for school leadership had mastered the necessary content knowledge. On average, about 60 percent of the eight respondents agreed that the candidates had acquired adequate grounding in education and leadership theory, that the candidates were able to lead schools with diverse populations, and that they could address the needs of a range of groups and cultures.

The ELDA conducts continuous assessment to strengthen candidate learning and to resolve problems that arise. Despite these efforts, documents in the evidence room indicate that the ELDA should develop assessment practices that link the program to changes in the San Diego City Schools. In this way, the ELDA could offer support throughout the candidates' careers. In addition, the unit hopes to link assessment data gathered during selection to data collected throughout the internship and course work. This could enable the unit to offer more individualized coaching to candidates.

An important measure of success is that the percentage of candidates who are appointed as principals is increasing. In the first year, about 34 percent of the graduates were named as principals. In 2003-2004, about 53.8 percent were named as principals. Although the percentage of candidates appointed as vice principals declined over the same period, the unit interpreted this decrease as a positive movement of graduates from the lower level positions to the higher.

In the program of school leadership, candidates do not take any objective licensure or credential exam. Although the state of California has an objective test for school administrators, it is not for institutions to use. The test was designed as an alternative route for candidates who did not follow an approved course of study. While candidates might take this exam after graduation, it would not be part of the program nor would it reflect on the preparation the students received.

The master of arts in counseling is a non-thesis program requiring 48 hours of courses and successful completion of a comprehensive exam. The program offers three specializations: school counseling, career counseling and adult development, and college counseling.

In the program of school counseling, the unit aligned the candidate outcomes with the standards of the CCTC. In this program, the unit considers the content knowledge in the field to be covered in such courses as introduction to practice, ethics, and life span development. These courses have center piece experiences that unify the course. For example, in a course, Introduction to School Counseling, the students write a four to five page self reflection paper. This leads to a similar counseling position paper that follows a visit to a site and contrasts the work of counselors in two different situations. In an interview, a faculty member claimed that this openness is a benefit: The decision not to have candidates maintain portfolios was made in an effort to allow the candidates to create work that expressed their individual talents. Examples of candidate work, the centerpiece for each course in the material are evaluated by rubrics that showed candidates' work had reached the satisfactory or proficient level.

Candidate assessment takes place at three points. At admission, the candidates demonstrate a cumulative grade point of 2.75, letters of recommendation, and a statement of purpose. Before taking a practicum, the candidates document 25 hours of personal counseling and successful completion of the Clinical Instruction Benchmark Assessment (CIBA). The CIBA is an instrument developed by the counseling program that involves a candidate self assessment, an interview with an advisor, and an evaluation by a faculty member. Before leaving, all candidates complete 600 hours of supervised field work, receive a passing score on the CBEST, a basic skills test, and receive a passing grade on a unit created comprehensive exam. In the past three semesters, 32 students completed this examination. Twenty-six passed on the first effort. After remediation, the other six passed the exam.

The unit encourages candidates to take the National Counselor Exam (NCE) and the unit's administration offers to pay \$100 of the \$230 testing fee for candidates. Although the exam is not required by the program or by CCTE, the course work covers areas the areas of counseling on which the exam is based. In school counseling, candidates have the option of taking the NCE. It is not required for any credential in California although other states want candidates to take the test. According to an administrator the NCE does not send individual performance data to the unit. Nonetheless, the unit placed the following results in the evidence room.

Table 1:8 Counselor Education and the National Counselor Exam

Year	N taking NCE	N passed	Percent passed
1998	4	1	25%
1999	7	5	70%
2000	14	10	72%
2001	10	7	70%
2002	23	18	78%
2003	30	24	80%
2004	26	20	77%

Candidates in the counseling program succeed in their course work. A survey of grades from the 40 students enrolled in the fall of 2003 showed an average grade point of 3.6, and in the spring of 2004, the average of the 34 students then enrolled was 3.8.

According to the institutional report, the candidates' intern experiences are opportunities for candidates to demonstrate their content knowledge. As a result, the counseling program conducts a mid-semester review of candidates' intern experiences and a final review at the end of the semester. These reviews are done to monitor the candidates' acquisition of essential professional knowledge.

In 2000, the unit admitted the first cohort of candidates into a joint doctoral program with the College of Education at San Diego State University. The program has two directors, one from each institution. It has two areas of concentrations: literacy and educational technology. Most of the candidates in educational technology are not preparing to work in schools.

Candidates in the joint doctoral program aim for higher education. Although the first cohort in both concentrations in the doctoral program began with twelve candidates, these numbers declined to 9 in technology and 5 in literacy by 2004. In 2004, the second cohort had 6 in technology and 8 in literacy.

In January 2004, the doctoral faculty met for a day long retreat to discuss the strengths and weaknesses of the program in a way that represents a formative assessment. The participants found the collaboration, the cohort model, and the theoretical grounding of the concentrations to be strong.

Professional and Pedagogical Knowledge and Skills for Teachers

Pedagogical knowledge is assessed in course work, information about technology intervention, material found in mid-point portfolios and in exit portfolios, observations made during clinical practice, and responses on graduate and employer surveys. These show that the candidates have mastered the skills and knowledge to teach effectively.

There are five courses required of both candidates preparing for multiple subject or elementary school credentials and candidates preparing for single subject or secondary credentials. In *Curriculum and Methods of Teaching in Secondary Schools* the candidates analyze issues about different subject areas. In *Philosophical and Multicultural Foundations of Education*, the candidates consider the problems and the opportunities that diversity presents in elementary and secondary schools. The other three courses include *Methods of Teaching Reading* and *Methods of Teaching English Language and Elementary Curriculum Methods*.

Candidates' portfolios display the information, skills, and dispositions they learned in their courses. Candidates organize their portfolios around the six domains in which the CCTC arranged the Teacher Performance Objectives (TPEs). Domain A includes issues related to making subject matter comprehensible to students. While Domain B covers issues of assessment, Domain C involves questions of engaging and supporting students in learning. In Domain D, there are matters of planning instruction. Within Domain E are found ideas about creating and maintaining effective environments, and Domain F covers questions related to developing as an educator. The faculty members evaluate these portfolios in the middle of the candidates programs and at the end. During the final evaluation, the candidates' student teaching experience is included.

As noted above, the unit has been careful in analyzing the reliability of evaluators of the portfolios. In addition, the unit held workshops to ensure that the faculty members would use the same criteria to determine if the candidates had mastered pedagogical knowledge.

In addition, the unit uses an objective measure of teaching performance for candidates for multiple subjects, elementary school, credentials. These candidates must pass the Reading Instruction Competence Assessment (RICA). According to the institutional report, the passing rate from 2001 to 2004 ranged from 87.5 percent to 95.7 percent.

Table 1: 10 Results from the Reading Instruction Competence Assessment (RICA)

Year	Total No. of Students	Pass		Fail	
		N	%	N	%
2004	16	14	87.5%	2	12.5%
2003	97	89	91.7%	8	8.2%
2002	93	89	95.7%	4	4.3%
2001	25	23	92.0%	2	8.0%

Evidence of pedagogical content in technology for teacher candidates comes in three main ways. First, in a course on instructional technology, they learn about the technological advances available to teachers, the use of such devices, and ethical issues surrounding the use of technology. Second, the CCTC requires that technology be integrated throughout the curriculum. Thus, the ways to use technology appear in other credential courses. Finally, the electronic portfolio serves as the center piece of technology education because candidates scan items into the data base, create programs, and engage in instructional planning while they complete the portfolio. However, since some candidates can chose to submit a paper rather than produce an electronic portfolio, it does not serve all candidates as a centerpiece of technology education. Nonetheless, the electronic portfolios viewed revealed candidates' technology skills and they evidenced pedagogical skills and integrated the conceptual framework outcomes and state standards.

Student teaching provides opportunities for the candidates to demonstrate their skills in working with students, parents, and colleagues. Supervisors from the unit and cooperating teachers observe and evaluate their performances. All candidates make video tapes of their teaching and use those tapes in discussing their progress with supervisors. Formal student teaching evaluations show out of 92 candidates observed during the fall of 2003 and the spring of 2004, about 92 percent of them attained the highest ranking in such areas as making learning relevant, utilizing appropriate instructional strategies, drawing on child and adolescent development, and discerning problems and applying new strategies. In 2004, a total of 54 candidates submitted exit portfolios. Of these, about 96 percent passed.

Survey results from the candidates came as part of the EBI survey mentioned above. The table below provides five different questions from that survey, the candidates' answers, and the analysis of the results.

Table 1: 11 Results of Education Student Exit Survey (EBI) 2001-2002

Question Scale 1 (lowest) – 7 (highest)	Average Rating	
	2001	2002
To what degree does your education course work address learning theories?	5.67	5.71
To what degree does your education coursework address the theories of human development?	4.85	4.95
To what degree does your education course work address professional ethics?	4.96	4.86
To what degree does your education course work enhance your ability to establish equity in the classroom?	5.63	5.84
To what degree does your education course work enhance your ability to teach children from diverse ethnic backgrounds?	6.08	6.00

Similar results come from surveys distributed in 2003 to employers of unit graduates. The table below provides the questions and the answers the employers gave.

Table 1: 12 Evidence of Candidate Professional Knowledge and Skills on Employer Surveys

Question	Average Rating Scale of 1 (lowest) to 7 (highest)
USD graduates apply appropriate instructional strategies	5.54
USD graduates devote time and effort to appropriate school-community activities	6.0
USD graduates work effectively with parents	5.78
USD graduates meet my expectations of a professional in his/her field	6.06
USD graduates demonstrate ethical behaviors	6.27

Professional Knowledge and Skills for Other School Personnel

The School Counseling and School Leadership programs prepare their candidates to demonstrate their knowledge of the professional knowledge and skills delineated in professional, state and institutional standards. The School Leadership program has drawn on the California Professional Standards for Educational School Leaders (CPSLEs) as a critical resource in designing the coursework and internship experiences. The School Counseling program coursework and clinical instruction is guided in part by the CACREP and CCTC standards, as well as by the program’s ten learning outcomes. Both the School Counseling and School Leadership programs rely on the unit’s conceptual framework and the above mentioned guiding professional standards to shape the instruction and assessment of professional knowledge and skills. Course syllabi in both programs cross reference the professional standards appropriate to each expected learning outcome for that course. Additionally, the expected learning outcomes of each course indicate whether the outcome addresses knowledge, skills, or dispositions. Candidates in both programs report that the standards are the core focus of each course. Faculty in both programs report that candidate expectations includes full working knowledge of all standards for professional knowledge and skills. Candidate performance evaluation rubrics focus on knowledge and skills as delineated in the course syllabi. CCTC reviewed the School Counseling and School Leadership programs in 2002. These programs were approved as part of the unit accreditation under the standards set forth for the CCTC. The School Leadership had two technical stipulations which were removed in 2003 upon successful demonstration of the unit’s correction of the identified problems.

Both the School Counseling and School Leadership programs expect their candidates to develop and demonstrate the capacity and commitment to incorporate families and other school community stakeholders in the practice of their professional roles. School Leadership expects candidates to “promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources” (CPSLE #4). Individual candidate evaluation documents from course work as well as field experience indicate competence in this area. Additional evidence of candidate competence in this area is found in candidate portfolios which are scored with a rubric by faculty who have been trained in appropriate use of rubrics as an evaluation instrument. Candidate competency in the School Counseling program is evident in candidate evaluations in both course work and field experiences. Further evidence of candidates is the daily logs kept to demonstrate time spent with families and other school community stakeholders. School Counseling candidates further show competence by completing a comprehensive examination as a culminating activity.

School Counseling and School Leadership programs prepare their candidates to use current research to inform their professional practice. School leadership candidates demonstrate knowledge and skills associated with research in their response to a problem in practice (Culminating PBL). School counseling candidates take COUN 508: *Research Methods in Counseling* in which they learn research methods in locating, understanding, and evaluating the research literature in the student’s

area of interest. Candidates demonstrate their knowledge and skills by applying what was learned in COUN 508 to the culminating project. Evidence in the document room indicates quality learning both in theory and practice by both School Counseling and School Leadership candidates.

Candidates are expected to demonstrate technology proficiency as part of their development of professional skills in the School Leadership and School Counseling programs. Faculty and candidates in both programs report extensive use of technology in both course work and field experiences. In School Leadership, candidates demonstrate technology proficiency by meeting a standard added by the program to enhance the standards delineated by CPSEL. Learning outcome #10 in School Counseling addresses candidate proficiency in technology.

Written and interview evidence indicates both programs use multiple measures of candidate knowledge, skills, and dispositions beginning with the admission process and ending with culminating activities. Both programs have midpoint and end of course evaluations. The culminating activities for the School Counseling program are the portfolios assessment and the comprehensive exams. Rubrics are in place evaluation of both culminating activities. Faculty members have been trained in using the evaluation rubrics to assure inter rater reliability. Data from the evaluation of these culminating activities indicate that candidates are meeting the expected outcome of the program. The School Leadership program uses the portfolio assessment as the culminating activity for the program. Faculty members in this program have also been trained in the use of the scoring rubric in place for portfolio evaluation. Evaluation data indicates candidates are meeting expected outcomes of the program.

With few exceptions interviews with candidates, graduates, internship supervisors, school administrators, and others indicate that candidates and graduates demonstrate professional knowledge and skills in both School Leadership and School Counseling programs. A few second year candidates expressed concern about the perceived low level of expectations from the program of School Counseling while other second year candidates expressed complete satisfaction with their level of preparation for field experiences. Candidates in the School Leadership program, especially candidates in the Education Leadership Development Academy, report high levels of satisfaction with their preparation. Graduates in both programs indicated their preparation program in either School Counseling or School Leadership provided them with the knowledge and skills necessary to perform their current job. Field supervisors in both programs enthusiastically praised candidate preparation in both programs. The reaction of site administrators can best be summarized by the administrator who indicated he always looks for graduates for the School Counseling and School Leadership programs from USD before those graduates from other institutions.

Follow up surveys echoed the comments interviews indicated above for the preparation of graduates related to professional knowledge and skills. School Leadership follow up surveys were completed by Instructional Leaders (Area Superintendents in San Diego City Schools), supervising principals, and graduates. Instructional Leaders rated graduates highest in site leadership, grounding in education and leadership theory, leading schools with diverse populations, and addressing a range of groups and cultures. Supervising principals rated graduates highest in curriculum development, curriculum evaluation, staff development and training, staff supervision or evaluation, and program/organization change. Graduates rate themselves highest in principals of leadership, program theory, and support. Graduates in the ELDA in SDCS also site being released from teaching for a year to complete the program as one of the most important factors in candidate success. School Counseling follow up surveys were completed by employers in spring 2004. Employers rate candidates highest in fostering student's personal growth, demonstrating ethical behavior, encouraging positive social interaction among students, actively engaging students, and meeting

expectations of a professional in the field. Survey results from 2003 indicate similar results for both programs.

Dispositions

The dispositions are found in the conceptual framework which explains that the unit adopted the acronym, ACE, to represent the school. Broken into three parts, the acronym represents academic excellence, community, and ethics. Each of these parts has two sections. For example, academic excellence includes the belief that all children can learn and a commitment to reflection and inquiry. These are the dispositions the unit seeks to instill in the candidates. For example, in teacher training the candidates have to demonstrate by their actions that they believe all children can learn. In counselor training, the candidates go through course work designed to make them reflect on their position as counselors and the opportunities they have to serve their clients.

In fall 2004, the unit began a process of using the common set of assumptions in evaluating the candidates' dispositions. The process of evaluation takes place at three points in the candidates' progress. At admission, applicants have to meet with faculty members who use an interview scale to rate the applicants' dispositions. The second point of assessment is during courses and in field placements where faculty members have opportunities to assess the candidates' dispositions. When a candidate demonstrates unwillingness to hold to a disposition, the director of the program, the faculty member, and the candidate hold a conference and draw up a plan of remediation. To continue in the program, the applicant signs the plan and agrees to follow a timeline for future review.

In the fall of 2004, the unit accumulated the results of the assessments of the dispositions of candidates admitted to the program. The interviewers measured the candidates on nine items that came from the conceptual framework, ACE. Using a scale where 5 was the highest score, the candidates scored, on average, from 4.06 to 4.65 on items such as willingness to form partnerships and commitment to ethical values.

The final stage is during student teaching for teacher candidates or internship for other school personnel. Candidates who have difficulty acting professionally during these experiences may find themselves following similar steps. Candidates who do not demonstrate the required dispositions can be dismissed from the programs.

Interviews with candidates, faculty members, and employers demonstrate that the members of the unit think highly of each other. They cooperate, and they provide service to each other and to the community. In the unit, respect for diversity is high, and people hold to high ethical standards.

Student Learning for Teacher Candidates

Summary data from the student teacher evaluations from 2003 to 2004, indicate that about 86 percent out of 92 candidates reached the highest level of performance in such skills as monitoring key points during instruction, pacing instruction according to evidence gathered by monitoring, and identifying students needing special instruction.

Such skills as monitoring student learning and pacing instruction appear in the courses candidates take as part of their credential preparation. The skills appear in an appropriate sequence governed by the subject matter. For this reason, the candidates must place this information and some representations of applications in their portfolios which the faculty members evaluate at the midpoint and the end of the candidates' progress through the program.

The surveys conducted by EBI in 2002 offer evidence of the candidates' opinion of the value of the training in attending to student learning. In this survey, the graduates of the teacher training program ranked the unit higher on the extent the course work addressed assessment of student learning than did the graduates of other universities included in the survey.

Surveys of employers demonstrate a similar level of satisfaction in attention to student learning. When asked if the candidates learned to enable students to reach expected levels of achievement and if the candidates assessed student progress regularly, the seventeen employers surveyed ranked the candidates about a 5.3 out of 7.

Student Learning for Other School Personnel

Both the School Counseling and School Leadership programs are committed to the preparation of educational professionals well equipped to contribute to the creation and support of positive and effective learning environments for all students. In 2002 the CCTC fully accredited the unit citing only two technical stipulations in the School Leadership program which have since been removed based on the program's attention to the cited issues.

The School Leadership program's central theme is the development of school site leaders who can serve as instructional leaders focused on the creation and support of effective teaching and learning environments. ELDA Objective 3 states that candidates will "Demonstrate the Ability to Assess the Quality of Classroom Instruction: The student leaders will be able to assess classroom instruction so that they can improve student performance by providing appropriate professional development to improve teacher pedagogy." Faculty members indicate that the program admits only candidates who demonstrate outstanding teaching skills as evidenced by the teaching observation piece of the admissions process.

Table 1.13: School Leadership Selection: Preliminary Administrative Services Credential

Cohort Year	Initial Applicant Pool	Pool Selected for Observation Phase	Final Pool Offered Admission
2000 – 01	82	21 (25.6%)	11%
2001 – 02	54	21 (38.8%)	14%
2002 – 03	48	21 (43.8%)	14%
2003 – 04	67	29 (43.2%)	15%

Course syllabi show that courses provide instruction central to the theme of student learning. Candidate data, based on evaluations using rubrics, indicate wide attention to student learning throughout course work and fieldwork.

Table 1.14: School Leadership Culminating Portfolio Assessment – Cohort Average Scores by Domain (Scoring: 1-3=criteria not met, 4-6=criteria met, 7-10=criteria exceeded)

Year	# of Students	Standard 1: Vision	Standard 2: Culture	Standard 3: Operations	Standard 4: Community	Standard 5: Ethics	Standard 6: Socio-political context	Technology	Overall Portfolio Score
2002 – 03	23	7.63	7.87	7.04	7.3	7.42	7.16	7.48	7.51
2003 – 04	30	7.04	7.24	6.89	6.67	7.11	6.75	7.39	7.01

The School Counseling program provides candidates knowledge and skills for supporting student learning holistically rather than the direct support provide to candidates in the School Leadership program. School Counseling applicants face a rigorous admissions process to assure only candidates with the highest potential for success are admitted to the program.

Table 1.15: School Counseling and School Leadership programs Admissions Data

Year	2001 – 02		2002 - 03		2003 - 04	
Program	Applied	Admitted	Applied	Admitted	Applied	Admitted
Counseling	42	31 (74%)	66	37 (56%)	81	51 (63%)
School Leadership	79	34 (43%)	79	29 (37%)	92	40 (44%)

Mastery of the program’s ten learning outcomes, *Diversity, Professional Identity, Ethics, Developmental and Career/Life Planning, Individual and Group Counseling Skills, Research and Analytical Skills, Leadership and Advocacy, Assessment, Consultation and Conflict Resolution, Technology*, provides candidates with the knowledge and skills to support student learning.

Both programs use portfolio assessments to assure candidates have acquired the required knowledge and skills. Candidates in the School Counseling program also must complete a comprehensive exam. Both programs have been using portfolio assessments over time, but have recently aligned the evaluation rubrics with the standards in each program.

Interviews with constituencies in both programs indicated candidate preparation is of the highest quality. A number of employers interviewed indicated they would prefer to hire graduates of the School Leadership and School Counseling programs over graduates for other programs in the San Diego area. Summary data from follow up survey reflects responses similar to those from the interview processes. The School Leadership program’s partnership with the San Diego City Schools is exemplary and is being replicated with other districts.

Candidates in the School Counseling and School Leadership programs use multiple measures to demonstrate the knowledge and skills appropriate to support student learning. The programs

alignment with standards provides a rigor in theory and practice. Development of scoring rubrics has brought validity to candidate learning.

Overall Assessment of Standard

Through performance on objective exams, portfolio creation, and practical experiences, the candidates in the unit demonstrate that they are prepared to work in schools as teachers and other professional school personnel. The California Commission on Teacher Certification reaccredited the unit to offer credentials.

Recommendation

The unit meets standard one.

Areas for Improvement: Not applicable

STANDARD 2. ASSESMENT SYSTEM AND UNIT EVALUATION

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

Level: Initial and Advanced

A. Assessment system

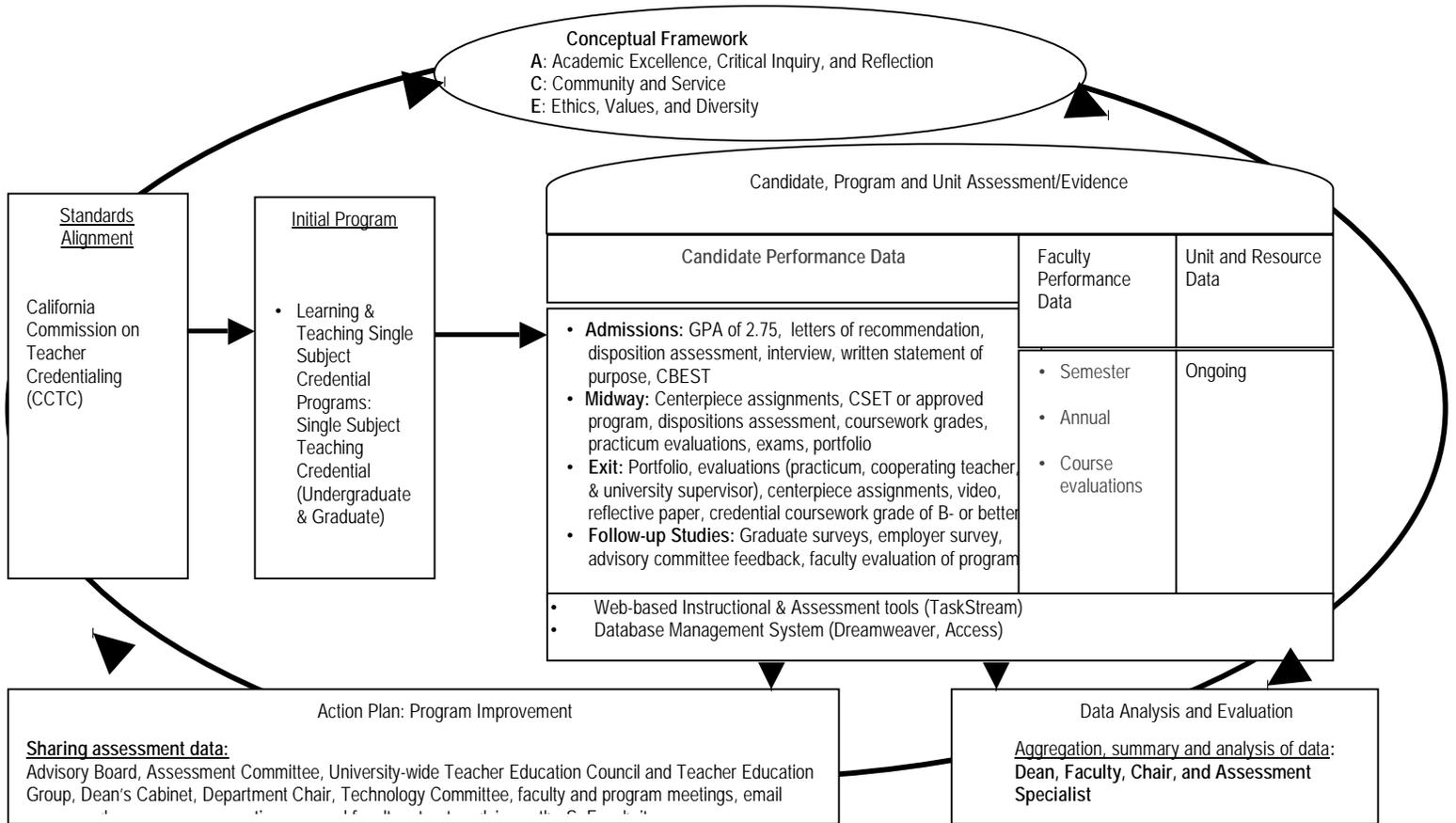
The University of San Diego Professional Education Unit (PEU) in the School of Education has developed an assessment system that reflects both the unit's conceptual framework(ACE) and professional and state standards. Beginning in the fall of 2002, the faculty and administrators of the PEU, with input from its extended professional community, began the development of an assessment system designed to:

- Provide a mechanism to monitor candidate performance at key transition points
- Define the major assessments to be used at stated transition points
- Delineate the timeline for developing and implementing major assessments
- Provide a mechanism for data collection, analysis, reporting, and dissemination of findings
- Define how data will be used by various programs
- Explain components of the system that address unit operations
- Use information technology to maintain the assessment system.

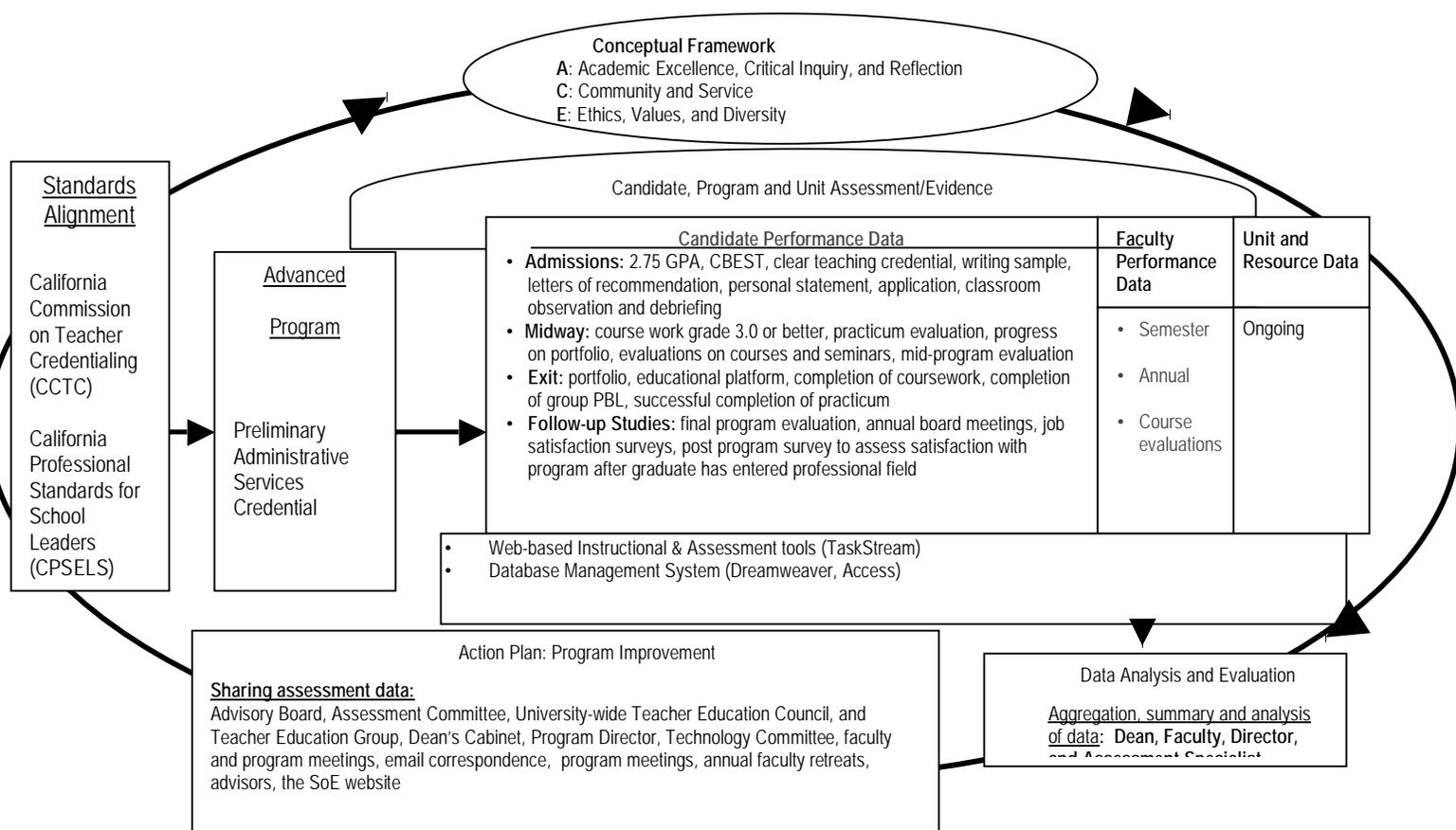
Figure 2.1 Professional Education Unit Assessment System provides a graphical representation of the PEU Assessment System, for one initial and one advanced program, including its components and alignment with the conceptual framework and professional standards.

Figure 2.1 Professional Education Unit Assessment System

Learning and Teaching Single Subject Credential Programs - Assessment System (Initial)



School Leadership – Preliminary Credential (Aspiring Leaders) Program - Assessment System



In 2002, the process of creating the assessment plan was supported with the establishment of an Assessment Committee and recruitment of an Assessment Specialist. The multiple constituencies participated in numerous retreats during which they created the conceptual framework, identified transition points, reviewed existing evidence and current course-based performance assessments, assured alignment of syllabi to appropriate standards, and identified major assessments to be used at the various transition points. The full three year plan is summarized in Table 2.1. Currently the unit is in the third year of the plan.

Table 2.1: Assessment System Three-Year Plan

Activities/Year	Persons Involved	Timeline
Year 1 (2002-2003)		
Establishment of the NCATE Steering Committee	Dean, Associate Dean, Program Directors, Program Coordinators	June 2002
Initiation of conceptual framework development	Dean, Associate Dean, Program Directors, Faculty	July 2002
USD School of Education retreat: conceptual framework/community of practice discussion process	Dean, Associate Dean, Program Directors, Program Coordinators, all faculty members	September 2002
Faculty attend NCATE Institutional Orientation in Washington DC	Faculty members	October 2002
Assessment matrix development and initiation of assessment system discussion process	NCATE Steering Committee	October 2002
Establishment of the Assessment Committee	Assessment Committee	November 2002

Activities/Year	Persons Involved	Timeline
Recruitment of Assessment Specialist	Dean, Associate Dean, faculty representatives from various programs	April 2003
Research available web based instructional design, standard management and electronic portfolio design and development tools	Faculty representatives from PEU program, Associate Dean, students	Spring 2003
Review assessment criteria for candidate entrance into programs	Associate Dean, Program directors, Assessment Committee	Spring 2003
Review processes for admissions, fieldwork and exiting by program	Associate Dean, Program directors, Assessment Committee	Spring 2003
Alignment of syllabi to professional, state and University standards	Associate Dean, Program directors, Assessment Committee, faculty	Spring 2003
Review of curricula for performance based assessments used in courses and programs	Associate Dean, Program directors, Assessment Committee, faculty	Spring 2003
Identification of transition points at the unit and program level	Associate Dean, Program directors, Assessment Committee	Spring 2003
Identification of major assessments to be used at the various transition points	Associate Dean, Program directors, Assessment Committee, faculty	Spring 2003
Develop PEU Assessment Plan	Assessment Committee	Spring 2003
Year 2 (2003-2004)		
Pilot test web based instructional design, standard management and electronic portfolio design and development tools	Seven faculty members, 140 students	Fall 2003
Review existing evidence of candidate performance by program, related to knowledge, skills and dispositions	Associate Dean, Assessment Committee, Program directors	Fall 2003
Develop, pilot test and implement electronic management information system for data collection, analysis, summarization and use of data	Assessment Committee	Spring 2004
Incorporate technology (Dreamweaver, Access and Task Stream) in the design, implementation and maintenance of the PEU assessment system	Assessment specialist, programmer, consultant, USD academic computing staff	Spring 2004
Collect standardization core data elements related to all PEU candidates	Assessment Committee	Spring 2004
Review and refine midpoint portfolio guidelines and assessment criteria	Faculty, Assessment Committee	Spring 2004
Review and standardize centerpiece assessment guidelines and alignment with professional, state and University standards	Faculty, Assessment Committee	Spring 2004
Review and refine final portfolio guidelines and assessment criteria	Faculty, Assessment Committee	Spring 2004
Review, pilot test and validate rubrics for assessing portfolios	Faculty, Assessment Committee	Spring 2004
Identify aspects of the system related to unit operations	Dean, Associate Dean, Assessment Committee	Spring 2004
Year 3 (2004-2005)		
Develop evaluation plan for the PEU assessment plan and system	Assessment Committee	Fall 2004
Maintain and update electronic management information for collection, storage, tracking and retrieving of performance assessment data	Assessment Committee	Ongoing
Fully implement web based instructional design, standard management and electronic portfolio design and development tools	Faculty, Assessment Committee	Fall 2004
Refine processes for utilization of data and	Dean, Associate Dean, Assessment Committee	Fall 2004

Activities/Year	Persons Involved	Timeline
program improvement	Program Directors	
Evaluate PEU assessment plan and system	Dean, Associate Dean, Assessment Committee, Program directors	Spring 2005
Update and revise PEU assessment system per evaluation results	Dean, Associate Dean, Assessment Committee, Program directors	Spring 2005
Coordinate integration of the PEU management information system with the University ORACLE system and overall University assessment system	Assessment Committee	Fall 2005
Develop yearly assessment system evaluation and refinement plan	Assessment Committee	Fall 2005

Each program, both initial and advanced, collects performance data that reflect the three outcomes of the Conceptual Framework: A) Academic Excellence, Critical Inquiry, and reflection; C) Community and Service; and E) Ethics, Values, and Diversity. In addition, each program in the PEU has aligned its performance expectations to the appropriate state and/or professional standards. Initial programs align to the California Commission for Teacher Credentialing (CCTC) professional preparation standards. Advanced programs also align to CCTC standards where available, professional organization standards (e.g. Council for Accreditation of Counseling and Related Educational Programs), and when appropriate, university approved standards for a Master's degree.

Candidates in all programs are assessed at four transition points: admission, midpoint, exit, and follow-up. A summary of the key measures monitored for each program is found in Table 2.2.

At entry, all key measures are reviewed. While some measures are easily assessed (GPA for example), qualitative concerns like dispositions are also considered. In the system developed by each program for admitting candidates, dispositions are also explored via interview questions and/or written responses to carefully constructed questions. Rubrics are used for qualitative measures, as well as multiple reviewers, to ensure equitable treatment for each applicant.

Throughout their tenure in a PEU program, candidates are assessed via multiple measures to ensure that they are progressing satisfactorily.

For most programs, at midpoint or advancement to internship, progress is dependent upon successful completion of identified prerequisite classes and field experiences. These include specific knowledge, skills, and dispositions. Each program has a clearly defined course of action when a candidate is not ready to proceed to the next phase of the program. They may be asked to 1) redo components of their portfolio, 2) complete remedial experiences, 3) step out of the program with the possibility of being readmitted at a later time, or 4) leave the program.

To exit, candidates must successfully complete all program requirements, including a portfolio or other project or assessment that demonstrates growth, knowledge, skills, and dispositions expected of professionals in education fields. As with the mid point assessment, candidates have an opportunity to revise their exit materials to show that they are competent to complete the program. Faculties are careful to advise candidates to use the rubrics to guide improvement efforts. It is critical that a candidate's materials are a representation of his or her own performance.

Table 2.2 Transition Points for Data Collection

Single Subject Credential Programs

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	2.75 GPA Interview Disposition assessment Application form Letters of recommendation Written narrative response to various prompts CBEST	Three faculty members	Transcripts, admission Office, SoE Database
Throughout	Grade of B- or better in credential coursework Centerpiece assignments	Instructors, advisors	Transcripts, TaskStream, SoE Database
Midway (entry to student teaching – credential candidates only)	Application form Completion of credential coursework with grades of B- or better Practicum evaluations California Exams (CSET) Coursework pass online technology workshops exam Portfolio	Faculty members, fieldwork coordinator	SoE Database, TaskStream
Student Teaching	Observations Reflections Midterm evaluation Final evaluations Video	Cooperating teacher, University Supervisor advisor	SoE Database, TaskStream
Exit	Portfolio Cooperating teacher evaluation University supervisor evaluation Reflective paper	Credential analyst, department chair, student teaching seminar instructor, field partner, and faculty.	SoE Database, TaskStream

Multiple Subject Credential Programs

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	2.75 GPA Interview Disposition assessment Application form Letters of recommendation Written narrative response to various prompts Written statement of purpose CBEST	Three faculty members	Transcripts, admission Office, SoE Database
Throughout	Grade of B- or better in course Centerpiece assignments	Instructors, advisors	Transcripts, TaskStream, SoE Database
Midway (entry to student teaching – credential candidates only)	Completion of all coursework with B- or better Application form Practicum evaluations California Exams (CSET) Course work, pass online technology workshop exam Portfolio	Faculty members, fieldwork coordinator	SoE Database, TaskStream
Student Teaching	Observations Reflections Midterm evaluation Final evaluations Video	Cooperating teacher, University Supervisor advisor	SoE Database, TaskStream
Exit	Portfolio Cooperating teacher evaluation University supervisor evaluation Reflective paper	Credential analyst, department chair, student teaching seminar instructor, field partner, and faculty.	SoE Database, TaskStream

Liberal Studies Major

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	SAT I scores High school G.P.A. Academic recommendation from high school teacher Personal essay	Admissions	Transcripts, admission Office, SoE Database
Throughout	Grade of C or better in course work determined by multiple forms of assessment embedded in each course	Department faculty and instructors	Transcripts, SoE Database
Midway	CBEST	External test evaluators	Transcripts, SoE

	Letter of Reference Check Sheet	Instructor of student's choice	Database
Exit	Subject Matter Competency: Capstone Research Essay Capstone Thematic Unit Capstone Final Project Capstone Exam	Team of ENGL 175W instructors	SoE Database
Follow-up	Survey of Content Knowledge Preparation	Coordinator of Liberal Studies	SoE Database

MAT & Med Programs

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	2.75 GPA Interview Disposition assessment Application form Letters of recommendation Written narrative response to various prompts	Three faculty members	Transcripts, admission Office, SoE Database
Throughout	Grade of B- or better in course	Instructors, advisors	Transcripts, TaskStream, SoE Database
Midway	Faculty reader approval to go forward	Faculty members, fieldwork coordinator	SoE Database, TaskStream
Exit	Portfolio or thesis	Med.: Three L&T faculty members MAT: One L&T faculty member and one Arts & Science faculty member	SoE Database, TaskStream
Follow-up	Annual survey of graduates Annual survey of employers Advisory committee feedback Faculty evaluation of program sequence and content	Dean's office assessment coordinator, L&T department chair	SoE Database

Med., Induction Masters Partnership Program (IMPP)

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	2.75 GPA Interview Disposition assessment Application form Letters of recommendation Written narrative response to various prompts	IMP executive committee	Transcripts, admission Office, SoE Database
Throughout	Grade of B- or better in course Satisfactory completion of induction activities and evaluations in SDCSD	Instructors, advisors, BTSA program staff	Transcripts, SoE Database
Exit	Action research project	Learning & Teaching and SDCSD team of reviewers	SoE Database
Follow-up	Annual survey of graduates Annual survey of employers Advisory committee feedback Faculty evaluation of program sequence and content	Dean's office assessment coordinator, L&T program chair	SoE Database

MEd, Special Education

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	GPA Three letters of reference Letter explaining reasons for seeking the degree CBEST Interview	University Admissions; L&T Admissions Committee Assigned non-advisor faculty interviewer	Transcripts, admission Office, SoE Database

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Internship Admission	BA/BS degree before admission to Level I program MSAT SSAT/Praxis II District intern agreement contract Intern contract with intern district Acceptance to USD program of study Prerequisite or Co-requisite requirements: EDSP 189/289 Healthy Environments and Exceptional Individuals, and EDSP 171/271 Management of Behavior and Instruction (or substituted general education course where interaction with general ed students demonstrated) Ongoing: Development of Preliminary Individual Professional Induction Plan	District and University Intern Selection Committee District Human Resource Graduate Admissions Candidate advisor University and district support providers	Transcripts, admission Office, SoE Database
Midway	Faculty evaluation of portfolio in progress Self-assessment on levels of understanding, organized according to CSTP standards B- or better in all professional preparation courses Passage of MSAT SSAT/PRAXI II or CSET	Candidate's advisor	
Exit	Faculty evaluation of Cumulating Performance-Based Professional Portfolio Documenting Standard Competencies Satisfactory practicum evaluations by supervisor and master teacher B- or better in all professional preparation courses Approved Preliminary (traditional candidate) or Professional (intern candidate) Individual Induction Plan Master's Degree Only Cumulating Performance-Based Professional Portfolio Documenting Standards & Program of Study Competencies Poster-themed or oral presentation of cumulative portfolio that articulates self-reflection of growth as an education specialist	Candidate's advisor USD credential officer University practicum support provider Candidate's selected 1st and 2nd portfolio reader	
Follow-up	Annual survey of graduates and their employers Advisory committee feedback and evaluation of program sequence and content to faculty	Dean's Office assessment coordinator L&T program director and Spec Ed program leader	

Special Education Credential Programs

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	GPA Three letters of reference Letter explaining reasons for seeking the degree CBEST Interview	University Admissions; L&T Admissions Committee Assigned non-advisor faculty interviewer	Transcripts, admission Office, SoE Database
Internship Admission	BA/BS degree before admission to Level I program MSAT SSAT/Praxis II District intern agreement contract Intern contract with intern district Acceptance to USD program of study Prerequisite or Co-requisite requirements: EDSP 189/289 Healthy Environments and Exceptional Individuals, and EDSP 171/271 Management of Behavior and Instruction (or substituted general education course where interaction with general ed students demonstrated) Ongoing: Development of Preliminary Individual Professional Induction Plan	District and University Intern Selection Committee District Human Resource Graduate Admissions Candidate advisor University and district support providers	Transcripts, admission Office, SoE Database
Midway	Faculty evaluation of portfolio in progress Self-assessment on levels of understanding, organized according to CSTP standards B- or better in all professional preparation courses Passage of MSAT SSAT/PRACTICE II	Candidate's advisor	
Exit	Faculty evaluation of Cumulating Performance-Based Professional Portfolio Documenting Standard Competencies Satisfactory practicum evaluations by supervisor and master teacher B- or better in all professional preparation courses Approved Preliminary (traditional candidate) or Professional (intern candidate) Individual Induction Plan	Candidate's advisor USD credential officer University practicum support provider	
Follow-up	Annual survey of graduates and their employers Advisory committee feedback and evaluation of program sequence and content to faculty	Dean's Office assessment coordinator L&T program director and Spec Ed program leader	

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	Passing of CBEST Clear teaching credential Minimum 2.75 GPA in all undergraduate coursework Writing sample Three letters of recommendation Personal statement Application (applicants to the cohort-based ELDA must also complete a separate ELDA application), classroom observation (videotaped or live) and debriefing	Outside test evaluators (e.g., CBEST), faculty and program administrators	Admissions office, transcripts
Throughout	Grade of 3.0 or better in all classes Evaluations of all courses and seminars	Department faculty and district instructors, faculty, instructors, program coordinator	SoE Database
Midway	Evaluation of student's work on platform Satisfactory progress on portfolio & platform Mid-program evaluation	Site supervisor and intern supervisor, program administrators and faculty	SoE Database
Exit	Satisfactory completion of all required coursework Culminating problem-based learning activity Presentation of final candidate portfolio Educational platform	Faculty and instructors, panel of University faculty, district instructors, site administrators, and intern practicum advisors	SoE Database
Follow-up	Final program evaluation Attendance at annual advisory board meeting Job satisfaction survey	Faculty, instructors, program director/ coordinator(s)	SoE Database

**Preliminary Administrative Services Credential (Aspiring Leaders) Program
Professional Administrative Services Credential (New Leaders) Program**

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	Passing of CBEST Possession of Prelim. Adm. Services Credential Employment in a position that requires an admin. credential Three letters of recommendation Personal statement Application (applicants to the cohort-based ELDA must also complete a separate ELDA application) Official transcripts & min GPA of 3.0	Outside test evaluators (e.g., CBEST), faculty and program administrators	Admissions office, transcripts
Throughout	Grade of 3.0 or better in all classes Work with a mentor 3 hours a week Evaluations of all courses and seminars Students meet with program staff to determine progress on meeting goals of induction plan	Department faculty and district instructors, faculty, instructors, program coordinator	SoE Database
Midway	Mid-program Evaluation Satisfactory progress in goals of induction plan	Site supervisor and intern supervisor, program administrators and faculty	SoE Database
Exit	Satisfactory completion of all required coursework Presentation of culminating video and oral presentation portfolio Successful completion of goals of induction plan	Faculty and instructors, panel of University faculty, district instructors, site administrators, and intern practicum advisors	SoE Database
Follow-up	Final program evaluation Attendance at annual advisory board meeting Job satisfaction survey Post program survey to assess satisfaction with program after graduate has entered professional field	Faculty, instructors, program director/ coordinator(s)	SoE Database

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admission	BA degree GPA of 2.75 Letters of recommendation Statement of purpose Two faculty review application (rubric) One faculty does phone interview (rubric) Compile results (determine admission)	Admissions committee	Admissions office, transcripts
Approval for practicum	Documentation of completion of 25 hours of counseling Successful completion of CBEST Successful completion of prerequisite coursework with B or better Insurance for clinical practice Fingerprints Clinical instruction benchmark Advisor conducts assessment	Advisor, program director.	SoE Database
Exit	48 units of coursework with B or better Successful completion of 600 hours of supervised fieldwork Passing score in CBEST Successful completion of comprehensive exam Exit survey National Counselor Exam.	Fieldwork Seminar instructors, faculty	SoE Database
Follow-up	Graduate survey Employer survey	Counseling Program Specialist, faculty administrative assistant	SoE Database

Point Doctoral Program

Point in Program	Assessment Activity/Evidence/Documentation	Person Responsible for Activity	Integration into Assessment System
Admissions	Application form Three letters of recommendation GRE Statement of Purpose Resume Master's Degree, official transcripts TOEFL (if necessary)	Faculty committee from both universities, (USD and SDSU)	Admissions office, transcripts
Throughout	B- or better in all coursework	Course Instructor	SoE Database
Midway	Qualifying Exams Proposal Defense	Faculty committee from both universities, Dissertation Committee	SoE Database
Exit	Defense and submission of dissertation	Dissertation Committee	
Follow-up	Final program evaluation Attendance at annual advisory board meeting Job satisfaction survey	Students (at end of program and post-program completion)	SoE Database

The PEU takes steps to eliminate sources of bias in performance assessments and uses a number of specific strategies to ensure fairness, accuracy, and consistency. Candidates are assessed using multiple quantitative and qualitative measures. Examination of rubrics used to evaluate candidates at entry, midpoint, and exit is ongoing. Faculty members participate in calibration sessions to enhance inter-rater reliability. At least two faculty members assess candidate performance at transition points.

The primary measure of student success is the employer satisfaction survey. Review of survey responses showed that employers were very pleased with USD graduates. In addition, USD graduates from all programs are in high demand. Many USD graduates return to the university to complete advanced work in their area. Advanced candidates indicated that the preparation they received and the standards to which they were held were responsible for their success in their work. Based on interviews with candidates, graduates, and employers, the content of the programs in the PEU, and the expectations for performance of PEU candidates, clearly the expectations for program completion are excellent predictors of candidates' success in the workplace.

Initial and advanced programs are assessed based on the requirements of their state and/or professional standards. Rubrics are designed that reflect the level of expectations appropriately for the specific program. For example, the rigor of expectations and the type of expectations differ for the Level I and Level II special education credentials, therefore, the rubrics used to assess candidate performance reflect the higher expectation level.

Multiple assessments are employed to improve programs in the PEU. At the end of each semester, individual faculty gives course evaluations to students. These evaluations are reviewed and course modifications are made as appropriate. Evidence of how faculty considers the student course evaluations were readily available in the form of revised course syllabi for subsequent semesters. Another example of modification based on assessment comes from Educational Leadership. Based on follow-up surveys, this program revised its basis level technology course/requirement in two ways: 1) because a number of individuals had cited that the course was too basic, individuals now have the option to 'test out' and 2) the course was revised to make the content more relevant to the workplace needs of the candidates. In special education, candidates on exit surveys indicated the need for increased preparation in the area of assistive technology. The program developed a relationship with the United Cerebral Palsy Assistive Teaching Center where candidates now get hands on experience with the technology.

B. Data Collection, Analysis, and Evaluation

Table 2.3 shows the types of data that are regularly collected by the PEU as well as the responsibility for aggregating and disseminating the resulting information.

Table 2.3 Unit level data collection aggregation and analysis

Type of data	Sources of Data	Person Responsible for Aggregation and Analysis	Frequency of Data Aggregation and Analysis	Information Technology Used
Recruitment activities (candidate)	Recruitment activities logs	Dean, Associate Dean, Program Directors, Recruitment Director	Monthly	Excel
Inquiries Logs (candidate)	Inquiries logs	Dean, Associate Dean, Program Directors, Recruitment Director	On-going	SoE Database, Excel
Admissions Data (Candidate)	Admissions data	Dean, Associate Dean, Program Directors, Recruitment Director Admissions Coordinator, Assessment Specialist, Credential Analyst	Semester	University Registrar, Banner System, SoE Database
Candidate Diversity Profiles	Admissions data	Dean, Associate Dean, Program Directors, Recruitment Director	Yearly	SoE Database, University Institutional Research
Candidate Probation Status	University Registrar	Associate Dean	Semester	Excel
Candidate Assistant Needs	Student assistant plans	Program Directors, Associate Dean, Field Experience Director	On-going	Excel
Faculty Profiles		Dean, Program Directors	On-going	SoE Database, Faculty records
Faculty Performance Data	Faculty records	Dean, Program Directors	Yearly	SoE Database, Faculty records
Part-Time Faculty Utilization	Faculty contracts	Dean, Associate Dean, Budget Manager	Yearly	Excel
Course Evaluations	Evaluations forms	University of Washington, Office of Educational Assessment, Dean, Program Directors,	Semester	SoE Database, Faculty records
Graduate Feedback	Surveys, focus groups	Dean, Associate Dean, Program Directors, Assessment Specialist	Yearly	SoE Database
Employer Feedback	Surveys	Dean, Associate Program Directors, Assessment Specialist	Yearly	SoE Database

The PEU employed EBI, a private firm, to collect data from alumni regarding their perceptions of the program. Table 2.4 provides selected data from the results of three years of data collection.

Table 2.4 Alumni Survey – Summary of findings for selected questions
Unit level

Overall satisfaction with the program												
Rating Scale (1-7)*	2001				2002				2003			
	L&T	Couns.	Lead.	Total No. of Responses	L&T	Couns.	Lead.	Total No. of Responses	L&T	Couns.	Lead.	Total No. of Responses
1	1	0	0	1 (1.5%)	0	0	0	0 (0%)	0	0	0	0 (0%)
2	1	0	0	1 (1.5%)	1	0	0	1 (2%)	0	0	0	0 (0%)
3	0	1	1	2 (3%)	0	0	0	0 (0%)	1	0	0	1 (3.7%)
4	2	2	3	7 (10.7%)	3	0	1	4 (8.5)	1	1	0	2 (7%)
5	8	6	7	21 (32%)	3	3	1	7 (15%)	1	2	4	7 (26%)
6	11	6	8	25 (38%)	16	9	2	27 (57%)	4	6	4	14 (52%)
7	7	1	0	8 (12%)	6	1	1	8 (17%)	3	0	0	3 (11%)
Total	30	16	19	65	29	13	5	47	10	9	8	27
Quality of advising received from the faculty												
Rating Scale (1-7)*	2001				2002				2003			
	L&T	Couns.	Lead.	Total No. of Responses	L&T	Couns.	Lead.	Total No. of Responses	L&T	Couns.	Lead.	Total No. of Responses
1	2	1	1	4 (6%)	1	0	0	1 (2%)	0	0	0	0 (0%)
2	1	1	1	3 (4.6%)	4	1	0	5 (10%)	0	0	1	1 (3.7%)
3	1	3	3	7 (10.7%)	2	2	3	7 (14%)	1	0	0	1 (3.7%)
4	7	0	6	13 (20%)	5	1	0	6 (12%)	1	0	1	2 (7%)
5	6	6	0	12 (18%)	3	4	1	8 (16%)	2	4	0	6 (22%)
6	5	4	2	11 (17%)	5	2	1	8 (16%)	0	2	2	4 (15%)
7	8	1	6	15 (23)	9	3	2	14 (28.5%)	6	3	4	13 (48%)
Total	30	16	19	65	29	13	7	49	10	9	8	27

*1= Not at all, 7= Extremely

Table 2.5 provides examples of aggregated data and unit decisions made following review and discussion of the data.

Table 2.5 Examples of How Aggregated Data Have Driven SOE Decisions

2.5.1 Academic Probation

Unit Operations	Data Sources	Results	Action Taken		
Academic probation (AP)	Registrar & Academic Records	No. of Students on AP by Semester	Achieved GPA over 3.0	Dismissed	Other
		Fall 01: 6	3 students	3 students	

		students	(50%)	(50%)	
		Sp 02: 12 students	7 students (58.3%)	3 students (25%)	1 student did not return & 1 student had the probation extended (16.6%)
		Fall 02: 3 students	1 (33.3%)	1 (33.3%)	1 student had the probation extended (33.3%)
		Sp 03: 5 students	2 (40%)	2 (40%)	1 student appealed dismissal and won (20%)
		Fall 03: 10 students	10 (100%)	0%*	
		Sp 04: 7 students	7(100%)	0%*	
		*In the academic year 2001-02 6 of the students (33.3%) on academic probation were dismissed. Therefore, in the following years (2002-03 & 2003-04) we extended the probationary status and worked closely with their advisors to provide the students with greater support. As a result, in 2003-04 all students with academic probation (100%) successfully increased their GPA to over 3.0.			

2.5.2 Faculty Diversity

Unit Operations	Data Sources	Results		Action Taken
		Academic Year	% Faculty from Underrepresented Groups	
Faculty Diversity	Faculty profile/ records	2000-01	20%	<ul style="list-style-type: none"> ➤ Developed recruitment handbook ➤ Met with faculty search committees to discuss and improve diversity outreach strategies (2001-02, 2002-03) ➤ Provided additional financial support and incentives (2001-02, 2002-03) ➤ Presented data to faculty and Dean's Advisory Cabinet and discussed strategic plan for diversity (April 2003)
		2001-02	31%	
	Institutional Research	2002-03	28%	
		2003-04	39%	

2.5.3 Student Admissions

Unit Operations	Data Sources	Results		Action Taken
Recruitment/ Inquiries/ Admissions Activities	Admissions/ Recruitment Inquiry Records/ Logs	Semester	% Applications/Admissions	<ul style="list-style-type: none"> ➤ Director of outreach and recruitment position moved from admissions to SOE (2002) ➤ Discussions with faculty about quality of applicant pool (ongoing) ➤ More selective admissions requirements and criteria (ongoing) ➤ More comprehensive admissions process as a result of NCATE process (2002-04) ➤ More structure and standardized admissions process & rubrics (Assessment committee) (2002-04)
		Fall 2001	81%	
		Fall 2002	75%	
		Fall 2003	69%	
		Fall 2004	66%	
		Fall 2001	81%	
		Fall 2002	75%	
		Fall 2003	69%	
		Fall 2004	66%	

The PEU has recently developed and adopted an assessment system, with the accompanying technology, that will allow it to regularly gather comprehensive information on candidate proficiencies, competencies of graduates, program quality, unit operations, and other pertinent information as needed. As of October 2004, the data base is still being populated.

In addition, in order to engage in more evidenced-based decision-making about candidate skills, knowledge, and dispositions, the PEU has adopted Task Stream as the technology support for developing candidate portfolios. Task Stream provides a web-based interface and a mechanism for faculty and candidates to develop portfolios and web pages as well as share resources and collaborate on line. Task Stream also provides a structure for organizing and disseminating aggregated data for program improvement.

Many of the programs are in the process of implementing electronic portfolios. Knowledge, skills, and dispositions are addressed via specified assignments and components of assignments and field experiences. Even though the rubrics for assessing performance were developed by faculty and other professional colleagues for evaluation of candidate performance, the rubrics are also used by candidates to produce evidenced-based self-assessment and reflections. Specifically, programs can use the program to monitor candidate's performance and compliance with stated outcomes. For example, faculty in Learning and Teaching can track candidates' performance as it relates to addressing the Teaching Performance Expectations.

The PEU maintains a record of formal candidate grievances and documentation of their resolution.

When candidates enter the program, they are provided with materials that carefully outline policies and procedures, which are also posted on the website. Whenever possible, students are urged to resolve issues at the faculty or program level. When this is not possible, the candidate files a grievance which requires a submission of a written petition to the Associate Dean. When considering an appeal, information is sought from a variety of sources and every effort is made to resolve the issue. Any patterns that emerge as a result of grievances are discussed with the Dean, Program Directors, and appropriate faculty. The feedback can result in program modification. All grievances are considered seriously; all materials are housed in the Associate Dean's office.

C. Use of Data for Program Improvement

Examination of meeting minutes indicates that data are regularly disseminated, discussed, and used for program improvement. As Table 2.5 illustrates, programs use data to make program modifications. Faculty regularly uses student feedback to improve course delivery. In addition, advisory board feedback and both formal and informal feedback from other constituencies inform program development and improvement.

Collaboration and data are both important factors in program enhancement.

Both candidates and faculty receive individual feedback on performance in a variety of ways. As already discussed, candidates complete projected and field experiences which generate faculty feedback. There is an expectation that feedback will be carefully considered and employed for professional growth.

Faculty is also expected to be evaluated regularly as per university requirements. This involves development of a professional portfolio (dossier) and yearly reviews. One faculty member noted that the current unit focus on evidenced-based assessment has enhanced his own professional reflection.

Table 2.6 provides examples of how programs have used data for evaluation and change.

Table 2.5: Use of Data for Program Improvement

Date	Program	Study and Findings	Resulting Improvement
Fall 2003	Learning and Teaching Credential programs	Student evaluations regarding the process of preparing and presenting the portfolio	Development of rubrics to guide students and faculty in evaluating the portfolios.
Fall 2003-Spring 2004	Learning and Teaching Credential and Master programs	Midpoint and final portfolio inter-rater reliability studies. (See inter rater-reliability studies in Document Room).	Enhanced rubrics to assess midpoint and final portfolios for the credential and master programs data. Improved guidelines, alignment to professional standards and training strategies for raters.
Spring 2004	Counseling	Student evaluation of the process of fieldwork sites. (See chart in Document Room). Copy of the evaluation form is available in the USD Counseling Program Fieldwork Manual (August 2003, page 21).	Enhanced evaluation strategy. A more comprehensive evaluation of fieldwork experience, including student and University supervisor feedback. The process of determining placement sites now incorporates feedback from various sources.
Fall 2002-Spring 2003	School Leadership	Evaluation of rubric and guidelines for the candidate internship assessment by faculty, students, supervising principal and intern supervisor. <u>Document Links:</u> 1) Internship standards: Internship Standards April 2004	Redesigned internship assessment rubric in alignment with the standards.
Fall 2003	Special Education	CCTC accreditation review recommendation supported by the Special Education Advisory Board .	Units for the Behavior Management in Special Education class increased from two to three.
Fall 2002	Deans Office	Student surveys indicated lack of clarity concerning program policies	Required handbooks in each program area – hard copy and On-line now available to all candidates.
Fall 2003	Dean Office	Data reports of three years-faculty diversity profiles. (See reports in Document Room).	Diversity strategy was strengthened and strategic initiatives discussed with Dean's Cabinet

Overall Assessment of Standard

The Professional Education Unit has developed an assessment system that is grounded in the conceptual framework, aligned with state and professional standards, multifaceted, and allows for collection of unit data, program data, candidate data, and faculty data. The bulk of the assessment is completed at the program level. However, with collaboration and communication, various levels of assessment contribute to ongoing program modification and improvement. There was significant evidence that members of PEU embrace evidenced-based assessment and continue to look for ways to further enhance the professional preparation experience of their candidates.

Recommendation: Met

Area for improvement: None

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Collaboration Between Unit and School Partners

The unit and its partners plan, implement, evaluate, and revise field experiences to improve programs at the initial and advanced levels. The unit has contracts with 31 of the 42 San Diego county school districts, three community colleges, four San Diego private schools, and four school districts outside of San Diego county. In initial and advanced programs, faculty and district personnel share ideas for candidate and teacher training. Placements for student teaching, internships, and other field experiences are determined jointly; as evidenced by contract agreements, USD faculty, and district personnel.

Sites for field experiences in the unit's Department of Teaching and Learning are selected through the collaborative efforts of the Director of Field Experiences and school partners. The Director works closely with school principals to match strengths of site teachers to the growth need of individual candidates. Field experiences are selected based on criteria aligned within the conceptual framework, program standards, and standards of California Commission on Teacher Credentialing (CCTC).

Faculty in the School Counseling program works closely with school district guidance and counseling staff to deliver and evaluate field experiences and clinical instruction. The Director of Field Experiences for the counseling program contacts school district internship placement coordinators, head counselors, and on site counselors each semester to discuss requirements, number of placement needs and expectations for quality experiences. Candidate interviews, portfolios, and employer surveys indicate that they are generally satisfied with field placements and had a sense of parity regarding the total program.

The School Leadership program determines internship placements through a process that includes the program faculty and district instructional leaders. The placements are monitored and evaluated throughout the internship by the school administrator and faculty supervisor.

The unit offers several opportunities to enhance positive collaborative relationships with school partners. The School Counseling Program holds a yearly celebration to honor and thank on-site counselors. The Center for Student Support Systems sponsors a Spring Symposium on Action Research in School Counseling. These events serve to bring together more than 200 school counselors, supervisors, school administrators, graduate students, interested community members, and other school partners to the campus each year to dialogue and explore issues to strengthen the unit.

Design, implementation and evaluation of field experiences and clinical practice

Table 3.1: Field Experiences and Clinical Practice by Program

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Doctor of Education Ed Tech /Literacy Concentration	45-50 hours	560hrs	605-610
School Leadership	NA	1200hrs (1 year)	1200
School Counseling	170 hrs	600 hrs	770
M.Ed, Learning & Teaching:			
Teacher Preparation Multiple Subject	148 hrs	640 hrs	788
Master of Education:Sp Ed Through Student Teaching	110	640	750
Teacher Preparation Single Subject	148	800	948
Teacher Preparation Sp Ed Through Internship	NA	1500 minimum (1 year) to 3000 maximum (2 years)	1500 to 3000

Student teaching is viewed as the capstone of field experience. Field experiences are designed to allow candidate the opportunity to apply coursework theory in environments that allow for increasing levels of responsibilities. The unit provides four types of field experiences. Each credential program course utilizes one or more of the four types of experiences.

- **Classroom observations** allow candidates the opportunity to observe in a variety of settings.
- **Service learning**, candidates learn through service that meets the needs of the community.
- **Practicum** is an opportunity for the candidate to work with experienced teachers and to practice specific techniques.
- **Student teaching** allows the candidate to gradually assume the full responsibility of teaching.

For multiple subject candidates, student teaching begins with an orientation to the school community. As the candidate progresses he/she plans and teaches one subject. The experience continues until the candidate is responsible for all classroom instruction and management for a minimum of three weeks.

For secondary or single subject candidates, student teaching last for one full semester. It extends beyond the USD semester base on the unit's calendar. The candidate is assigned to two cooperating teachers, in two courses for three periods of instruction.

Initial teacher preparation programs provide candidates with multiple opportunities to work with students in ways that reflect academic excellence, critical inquiry, reflection, community service, ethics, values and diversity.

Field and clinical experiences help candidates demonstrate proficiencies outlined in the conceptual framework. Course syllabi (initial and advanced) list performance objectives. Performance objectives are aligned with appropriate TPE (Teacher Performs Expectation) and six program themes.

In the School Counseling program, a culminating comprehensive exam that includes two case studies and a professional identity reflective essay assess the candidates' integration of knowledge, skills, and dispositions.

The School of Leadership internship is framed by a learning contract that delineates the professional competencies candidates are required to demonstrate before successfully completing the program.

Initial and Advanced Program Handbooks, faculty and course syllabi clearly state goals, TPE, activities, and assessments.

The Literacy practicum serves as an example of how data has worked to improve field experiences. Previously, candidates were required to set up their own placement for a 50 hour practicum. Candidates did not have the necessary knowledge base to identify quality field placements. In Spring 2004, unit faculty developed and piloted a partnership with six local schools. School site coordinators facilitate placement of candidates and makes two classroom observations. In Fall 2004, the program was increased from six to eleven partnership schools.

In both initial and advanced programs, candidates are required to integrate technology throughout their field experiences. Candidates use technology to support teaching and learning in lesson planning, communications, and in portfolios. Before student teaching, candidates must complete an Online Technology Workshop. Candidates and staff are encouraged to employ *TaskStream* software. *Task Stream* software is utilized to assist in lesson planning, evaluation tasks, developing E-Portfolios and other various tasks. Videos, interviews, and electronic poster sessions evidenced candidate's competence in the use of technology.

Criteria for clinical faculty in all initial and advance programs are established by state standards and through collaboration of the unit and participating school districts. In the initial program, university supervisors and cooperating teachers are required to have a minimum of three years teaching experience in the subject or grade levels that they supervise and a Masters degree or higher. Cooperating teachers must hold a current credential in the area in which the candidate is seeking credentials and be recommended by the school principal. After receiving the recommendation of their principals, San Diego school districts train teachers to become cooperating teachers. Teachers may not serve as a cooperating teacher until they have been trained. USD provides additional training to familiarize teacher with the unit's expectations and procedures.

University supervisors meet regularly with the Director of Field Experiences to update skills and share information. Minutes provided indicate that clinical faculty meetings occur on a regular basis and that staff development is an integral part of each meeting.

In addition to evaluating candidates, clinical faculty evaluates each other. Results of evaluations are shared and discussed. Interviews with clinical faculty, logs, and vitae indicate that clinical faculty is highly qualified and committed to the fulfillment of their assigned tasks.

Candidates' Development and Demonstration of Knowledge, Skills and Dispositions to Help All Students Learn

Entry and exit criteria for clinical practices for initial and advance programs for both teachers and other school personnel are covered in detail within Standard 2. However, to summarize benchmarks, prerequisites to student teaching include the following:

- Take the CBEST and submit passing results
- Complete a criminal background check
- Meet subject-matter requirements
- Complete online technology course
- Have a 2.75 GPA
- Successfully complete methods courses
- Submit a passing portfolio Obtain a tuberculosis screening

Evaluation of candidates is an ongoing process. The process includes informal and formal observations, reflection and self-evaluation, a Mid-Program Evaluation, and a final evaluation. Teaching is a career that requires a variety of skills and dispositions. The University supervisor performs a minimum of six formal evaluations, 30-60 minutes observations. After each observation the supervisor, student teacher and cooperating teacher meet to discuss the observation. The ongoing process of practice/feedback/reflection allows the student teacher to analyze progress, identify problems, and to develop solutions.

In order to qualify to move on to the formal clinical instruction of practicum and fieldwork in the School Counseling Program, the candidate must pass the Clinical Instruction Benchmark Assessment process. Throughout the fieldwork experiences, the candidate is required to provide personal reflection of their experiences, participate in group feedback seminars, and communicate with clinical faculty.

The list of clinical practice sites indicate that schools used in student teaching, counseling practicum, and leadership internships provide opportunities for candidates to become proficient in the development of skills to provide an equitable education to all students. Candidates are required to participate in field experiences that are diverse with respect to age, grade level, and cultural background.

Field Experience Handbooks, portfolios, interviews with Director of Field Experience for Teacher Education, ELDA Program Facilitator, and Director of Field Experience for Counseling report that candidates are systematically placed in diverse environments. Demographics of sites also indicate that placements serve ethnic minorities and majority students, and special education students.

Overall Assessment of Standard

Documents, interviews with faculty, students, and alumni ,and potential and current employers clearly indicate that the unit meets and exceeds expectations. Numerous opportunities are provided to ensure that candidates meet necessary requirement to become successful and effective educators. The unit has an in-depth collaborative relationship with the San Diego school systems based on mutual respect. Assessments of field experiences are ongoing and serve to revise components of various programs. Documents, program handbooks, student applications, program evaluations are available for review.

Recommendation: Met

Area for improvement: None

STANDARD 4. DIVERSITY

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

Design, Implementation, and Evaluation of Curriculum and Experiences

The University of San Diego mission statement has incorporated as one of its goals the development of diversity throughout its institution “creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.” The Professional Education Unit has taken that goal and integrated it throughout its program. The unit has designed, implemented and evaluated course work and experiences for candidates to acquire the knowledge, skills, and dispositions necessary to work within a diverse community. These programs have also been aligned with the California Commission on Teacher Credentialing Common and Program Standards. Additionally, candidates are expected to demonstrate mastery in the fourteen areas of Teacher Performance Expectations Key elements in their portfolios. Table 4.1 below shows the candidate’s proficiencies and expected outcome as related to diversity.

Table 4.1: Candidate Outcomes and Proficiencies Alignment with CCTC and INSTAC Standards

Unit and Candidate Outcomes	CCTC Standards	INTASC Standards
ACADEMIC EXCELLENCE, CRITICAL INQUIRY, AND REFLECTION		
Teacher candidates will demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits.	<u>St. 3</u> <u>St. 4</u> St. 6 St. 8 St. 9	#1 #4 #6 #9
COMMUNITY AND SERVICE		
Teacher candidates will strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service.	St. 12 St. 13 St. 14 St. 15	#5 #6 #9 #10
ETHICS, VALUES, AND DIVERSITY		
Teacher candidates will understand and adhere to the values and ethical codes of the University, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and maximum development.	St. 5 St. 12 St. 13	#3 #10

At the initial and advanced levels candidates are required to complete critical core credential courses that will develop the knowledge, skills, and dispositions related to diversity. Initial level core courses include EDUC 381C/581C: Philosophical and Multicultural Foundations of Education. The coursework and field experiences allow candidates to acquire the knowledge and skills to teach a diverse population of students. EDUC 384C/584C: Methods of Teaching English Language and Academic Development. In this course candidates learn about the cultural and linguistic characteristics of their students, the community and the families in order to plan appropriate lessons that meet the diverse needs. EDSP 389/589: Healthy Environment and Inclusive Education. Candidates learn about the personal, family, school, community and environmental factors related to students’ academic, physical, emotional and social well being and the effects of student health and safety on learning.

Advanced level core courses for the School Counseling program and the School Leadership program include COUN 505: Human Development, COUN 520: Counseling Psychology: Theory and Practice. Candidates are taught to understand and to examine the strengths and weakness of counseling theories as they apply to their diverse clients. In COUN 515: Multicultural Counseling candidates study the socio-ethnic groups in the United States and explore beliefs and values that each brings to a counseling setting. In COUN 540: Advanced Counseling: Theory and Practice candidates develop full counseling plans which address the cultural features associated with their clients. In the School Leadership Program, candidates discuss, reflect and explore issues of diversity within a school and community setting in course EDLD 588: Diversity for the Preparation of Educational Leaders.

Initial and advanced candidates are also provided a variety of experiences and opportunities to enhance their knowledge, skills and dispositions as they relate to diversity through speakers presented on campus.

The unit uses a variety of methods to assess candidates, proficiencies related to diversity in both the initial and advance levels. Candidates demonstrate their proficiencies in their portfolios, centerpiece assessment, reflective writing and formal evaluation.

In the Multicultural and Philosophical Foundations course for initial level candidates they were assessed using a Perception Of Personal Growth pre/post test. This test requires students to rate themselves on a score of one to ten with one being the lowest score and ten being the highest on sixteen items that sample their knowledge and affective understanding of key areas emphasized in the course. A new advanced course was created and adopted based on the results from the Perception Of Personal Growth pre/post tests given. This course, Advanced Educational Psychology for Counselors will begin in the spring, 2005.

Table 4.2 reflects a follow up survey given to graduate related to evidence of their professional knowledge and skills. Results from this survey are shared with the program director to make programmatic changes.

Table 4.2 Results of Learning and teaching Candidates Exit Survey (EBI) 2001-2002

Question Scale 1 (lowest) – 7 (highest)	Average Rating	
	2001	2002
To what degree does your education course work address-learning theories?	5.67	5.71
To what degree does your education coursework address the theories of human development?	4.85	4.95
To what degree does your education course work address professional ethics?	4.96	4.86
To what degree does your education course work enhance your ability to establish equity in the classroom?	5.63	5.84
To what degree does your education course work enhance your ability to teach children from diverse ethnic backgrounds?	6.08	6.00

Experiences Working with Diverse Faculty

The University of San Diego has a total of 683 faculty of those 349 are full time and 334 are part time. Within the full time faculty 56 are minority and in the part time 51 are minorities. Eight out of twenty-four professors in the unit's faculty (33%) are from traditionally underrepresented groups. Good faith efforts for hiring are evident in that in 1998 the unit had a diverse faculty of 13% and it currently is 33%. It is also noted that in 1998 the diversity with the administrators in this unit was 0% in 1998 and is now currently up to 43% with the hiring of 3 African American, the Assistant Dean, a Director of Outreach and Recruitment and an Assessment Coordinator. Tables 4.3 and 4.4 reflect the diversity among the faculty in the Professional Education Unit.

Table 4.3 Unit Full Time, Part Time Faculty and Student Supervisors – Gender Spring 2004

Gender	Full Time Faculty		Part Time Faculty & Student Supervisors	
	No.	%	N	%
Female	15	62%	42	81%
Male	9	38%	10	19%
Total	24	100%	52	100%

Table 4.4 Unit Full Time, Part Time Faculty and Student Supervisors – Ethnicity Spring 2004

Ethnicity	Full Time Faculty		Part Time Faculty & Student Supervisors	
	No.	%	No.	%
White	16	67%	47	90%
Hispanic	4	17%	2	4%
African American	2	8%	1	2%
Asian	2	8%	2	4%
Total	24	100%	52	100%

San Diego city schools district teacher race/ethnicity demographics are as follow:

African American	6.41%
Asian	5.29%
Latino/a	14.8%
Other	1.87%
White	71.6%

As shown by the tables 4.3 and 4.4 above candidates have an opportunity to interact with and have experience with faculty from a diverse background within the unit. Based on the demographics of the city of San Diego candidates have extensive opportunity to interact with diverse faculty in all their field placements and experiences.

The unit faculty members are actively involved in scholarly activities and research related to diversity. They have worked extensively with diverse students in P-12, published articles and books on diversity, serve as presenters and speakers in their field of expertise in diversity and have participated in state, national and international professional meetings.

The unit continues to use publications and organizations for job postings such as; Black Issues in Higher Education, The Hispanic Outlook in Higher Education, National Black MBA Association, inc., Hispanic Business, and Affirmative Action register for effective equal opportunity recruitment. The unit has also been able to provide the following either with money from within the unit or a special request to the Provost: travel expenses for candidate and family to look for housing, moving expenses, additional course release time, stipends for summer work and special professional development opportunities. The unit faculty members serve on the university diversity committee. The Provost stated The interim Provost has made diversity a high priority and plans to continue the initiative of the previous Provost stated that the unit was ahead of the university in their efforts for recruiting diverse candidates. A steering committee for USD Inclusion initiative was formed and from that three task force groups will be developed for recruitment, retention and integration; organizational inclusion; and development of cultural competences. A plan of action will be developed by the end of spring and will be presented to the board in October for adoption and inclusion into USD strategic plan. The Provost has also created an additional source of recruitment through Higher Education Recruitment Consortium, (HERC), an on-line job posting website.

Experiences working with diverse candidates

The table below reflects the diversity of candidates for both the initial and advance programs.

Table 4.5 Unit Candidate Diversity, Fall 2003 and Spring 2004

Student Ethnicity	Fall 2003		Spring 2004	
	N	%	N	%
White	361	59%	322	55%
Hispanic	92	15%	78	13%
Asian	23	4%	22	4%
Pacific Islander	2	<1%	3	<1%
African American	11	2%	12	2%
Am. Indian or Alaska Native	4	<1%	5	<1%
Unknown	116	19%	140	24%

Table 4.6 Unit ELDA Candidates Diversity, Fall 2003 and Spring 2004

Student Ethnicity	2002-2003		2003-2004	
	N	%	N	%
White	12	85.7%	10	71.4%
Asian	0	0%	0	0%
Latino/a	2	14.3%	3	21.4%
African American	0	0%	1	7.1%
Other	0	<0%	0	0%

As evident by tables 4.5 and 4.6 candidates have the opportunity to interact with other candidates from diverse background. The unit filled the position of Director of Outreach and Recruitment last year and continues its effort to create a diverse student population through job fair, open house (which will be held in the spring) incentives and scholarships such as the Afro-American Male scholarship.

Experiences working with diverse students in P-12 schools

Candidates in both the initial and advanced programs have been able to have extensive opportunities to work in diverse setting. To ensure that each candidate is provided the opportunity to experience an extensive array of diverse field experience the faculty often match a placement against the candidate's background. Placement sites must meet a specific set of criteria which include diversity in student population, use of standards-based curriculum, offering of home/school partnership, commitment to professional growth for pre-service and in-service teachers, opportunities for collaboration/communication between teachers and candidates, and availability of technology. Table 4.7 below shows the diversity within district schools.

Table 4.7 Student Diversity in most Frequently Used P-12 Districts, 2003-2004

Districts	Gender	African-American %	White %	Asian %	Hispanic %	Filipino %	Pacific Islander %	American/Native Indian %	Multiple or No Response %
Cajon Valley	Male	7.1	61.2	1.4	27.5	1.1	0.6	1.1	0.0
	Female	7.3	59.6	1.4	29.0	1.0	0.8	0.9	0.0
Chula Vista	Male	4.8	17.1	3.7	63.8	8.8	1.0	0.5	0.3
	Female	5.1	16.9	3.6	64.7	8.2	0.8	0.3	0.3
Del Mar	Male	1.4	71.1	21.5	4.7	1.0	0.2	0.2	0.1
	Female	2.0	72.6	20.0	4.1	0.8	0.4	0.0	0.0
Grossmont	Male	8.3	61.7	1.9	21.1	3.3	1.1	2.2	0.4
	Female	8.1	62.2	1.9	21.5	3.0	0.9	2.1	0.3
La Mesa-Spring Valley	Male	12.6	40.6	2.5	31.6	3.6	1.3	1.0	6.9
	Female	12.0	41.6	2.6	30.7	3.2	1.2	0.9	7.8
Oceanside	Male	10.1	30.8	1.7	49.8	4.0	2.8	0.8	0.1
	Female	10.4	30.2	1.7	50.8	3.7	2.5	0.6	0.1
Poway	Male	3.2	63.6	13.0	9.2	6.8	0.6	0.5	3.1
	Female	3.3	63.6	12.9	9.7	6.6	0.5	0.5	2.9
San Diego City Schools	Male	14.4	25.9	8.7	41.7	7.7	1.0	0.5	0.0
	Female	14.6	25.9	8.6	42.1	7.2	1.0	0.5	0.0
San Dieguito	Male	0.9	77.7	8.6	11.5	0.5	0.1	0.3	0.3
	Female	0.8	77.3	9.1	11.4	0.4	0.2	0.2	0.5
Solana Beach	Male	0.6	75.9	12.1	10.5	0.4	0.3	0.1	0.0
	Female	0.6	72.8	13.7	12.2	0.3	0.1	0.2	0.0
South Bay	Male	4.2	11.8	1.4	75.1	6.2	0.6	0.4	0.4
	Female	4.2	10.8	1.1	76.7	5.6	0.7	0.2	0.8
Sweetwater	Male	4.9	13.8	2.2	68.8	8.8	0.9	0.6	0.0
	Female	4.6	14.0	2.4	68.9	8.7	0.8	0.5	0.0

California Department of Education, Educational Demographics Unit. 2003-2004

To ensure that candidates develop and practice knowledge, skills and dispositions related to diversity they must complete a community service learning project. (See table 4.8 below.) (See table 4.8 below.) Candidates participate in twenty hours of community service in a social service agency. The candidates provide after school programs to minority, new immigrant, second language learners and low income students. Candidates participate in several advocacy development activities and simulations in class. Candidates also examine social issues at community centers such as the Museum of Tolerance. In EDUC 590: Student Teaching seminar, candidates develop their professional portfolio addressing the California Standards for Teaching Profession and the Teacher Performance Expectations. Candidates are required to involve families through letters, home visits and other forms of communication, they must be able to demonstrate the use of community resources to provide services to engage the community and families in ways that will enhance student learning.

Table 4.8 Community Partnerships through Community Service-Learning

ESL	Course Title	Hour Requirement Per Semester	# of Students/Year
Dr. V. Alexandrowicz	Meth Lng Ac Dev Eng	20	24-30
Prof. J. Leon	Meth Lng Ac Dev Eng	20	24-30
Prof. S. Parker-Pettit	Meth Lng Ac Dev Eng	20	24-30
Prof. S. Molina`	Meth Lng Ac Dev Eng	20	24-30
Multicultural Education	Course Title	Hour Requirement Per Semester	# of Students/Year
Dr. J. Romo	Cult/Phil Fnd Educ	5-10	15-20
Dr. R. Schere	Cult/Phil Fnd Educ	10-20	15-20
Dr. L. Hubbard	Cult/Phil Fnd Educ	10-20	15-20

Teacher education candidates receive faculty feedback on course assignments, midpoint and exit portfolios. They also receive feedback from their cooperating teacher in both practicum field placements and in student teaching. Teacher candidates receive written feedback; ratings are assigned according to practicum fieldwork forms, and evaluated according to a Student Evaluation Form that is completed by the University supervisor and cooperating teacher. This assessment is particularly focused on issues as they relate to diversity in Teacher Performance Expectation (TPE) #7-Teaching English Language Learners.

In the counseling program, candidates are required to work with and document the nature of their contacts with diverse students. In addition, candidates use supervisor observations, portfolio reflective notes and journal entries to assess the experiences of their work with diverse students at various sites. An important outcome of this self-reflective process is candidates increased ability to create strategies that enhance the overall learning experience of the students they are responsible for assisting. Throughout all programs, candidates' cross-cultural effectiveness as administrators, counselors or teachers is vastly improved as a result of this self-reflective process as it specifically relates to diversity. In addition, the knowledge, skills and dispositions with respect to diversity are embedded throughout the unit's curriculum.

Overall Assessment of Standard

The unit has infused diversity throughout the initial and advanced programs as outlined in the university mission statement and the unit goal statement. Field experience in both the initial and advance programs have provided a vast opportunity for candidates to demonstrate their skills, knowledge and disposition. Assessment and feedback for candidates, cooperating schools and faculty has been continually reviewed and used to improve mastery for candidates as well as improving programs. The unit has made some good faith effort in trying to recruit a more diverse faculty and candidate base and continues to meet and plan to improve in this area.

Recommendation: Met**Areas for Improvement:**

Field supervisors for single and multiple subject candidate do not reflect the diversity of the region they serve.

New*Rationale:*

Interviews with the Dean, Director of Field Placement, and meetings with the university field supervisors confirm that diversity is not evident among field supervisors.

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Level: (Initial and/or Advanced)

Qualified Faculty

All tenured and tenure track full-time faculty members in the unit hold terminal degrees in fields relevant to their assignments. National searches are conducted whenever the unit seeks to permanently fill a tenure-track position. The unit has employed qualified individuals from a variety of universities throughout the nation.

Part-time or visiting faculty members are generally hired as P-12 “clinical” faculty. Most possess current licenses in their field and are they are often employed in the P-12 system. In the IR, the unit states that most part-time or visiting faculty hold doctorates or masters degrees but in a few instances “individuals are hired without a masters degree and/or they have exceptional expertise.” However, all of the part-time faculty whose vita were in the documents room had at least a masters degree, though in one case the advanced degree was in a field outside education (e.g. MBA). At least two of the unit’s part-time faculty members have received National Board Certification. Others have been recognized as district Teachers of the Year, or have received other awards such as the Governor’s Incentive Award for Teaching, awards for district leadership, Educator to Watch, the California Association of Teachers of English Award for Classroom Excellence, or other such recognitions.

There are 24 full-time faculty in the unit and 52 part-time faculty, including student teaching supervisors and adjunct faculty. The unit also employs “University clinical faculty” primarily to supervise practicum students. A review of the faculty member vita confirms that these individuals and the P-12 clinical faculty members have contemporary professional experiences in the P-12 setting.

Table 5.1 shows the amount of P-12 experience held by full-time and part-time faculty in the unit.

Table 5.1 Faculty Experience in P-12 Settings (No. of Years)

Years of Experience	Full Time Faculty		Part Time Faculty & Student Teacher Supervisors	
	N	%	N	%
1-4	14	58.3	17	32.7
5-10	9	37.5	14	27.0
> 10	1	4.1	21	40.4

In the faculty handbook, profiles for “typical” performance are provided to guide faculty for their merit pay meetings (two each year) with the dean. These provide guidance of what is expected of faculty with regard to teaching, scholarship and service. There are no more specific merit criteria.

1. Average/satisfactory: The faculty member was an organized and effective instructor, accessible to students, and continued to be current in teaching fields. The faculty member had an active research agenda. Service in the program was reliable, and attendance at program meetings was regular; the faculty member may have served on a School or University-wide committee or two or been involved in community service activities or professional associations. Support of the University mission and a sense of responsibility were in evidence.
2. Above average: The faculty member was a demanding instructor with high intellectual standards, a demonstrated ability to motivate students, and a creative/adaptable pedagogy. The faculty member had one or more scholarly or research accomplishments that reached an audience of peers beyond the University. Leadership in faculty governance, program administration or professional associations was demonstrated; significant community services activities also may have been noted. Clear support of the University mission and a sense of responsibility were in evidence.

Modeling Best Professional Practices in Teaching

The unit ensures that faculty members have a thorough understanding of the content they teach by hiring people with relevant terminal or master’s degrees, who hold appropriate licenses, and/or who have contemporary experiences. All classes are evaluated by candidates. Teaching excellence is a criterion for hiring faculty in the unit and it is the most important criterion for promotion, tenure, and merit pay decisions. Nearly all faculty members have P-12 experience and all teach in their area of expertise. The unit provides support for faculty to remain current in their fields by attending conferences, seminars and workshops.

A review of course syllabi reveals that faculty members address the conceptual framework in each of their classes showing the knowledge, skills, and dispositions expected of candidates. Texts used and references listed in syllabi demonstrate that faculty use current research and developments in their fields as the basis for course content.

Faculty members value candidates’ learning and regularly assess candidate performance. Courses in the pre-service program in Learning and Teaching include field components of varying duration from classroom observing to practicum or internship experiences. These field experiences are tied to content work during the course meetings, and they often require reflective journal entries about the experiences that the candidates have in the field. Faculty members know and use state and national standards to plan their courses and to identify expectations for student performance. Student teaching is accompanied by a seminar held a minimum of six times during the semester. In these seminars, candidates discuss relevant issues with the faculty leaders and student teacher supervisors and develop the bridge between theory and practice. Students interviewed were especially appreciative of the strong

emphasis faculty place on bridging theory and practice. In the seminar, candidates develop their final student teaching portfolio, including a video of their performance, in order to showcase their abilities and their potential for full-time assignments.

In advanced Learning and Teaching courses and programs, papers and projects are assigned to assist candidates in building a depth of knowledge in such areas as action research, assessment, and the use of community resources – all of which are foundations to advanced work in their specialties. There are similar features in the School Counseling and School Leadership programs. Blending contemporary theory and practice enables counseling and administrative candidates to practice their skills under the direction of teacher scholars and practitioners in the field. Each of these programs includes practicum/internship hours, journals with reflections, and discussions in courses with the faculty and with the other candidates. CACREP standards are now being used to guide candidate development in the counseling program.

Faculty members in the unit use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. Pre-service courses in teacher education include many hands-on, practical strategies for candidates, while advanced programs have fewer but more focused opportunities for practice in writing and developing classroom strategies. Counseling and administrative candidates often use case studies, video reflections, and problem-based learning to learn about issues and solve problems that may arise in field settings.

The unit has provided training in technology for all faculty. They use technology in various ways. Some have their own web sites and use them to provide current information about programs or events of interest. Some use technology in their courses for both distributing and collecting course information. Faculty members in Learning and Teaching have begun to use *Task Stream* technology to collect and showcase the work of candidates and to communicate assignments and feedback to candidates. Candidates that were interviewed indicated that they find using *Task Stream* useful and user friendly. Students have begun to build electronic portfolios both in student teaching and in master's degree portfolios. Other faculty members use videos from a collection in the campus library. The internet, list serves, and power point presentations enhance courses in the unit. They and faculty members also noted that they receive a great deal of assistance in learning to use the system.

Faculty members assess their own effectiveness as teachers, including the effects they have on candidates' learning and performance. They receive student evaluations for every course each semester and they meet with the dean twice each year to discuss their teaching performance, scholarship, service, and commitment to the university mission. As noted above, teaching performance is one of the criteria for promotion and tenure and for awarding merit pay.

Part-time faculty members are also evaluated on a regular basis. Those who teach courses must have students evaluate the courses just as do full-time faculty. Following is the policy stated in the Part-time Faculty Handbook, page 23, for those who supervise student teaching and other practicum experiences.

All university personnel involved in the supervision of student teachers, practica, field placements and internships shall be formally evaluated by the student(s) at the conclusion of the experience. These written evaluations shall be submitted to the appropriate Director, and shared with the faculty member in the same manner as regular course evaluations.

Each year the university recognizes a small group of associate or full professor rank faculty members for their balanced contributions in teaching, scholarship, and service through the University Professorship program which began ten years ago to “recognize outstanding, balanced cumulative career contributions by a tenured associate or full professor who clearly demonstrates the mission and goals of the USD.” Fifteen unit faculty members have been recognized through this program. One person has been recognized twice. Over the years, candidates have also recognized unit faculty members as outstanding teachers.

Modeling Best Professional Practices in Scholarship

Unit faculty members are required to maintain active scholarship agendas. As noted above, for satisfactory performance a faculty member must have “an active research agenda.” Above average performance means that a “faculty member had one or more scholarly or research accomplishments that reached an audience of peers beyond the university.”

In recent years, as the university has grown and sought to enhance its national reputation, increased faculty scholarship has been both an expectation and it has been more fully supported by the university at-large and within the professional education unit. Newer faculty members are informed of the increased expectations in the area of scholarship. In fact, conversations with some probationary or recently tenured faculty confirm that they are very aware of the increased demands for scholarship. To accommodate these increased demands, teaching loads have been reduced from 12 units to 9 units per semester within the past five years. While teaching is still noted as the highest priority, the time allotted for scholarship has been increased. In the few cases where tenured professors choose not to engage in scholarly activities, their teaching loads are increased.

A review of faculty vitas reveals that most unit faculty members have published in both research journals and practitioner journals. Recent examples from the vitas include articles published in *Science Teacher*, *Literacy Teaching and Learning: An International Journal of Early Reading and Learning*, *The Journal of Educational Change*, *Multicultural Education*, *The Teacher Education Quarterly*, the *Journal of Thought*, and *Professional School Counseling*.

Table 5.2 provides a summary of overall scholarly productivity of the faculty over the past four years. While certain faculty members are clearly more productive than others, nearly all faculty members maintain active scholarship agendas.

Table 5.2 Unit Full Time Faculty Members Scholarly Productivity: Articles and Books/Chapters Published 2000 to Present

No. of Articles Published	N	%	No. of Books/ Chapters Published	N	%
1-4	13	54.1	1-4	18	75.0
5-10	5	20.8	5-10	3	12.5
> 10	6	25	> 10	3	12.5

Faculty members in the unit also engage in scholarly work other than publications as they present at local, state, national, and international conferences and seminars. Faculty in the unit have presented recently at American Educational Research Association, American School Counseling Association, National Council of Teachers of English, International Reading Association, the Character Education Partnership, American Anthropological Association, the International Society of Math Educators, the New England Psychological Association, the American Association of University Administrators (in Spain), the International Council on Education for Teachers (in China), the Leadership and Diversity Conference, the American Association of Colleges for Teacher Education, the Education Commission of the States, and the Education Law Conference, among many others.

Faculty members receive over 50 internal (to the university and/or unit) grants each year totaling over \$60,000. These grants are used to help faculty improve their teaching, scholarship, and service. They have received grants from the university to “internationalize” their course syllabi (a high priority of the trustees and the new president), for interdisciplinary travel projects, for integrating ethics, values, and diversity into the curriculum, and for developing and team teaching interdisciplinary courses. The unit lists 19 external grants received by faculty since 2000. They range from \$2,000 to \$4.5 million. The total grant received in this period of time was approximately \$7 million.

The faculty members have created their own informal support system to support one another in scholarly endeavors. A “Faculty Research and Writing Group” exists to give faculty a chance to present papers and to obtain feedback from their peers. Both new and experienced faculty expressed appreciation for this group. One faculty member claimed that he had three articles published with assistance from the group. New faculty members receive a reduced teaching load in their first semester (two courses instead of three) so they can focus more on their research. They also are given a smaller advising load in their first year.

Modeling Best Professional Practices in Service

Unit faculty members are required to engage in service to the university, the community, and the profession. As noted above, satisfactory performance in the area of service means that the faculty member “was reliable, and attendance at program meetings was regular; the faculty member may have served on a school or university-wide committee or two or been involved in community service activities or professional associations.” Above average performance means that the faculty member has “exerted leadership in faculty governance, program administration or professional associations was

demonstrated; significant community services activities also may have been noted. Clear support of the university mission and a sense of responsibility were in evidence.”

Table 5.3 provides a summary of faculty service to the university.

Table 5.3 Unit Full Time Faculty: Sample of Service to the University

Year	Sample of Faculty Service to the University
2003-2004	Graduations, Commencement Marshall and Commencement Committee
2003	President's Inauguration Committee
2002-2004	Faculty Senate; Honorary Degrees of Senate; Facilities Committee
2002-2004	Academic Integrity Committee, TEC and TEG
2002-2004	Honor Council
2002-2004	Honors Committee; Academic Integrity Committee
2002	Liberal Studies Review Committee
2001- 2004	SURE Co-coordinator
2000-2004	Freshman Family Reception,
1999-2004	Committee on Mission and Ministry
1998-2004	Science Building Task Force
1996-2001	Summer Science Education Coordinator

Unit faculty members are actively involved with the P-12 schools. Many serve as members of partnership committees and consultants to a variety of P-12 schools and districts, both locally and nationally. For example, one faculty member was co-chair of the San Diego City Schools Integration Monitoring Team. Another serves the San Diego County Office of Education as an Assessor for Alternative Resource Specialist Credentialing. Yet another faculty member served the Poway Unified School District as a consultant developing assessment strategies for diverse learners. Nearly all faculty members list service to schools on their vitas.

Faculty members in the unit are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels. One faculty member in Learning and Teaching was recently elected to serve as vice-president/president elect of the California Council on Teacher Education and another was elected to the board of that organization. Several other Learning and Teaching faculty have also served as board and committee members of the California Council for Teacher Education. One faculty member was president of the Independent College and University Teacher Educators, and also served two terms as a member of the California Commission on Teacher Credentialing. Another individual served as president of the Greater San Diego Council and later the California Association of Teachers of English, and has served in many capacities in the Conference on English Leadership and with the National Council of Teachers of English.

Professional education faculty collaborates regularly with their P-12 colleagues. One of the best examples of collaboration is an induction master’s degree program. The Masters Partnership Program was designed for newly hired teachers working in low performing schools within the San Diego Unified School District. The program was developed in collaboration between the School of Education, University of San Diego, and San Diego City Schools. One of the goals of the program is to “create a sustainable collaborative

partnership between the university and the district, which is intended to result in improving both initial teacher preparation and new teacher support.” This is accomplished through the offering of classes, which are specifically designed to meet the needs of the teachers. Courses are developed and taught cooperatively by university faculty and teachers from San Diego Unified School District.

The Center for Student Support Systems involves numerous on-going collaborations between the School Counseling program and local schools and school districts. Each year candidates in the School Counseling program are assigned to participate in collaborative action research projects with local school counseling practitioners. Results of the projects are presented at the *Annual Forum* and the *Spring Symposium on Action Research in School Counseling*, both held on the USD campus.

In the School Leadership program, Educational Leadership Development Academy (ELDA) funded by the Broad Foundation, is another example of a joint project between the unit and the San Diego Unified School District and several other cooperating school districts. This program for the preparation of new school leaders features a collaborative effort among all constituencies to bring about improved candidate teaching and learning, and to prepare educational leaders. P-12 administrators interviewed about this program were extremely positive. They indicated that the candidates from this program are much better prepared than most candidates from other principal preparation programs because of the extensive paid internship. The San Diego Unified School District has aligned their new principal program with the ELDA and has created a seamless system of preparation and ongoing professional development for these new principals.

Collaboration

Professional education faculty members collaborate regularly and systematically with faculty in the other college or university units to improve teaching, candidate learning, and the preparation of educators. Teacher education is viewed as a collaborative responsibility between the unit and the College of Arts and Sciences. The Teacher Education Group (TEG) and The Teacher Education Council (TEC) include faculty members from both units, and they have the support of both deans. Since there are no majors in education in California, those undergraduates preparing to be teachers receive their degrees from the College of Arts and Sciences. As a result, undergraduate candidates receive dual advisement as they progress through the degree and credential programs. At the 5th year and master’s degree levels, faculty members in both units advise candidates. Faculty members in the unit also help design the Liberal Studies and Single Subject approved programs (majors) for candidates in the College of Arts and Sciences.

Candidates in the School Counseling program often engage in practica and internships in campus offices, including the Counseling Center, Admissions, and Career Services. Reciprocally, faculty and staff in these campus venues provide input into the counseling program through the advisory committee in Counseling. Counseling candidates also engage in action research projects in their first year and these projects often are used to facilitate change in the local schools.

Candidates in the School Leadership program take at least one course taught by a faculty member jointly appointed in the Schools of Law and Education. Other faculty members from units on campus are members of the School Leadership Advisory Committee, and they provide regular input into the program structure.

Professional education unit faculty members collaborate regularly with members of the broader professional community to improve teaching, candidate learning, and the preparation of educators. They serve on committees, give presentations, and volunteer their time to bring about better pupil learning and teacher growth. For example, one faculty member served as an evaluator of the Even Start Program in the City of San Diego Unified School District. Another did presentations for the Redlands Unified School Districts on topics of relevance for parents. Others have been engaged in curriculum development activities with school districts.

The unit has also entered into agreement with the Naranca Elementary School to establish a partnership to “promote teacher education and professional development by enhancing the quality of USD School of Education pre-service teachers’ Literacy practicum experience, and supporting community collaboration and dialogue between classroom teacher, school administrators and the USD School of Education faculty. Partnership agreement spring 2004-spring 2005

Unit Evaluation of Professional Education Faculty Performance

Unit full-time faculty members are assessed through course evaluations, the promotion and tenure process, and through the annual merit process. Elements of faculty evaluation are consistent with the conceptual framework and the unit’s emphasis on academic excellence, inquiry, reflection, and community service.

All faculty members and site supervisors are evaluated by candidates. The professional education unit conducts systematic and comprehensive evaluations of the teaching performance of unit faculty every semester through the use of student evaluation forms completed at the end of each course. An external company electronically summarizes these evaluations, and the ratings are then examined by respective program directors/chair and by the dean and are given to the faculty member. The program’s administrative assistant types and distributes any candidate comments.

Teaching evaluations are used to make decisions about merit pay, reappointment, promotion and tenure, and to judge the adequacy of part-time faculty who teach courses in the unit. Faculty members also engage in peer observations of teaching and discuss areas that might be altered or improved with the person being observed.

The university maintains a well-articulated procedure for promotion and tenure of full-time faculty. All faculty members are evaluated on their performance in the areas of teaching, scholarship, service, and support for the mission of the university. Recommendations for promotion and tenure are made at the department, school and university levels. External evaluations of scholarship are required.

All full-time faculty members meet with the dean twice each year to complete the Annual Faculty Planning and Evaluation Report. At the beginning of the calendar year each faculty member meets with the dean to plan objectives for that year. In December they meet again to assess accomplishments based on the agreed upon objectives. The results of these evaluations form the basis for merit decisions.

The unit has produced a 39-page handbook for part-time faculty which covers the whole range of policies from use of keys to their performance evaluations. Interviews with part-time faculty revealed that they very much appreciate the handbook and they benefited a great deal from the orientation meeting. They noted also that they received a great deal of assistance with the classes they have been asked to teach and, in fact, they maintain an ongoing relationship with the full-time faculty members. Conversations with full-time faculty members confirm that they give a great deal of support to part-time faculty members. In addition, they indicated that part-time faculty members provide useful input into the classes and into the programs. In other words, part-time faculty members are familiar with the conceptual framework and other expectations of the programs and they are well prepared to address these in the courses they teach and through the supervision that they provide. As noted above, all part-time faculty members must also obtain candidate evaluations of their courses and/or supervision.

Faculty scholarship and service are self-evaluated are evaluated by peers. Faculty members include in their yearly performance statements their accomplishments for the calendar year in scholarship, teaching, service, and support of the University's mission. Non-tenured, full-time faculty members undergo comprehensive reviews of their teaching, scholarship, and service in order to be reappointed, promoted, or tenured. Faculty members submit dossiers, including reflective pieces in each domain, and these dossiers are reviewed by peers, by the rank and tenure committee, and by the university administration. Evaluations of professional education faculty members are used to improve the teaching, scholarship, and service of unit faculty members.

Unit Facilitation of Professional Development

Based upon needs identified in faculty member evaluations, the unit provides opportunities for faculty members to develop new knowledge and skills, especially as these relate to the unit's conceptual framework, performance assessment, diversity, and technology. The unit provides each faculty member with a minimum of \$1,100 per year for professional development. Travel funds are available to faculty to attend conferences if they are presenting or simply attending. In addition, faculty members are often supported from university sources for other professional travel. For example, in summer 2004 four unit faculty members traveled to Hong Kong with support from the dean and the university International Travel Development Funds. Another faculty member traveled to Europe.

There is a fully funded sabbatical program at the university providing tenured faculty members with an opportunity every seven years to apply for a one-semester or summer sabbatical at full pay or a two-semester sabbatical at half pay. According to the dean, leaves not denied if the faculty member turns in a good plan. The university also

provides tuition remission for faculty to take courses at USD in either a formal program or in single courses.

Since 2000, 75 percent of the faculty members have attended more than ten conferences. The Provost's office sponsors a new faculty forum each year. The university also maintains a Center for Learning and Teaching which provides professional development for faculty members throughout the campus on topics such as grading rubrics, and syllabus construction. In all, the unit lists over 20 different sources of funding for professional development activities on the USD campus. Unit faculty have received considerable support from many of these sources including the Academic Excellence Fund, Academic Initiatives Fund, the Center for Learning and Teaching, faculty research funds, international development, and the University Professorship/Project. As noted above fifteen different unit faculty members have been recipients of University Professorship funds in its ten year history.

The university allocates the unit resources each year to support faculty member research in the form of competitive grants. Approximately nine faculty members receive course release funds for one course per year, or to support themselves in the summer, in order to conduct research and to publish or present their findings. According to the dean, the research awards have been particularly useful in promoting faculty research and the new expectations for scholarship.

Overall Assessment of Standard

Unit faculty members are qualified for their assignments and positions. They model best professional practices in teaching, scholarship, service to the university, the profession, and the community. Faculty members assess their own effectiveness and they routinely obtain input from the dean, from peers and from candidates. The unit systematically evaluates faculty performance and facilitates professional development. Faculty members collaborate with colleagues in the arts and sciences and in the P-12 schools.

Recommendation: Met

Areas for Improvement: None

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Unit Leadership and Authority

The School of Education, one of five schools or colleges in the University of San Diego, is administered by Dean Paula Cordeiro. The university's five Academic Deans report directly to the Academic Vice-President/Provost, and each Dean has the autonomy and authority over his/her respective units. The Deans Council, comprised of all five Academic Deans, meets every other week with the Vice-President/Provost to discuss a variety of issues ranging from academic policies, procedures and program initiatives to fiscal matters and strategic planning. The Deans are also responsible for communicating information from these meetings to their respective faculty and administrative teams.

Every third meeting includes fourteen other university academic department heads from areas such as graduate admissions, enrollment management, financial aid, and career placement.

The School of Education's Professional Education Unit (PEU) manages all programs by means of an organizational structure designed to enhance the communication and overall effectiveness of the unit. The School of Education's PEU leadership team, headed by the Dean, is made up of the Associate Dean, Assistant Dean, Director of Development, Director of Outreach and Recruitment, Assessment/Grants Specialist, two full-time Administrative Assistants, two Program Directors, and one Program Chair.

This leadership team (Dean's Cabinet) meets monthly to discuss and plan strategies to effectively address ongoing issues and to plan for the future. At these meetings, attendees share information about their individual programs, and discuss and make recommendations regarding other issues such as future initiatives, fund raising, recruitment, and budget allocations. Unit and program data are often presented, reviewed and utilized to make improvements in respective programs and the unit as a whole. The Program Directors/Chair serves as the liaisons between faculty and the administration, and they communicate critical topics during monthly program meetings.

The PEU faculty and the Dean maintain responsibility and authority for new faculty hires, and for faculty performance evaluations, which are completed through the promotion and tenure process. The Program Directors/Chair is responsible for the hiring and supervision of part-time faculty. At the program/department level, meetings are held at least once a month and often more frequently, depending on agenda items. In the Department of Learning and Teaching, smaller meetings of specializations are held more frequently. Each program/department is responsible for admissions, course scheduling, advising, course development, recommendations for financial and scholarship awards,

and assessment strategies. In addition, all programs comply with state and national standards specific to their program area.

The School of Education faculty members meet monthly to review and discuss pertinent issues, and to vote on policies and procedures that relate to curriculum, and other relevant PEU activities. Faculty meetings also include opportunities for professional development through a variety of in-service training exercises such as: (1) assessment activities, (2) presentations concerning disability services, (3) library services, and (4) technology.

A committee structure is used within the School of Education to facilitate the development of new policies and procedures in the PEU. All faculty in the PEU serve on at least one, and sometimes up to three, School of Education committees. Every standing committee requires a vote of the faculty for faculty members to serve on the committee.

The Dean may appoint other ad-hoc committees. This structure assures faculty participation and increases information sharing among faculty. Additionally, it gives faculty opportunities to utilize the data available via the assessment system, and it provides a foundation for collaboration and negotiation to design program changes and revisions that meet the changing needs of a diverse client base.

The oversight of the undergraduate Liberal Studies and single subject programs is shared between the Dean of the College of Arts and Sciences and the Dean of the School of Education, who are active members of the Teacher Education Group (TEG) and the Teacher Education Council (TEC). The TEG includes faculty from both the School of Education and the College of Arts and Sciences, and it meets each semester to review the work of the prior semester and to identify issues that need to be addressed in the current semester. A coordinator is assigned to each single subject program, and each coordinator is also a member of the TEG. The TEG is co-chaired by the Liberal Studies Program Coordinator and the Department of Learning and Teaching chair. The Teacher Education Council (TEC), a smaller group, is co-chaired by the Deans of Arts and Sciences and the School of Education, and includes the Liberal Studies Coordinator, Learning and Teaching Department chair, and faculty representatives from both the college and the School of Education, in each program area (multiple and single subject areas). The TEC meets two to three times each semester, and reviews issues raised by faculty representatives of the larger TEG. After meeting with this group in the interview process for the NCATE review, members displayed some confusion as to their roles and responsibilities.

The unit's recruiting and admission practices are clearly and consistently described in a variety of publications, catalogs, advertising and online. The Director of Outreach and Recruitment for the School of Education has an office that is located in the School of Education. His responsibilities include recruitment and advisement of potential applicants. He maintains a database of all inquiries for the School of Education. These data are used in a variety of ways, for example to study admissions trends in each program and to support efforts in recruiting diverse candidates. Prospective candidates can make appointments with him, and they will be provided with admissions materials and program and university publications. In addition, university undergraduate and graduate bulletins are available on-line, and students can access the School of Education

website directly for additional information. Current candidates are given handbooks upon matriculation, and updated handbooks for each program area are available on-line.

Candidates will also find resources about the library, financial aid, technology, international opportunities, and the Graduate Student Association (GSA) on the School of Education website.

Grading policies are made evident in handbooks and course syllabi. Faculty in the School of Education are required to hold (and post) office hours each week for student advising. Students can make appointments or walk-in during open office hours.

The University Counseling Center is available for students, and Counseling Center staff work closely with faculty and administrators to support students who are referred to the center.

The unit provides a mechanism which facilitates collaboration between PEU faculty and faculty in the College of Arts and Sciences (CAS) who are involved in the preparation of professional educators, through the Teacher Education Group (TEG) and Teacher Education Council (TEC). Faculty in the PEU collaborate with CAS faculty regarding the Liberal Studies and Single Subject programs in the preparation of undergraduate students seeking teaching credentials in multiple subject, single subject and special education. As previously noted, the oversight of the undergraduate Liberal Studies and single subject programs is shared between the Dean of the College of Arts and Sciences and the Dean of the School of Education, who co-chair the Teacher

Education Council (TEC)

An additional structure for collaboration is the Teacher Education Group (TEG), which is co-chaired in collaboration with the Deans, by the Learning and Teaching Department Chair and the Coordinator for the Liberal Studies program, who is a regular faculty member in the CAS. The TEG makes recommendations to the Deans regarding policy and resources and provides oversight to the undergraduate teacher preparation programs.

The TEG includes additional faculty representatives from the College of Arts and Sciences and from the School of Education. The role of the TEG also includes problem-solving, information sharing, and outreach.

Other examples of collaborations include unit partnerships with San Diego City Schools (SDCS) through the Educational Leadership Development Academy (ELDA) in the School Leadership program, and the recently created Induction Masters Partnership Program. Both programs were created and are coordinated by SDCS staff and PEU faculty and administrators. The unit also collaborates internationally, and has several international partnerships with institutions such as: Mondragon University in Spain and the International School of Port of Spain (Trinidad). In addition to international collaborations, faculty also collaborates with other colleagues in the College of Arts and Sciences and in the Schools of Nursing, Law, and Business in writing grants, and working together on various projects. Furthermore, several other “points of excellence”

describe the many ways that the unit faculty collaborates with various partners, locally, regionally and nationally.

Faculty who are involved in the preparation of educators, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs in a variety of ways. Each spring, the PEU advisory boards for each program meet to discuss changes in the curriculum, field experiences, program evaluation and assessment, and to provide feedback in each of these areas. Orientation sessions are held for all part-time faculty at the beginning of the year, and each of them receives an adjunct faculty handbook that contains all School of Education and university guidelines. The Director of Field Experiences in the Department of Learning and Teaching, the Program Specialist in Counseling, and the Coordinator of ELDA in the School Leadership Program, consistently communicate with mentor teachers, principals, and other field placement supervisors.

Unit Budget

The budget provided to the visiting team is that of the School of Education, not the PEU, as resources are not allocated by program area, and most line items are shared across programs with the following exception. In July 2004, the Learning and Teaching “Program” became a “Department”. Therefore, at that time, the Program Chair became responsible for maintaining this budget separately from the rest of the unit. Also, beginning July 1, 2004, the newly created position of Budget Manager for the School of Education began working directly with the Dean to manage day-to-day budgetary operations. Day-to-day operations in the School of Education are currently funded by six sources of income/support: The General Operating Budget; Incentive Programs funds; endowment funds; grants, scholarships, and support from other campus units.

Over the last several years’, budget comparisons across schools were conducted and line amounts were based on student enrollment and faculty/staff positions. The university student headcount (fall 2003) is 7,262. Schools vary considerably in size: School of Law: 1,109; School of Nursing: 181; School of Business: 1,530; and the College of Arts and Sciences: 3,674. The Schools of Law and Nursing have significant endowment monies. The School of Business Administration and Education are most similar in their lack of scholarship endowment support. Part of the president’s strategic plan includes raising funds for endowments in all the schools with specific targets set for each school.

As the university implements the Oracle system for managing budgets and accounts, the School of Education will have numerous projects within the main budget. The unit anticipates this will be completed by the end of 2004. This was another reason why the new Budget Manager position was created. In spring 2004, the president began a university-wide efficiency study. Each unit within the next few months will be asked to zero-base budget all units.

The School of Education is allotted an annual operating budget from the university general funds in the amount \$3.8 million. The university has increased the School of Education operating budget by almost 33% over the last four years. This budget contains all day-to-day operating costs as well as most faculty, staff, and administrative positions.

This is supplemented with various other funding sources as listed below. The Dean of the school and a faculty representative sit on, and are active members of, the University Budget Committee. This committee generally meets bimonthly to discuss budgetary policies and implications. The Dean has been very proactive in procuring additional funding (i.e. in the 2000-2001 fiscal year, the operating budget was \$2.7 million). Some of the key funding increases were as follows: (1) Eight additional tenure line faculty positions added since fall 2001 along with two new staff positions, (2) the creation of a Director of Development position for the School of Education with partial salary funding from the Provost's office, (3) increased funding for the Director of Field Experiences role as it was changed from a ten-month appointment to an eleven month position, (4) funding for a literacy practicum pilot that began in spring 2004 (where six school sites are currently involved and six more will be added) at a cost of \$ 10,950 annually for site coordination, (5) provision for a Practicum Coordinator (a full time School of Education professor) who is granted 3 units release time per semester to coordinate the literacy pilot, (6) an additional month's salary for summer work beyond hourly advising for each of the School of Education's three Program Directors and the one Chairperson, (7) and an allotment for Faculty travel/development funds of approximately \$1, 100 each (\$49,000 per year).

Other funding sources for the School of Education include the following:

Incentive Programs Funds - The School of Education has developed various incentive programs which include the USD/SDSU Joint Doctoral Program, the Navy Program, the International Doctoral Program and the Leadership Institute. These programs have generated approximately \$550,000 in additional revenue for the School of Education from June 1998 through June 2003. These budgets fund: 1) part of the salary of the Director of Development; 2) administrative staff, including graduate assistantships; and, 3) consultants for start-up programs.

Reduced Tuition Programs - These programs are offered and developed to assist targeted students, funding includes some scholarship monies for the IMPP, Alaska Cohort and the non-profit specialization participants. Regular tuition for a USD master's student is currently \$825. These programs offer tuition at a reduced rate ranging from \$250 per unit to \$550 per unit. The funds from this budget support various administrative staff salaries and other overhead expenses.

Special Education Endowed Chair - (DeForest Strunk) - \$108,000 yearly spending allowance. This supports salary for a visiting professor in special education and various miscellaneous expenses such as scholarships, guest speakers and other events.

Foundation Grants - The Educational Leadership Development Academy (ELDA) is funded by a \$4.2 million grant from the Broad Foundation and \$500,000 from Bank of America. Tuition also adds to the revenue in the amount of \$32,400 per session. Funding from this grant supports the Assessment/Grants position, and one visiting professor that is teaching and working on the expansion of programs to include charter schools and other schools of choice.

Scholarship Funds - Financial aid for candidates is funded through various scholarships. Each year approximately \$150,000 is awarded in loan monies and \$250,000 in scholarships. Candidates can access information about financial aid on the unit's website.

Various Faculty Development Funding Sources - The University provides funding for faculty development through a variety of channels. Funding covers national and international conference travel, program development, conference attendance, border initiative grant funding, faculty-student interaction funding, and student research funding. Additionally, the University awards sabbaticals on a regular seven-year basis, and recognizes outstanding faculty through the University Professorship award (a project or recognition-based award of \$13,000).

Faculty Research Grants (FRGs) - Each year, based on the previous year's student enrollment, the unit is awarded faculty research grant monies. The additional allotment to the budget for Faculty Research grants is approximately \$45,000 per year. These grants support approximately ten faculty members, usually in the form of release time from teaching one course.

Additional Departmental Budget Allocations -

- Funding for an IT User Services Consultant - Appointed half time for technology integration in instruction and curriculum,
- Designated librarian funding - To establish a new acquisitions budget, individual student research assistance,
- A computer leasing program - School of Education no longer needs to budget for general computer purchases, as a \$2,000 computer allotment is available for all new employees and for replacement of computers every three years.
- Capital campaign funds – Funding for a new building for the School of Education with approximately \$ 2,252,000 raised to date.

Personnel

Faculty members in the unit are effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. The standard teaching load in the School of Education is nine units, or three classes per semester. Program Directors receive three units of release time each semester to coordinate the program and attend to various administrative details.

Full-time faculty receives unit allocations for supervision of student teachers and for counseling and leadership candidate field supervision. In the Department of Learning and Teaching, faculty receive 3/4 instructional units for each candidate supervised, in counseling 1/4 units per student (and 1.5 units for the supervision seminar, with limits on the number of candidates in the seminar per CACREP guidelines); and in school

leadership faculty receive 6/10 instructional units for each candidate they supervise. Rarely does one faculty member exceed 3 units of candidate supervision per semester.

As previously noted, faculty members may also apply for a Faculty Research Grant to conduct research or pursue other scholarly interests. These grants provide three units of reassigned time for one semester. In addition, there are travel monies available through the University-wide Interdisciplinary Travel Committee, and the Internationalization of the Curriculum Committee, which supports faculty scholarship via opportunities for presenting at conferences nationally and internationally.

Since the arrival of Dean Paula Cordeiro in July 1998, the numbers of full-time tenure-track faculty and support staff have dramatically increased (see Table 1 below). The President and the Academic Vice President/ Provost have consistently demonstrated their support of the unit by approving new faculty, administrative and staff lines, and by supporting the Dean in a variety of entrepreneurial efforts that augment existing revenue.

Table 1 - Full Time Faculty, Administration Personnel and Support Staff, 1998-2005

Year	Tenure-track faculty*	Admin. Personnel	Support staff
1998-99	15	2	4
1999-00	18	4	4
2000-01	20	4	5
2001-02	22	4	5
2002-03	26	5	7
2003-04	29	6	8
2004-05	32	7	9

*(Table includes all SOE faculty, staff and administration – not just PEU)

As the faculty has increased in size, the number of strategic and special programs has also expanded. Examples of special programs include: Joint Doctoral Program, Educational Leadership Development Academy, and the Induction Masters Partnership Program (IMPP). Full and part-time faculty works together to design the curriculum, teach courses, supervise candidates, develop assessment strategies, and implement formative and summative evaluations.

The unit relies on part-time faculty to teach many of the credential courses in their programs. For quality control and for consistency from one semester to the next, all full and part-time faculty use the same syllabus template, all part-time faculty in the Department of Learning and Teaching are assigned a lead faculty member who is full-time tenure track, and all part-time faculty are required to attend an orientation session early in the year. Student evaluations are used as another measure of quality assurance for courses taught by both full and part-time faculty in the unit. The Program

Director/chair provides feedback and support to full and part-time faculty and to ensure that any issues that arise are appropriately resolved.

Each academic term, the Program Directors or Chair ask field supervisors (full and part-time) to evaluate on-site supervisors and placement sites. Students also have opportunities to critique the placement sites and on-site supervisors and offer suggestions and recommendations during practicum seminar sessions. All of these data are reviewed by the Field Placement Coordinator and the Program Directors or Chair at the end of each semester and considered in the rehiring of supervisors and the assignment of students.

The unit has five administrative assistants to support faculty, students and administration. Every program has an administrative assistant who is devoted either full or half time to a specific program area.

To increase their knowledge base, faculty members regularly attend conferences and seminars. The School of Education faculty also host conferences contributing to faculty professional development, as well as that of educational professionals in the area, (i.e. the Brown vs. Board of Education Conference).

The university provides financial support of faculty in the way of funds for travel to professional conferences and as previously noted, they may also apply for a Faculty Research Grant to conduct research or pursue other scholarly interests. In addition, there are travel monies available through the University-wide Interdisciplinary Travel Committee, and the Internationalization of the Curriculum Committee, which supports faculty scholarship via opportunities for presenting at conferences nationally and internationally.

The Center for Learning and Teaching (CLT), was created in 2000 to support the professional development activities of faculty. This campus-wide center provides a variety of staff development opportunities for faculty related to teaching and/or assessment of student learning. The CLT presents faculty development opportunities in the form of workshops and seminars on topics related to learning and teaching. The CLT also maintains a website with references and resources on learning and teaching, information on CLT-sponsored events, as well as learning and teaching events sponsored by other USD committees and programs. The CLT maintains a list serve, in coordination with Information Technology, for ongoing electronic discussion by USD faculty on topics combining learning and teaching and technology.

The Dean of the unit encourages and supports faculty who are interested in a wide range of international opportunities. Several faculty are either teaching or doing research in an international context. A faculty committee with representation from each program area works closely with the coordinator of SoE Global, which serves as an international resource center to support faculty and students who have an interest in this area.

The unit has a half-time user services consultant (she is full-time at the University and half-time with the unit) to support faculty in the area of technology. Many of the faculty has attended workshops, seminars and individual training opportunities provided by the consultant. One full-time faculty member has been given release time, and a 20 hour per

week graduate assistant is in place to support faculty members and coordinate many of the training activities. Most of the faculty in the unit have or are currently using either WEBCT, or Task Stream for instructional purposes.

Unit Facilities

Due to the rapid growth in the size of the faculty, the School of Education moved from Harmon Hall in the summer of 2000 to a newly renovated facility called Alcala West (AW1-3). The unit continues to grow, and therefore, office space for faculty and administration is currently located in five sites, with the entire full-time faculty, and the majority of staff and administration housed in Alcala West 1-3 (AW2), (AW2), and (AW3). Two additional sites that are located on the central campus are the Camino Modular Offices (CMO) and the Institute for Peace and Justice (IPJ), house both part-time faculty, program coordinators, and center/institute staff members.

The School of Education's Building AW2, houses two classrooms, one computer lab, and two additional small seminar rooms. All of the rooms are equipped with video equipment and high-speed Internet access. Two of the classrooms have instructor's computers and overhead projectors. The computer lab has 25 stations (24 Macs, one PC), including an instructor's station and overhead projector, a printer, scanner and updated curriculum software. Due to the limited number of classrooms available in the building, many courses are held in other campus buildings, such as the Kroc Institute for Peace and Justice (IPJ) building, the new Science and Technology (ST) building, and in other facilities on campus. The computer lab is generally available for unit candidates during the day, and is used for all Educational Technology and/or methods courses in the evening.

A site has been chosen for a new School of Education building, and it has been designated as the top facilities priority for USD's capital campaign to be announced soon. Based on a review of multiple documents and interviews, the university has demonstrated strong commitment to a new facility that will increase the overall effectiveness of the School of Education's mission. The new building will be located across from the Institute for Peace and Justice on the upper level of the campus. A Director of Development for the School of Education was hired in 2002, and the Dean has made fundraising one of her top priorities. A lead gift of \$2 million has been secured, and the selection of an architect will occur soon. An Advisory Board was created for the School of Education to assist in the fundraising campaign, and it is anticipated that the new building will be completed in 2007.

Both of the classrooms in AW2 are fully equipped with technology as previously mentioned. The Science and Technology building has fully equipped state-of-the-art smart classrooms; the IPJ also has instructor's computers with high speed Internet and video/audio equipment in every classroom. Some classrooms on campus are not yet fully equipped, but most have adequate technology, such as overhead projection, access to computer stations, and video equipment.

The USD Information Technology Services (ITS) department supports the general use computer labs in Serra and Maher Halls, with over 100 Macs and PC computers available to candidates and faculty.

In the USD Multimedia Lab, located in Maher 191, there are 4 workstations: three Macintosh and one PC, loaded with current versions of graphics and multimedia software. The lab supervisor is available to assist candidates with presentations or graphic output. Additionally, there are 4 video editing workstations located in Maher. Staff members are on call to assist candidates and faculty with video projects. The Instructional Technology Services group acquires, circulates, installs, manages and maintains display, recording and playback equipment. The ITS staff also provides videotaping, scanning, printing, and digitization services, among others.

Unit Resources Including Technology

The unit's physical resources, such as instructional facilities, offices, equipment, and teaching materials are maintained and managed so as to facilitate a quality teaching/learning environment. The unit administration is provided with yearly funds for literary and media purchases. All unit faculty have an opportunity to order instructional materials as needed. New faculty members are able to order an additional \$500 worth of new books for the library to support their scholarly, teaching and research interests. The administration also has a budget line for instructional materials such as assessment instruments, computer software, and technology resources needed for teaching, research or supervision.

The unit placed a high priority on the development and implementation of its comprehensive assessment system, and it has provided the necessary resources to support this effort. Specifically, the unit has supported the creation of an Assessment Specialist position, the acquisition of a server, and programming services for the development of a web-based, comprehensive application to facilitate the collection, aggregation and reporting of student, faculty and unit data. In addition, the unit has funded additional staff and student assistants to support the assessment system and accreditation process, along with providing the resources for supporting the involvement of faculty, students and community members in the development, pilot testing and implementation of the unit's assessment system.

Information Technology Services (ITS) supports the instructional and research mission of the University by providing electronic information resources, computing and user support services, and network access for the campus community. There are currently 55 professional staff members provide systems, network, telecommunications, media services and end-user support. Seven public computer labs and discipline specific computer labs are connected to the campus network and provide access to a variety of software packages, including standard Office-Suite and Internet applications, statistical analysis tools, web publishing and multimedia development tools. Access to computing facilities and the campus Intranet is available in the libraries and student social areas, as well as in the labs themselves.

ITS currently supports over 2,000 University-owned faculty/staff client stations, public lab work stations, and servers, and manages over 8,000 student, faculty and staff

accounts. Campus community Internet service is provided through a 15mb/sec connection to AT&T. A pervasive campus network provides Internet connectivity to all faculty and staff offices, residence halls, and classrooms. Wireless network access points serve libraries and public student areas. A full-time Library Systems manager maintains operation of the libraries' automation systems, including the public access catalog (PAC).

Network & Systems Operations is responsible for planning and coordinating systems growth in both libraries. Academic Technology Services supports campus A/V services through the Media Center and coordinates USD departmental web pages, maintains the web pages of specific departments and offers classes in setting up and designing web pages. Desktop Support Services assists members of the USD community through both a centralized Help Desk and through distributed academic support staff who are assigned to individual schools. Academic Technology Services also offers training on software applications and has teamed with Human Resources, Student Affairs, and Media Services to offer a uniform schedule of computing classes.

The University's Copley Library, subscribes to 2,200 journals, provides access to about 16,800 full text electronic journals and houses over 400,000 books, as well as collections of reference works, government documents, pamphlets, newspapers in various languages, and rare books. USD libraries are members of the San Diego Library Circuit Consortium that maintains a database linking University libraries in the region. An efficient delivery system facilitates timely movement of materials from one campus to another. Additionally, Copley Library has Internet connections throughout the world and with major bibliographic and information databases.

Information via the Internet is available both inside the library, offices, and homes of USD students and employees. Available services include both on-line and hard-copy bibliographic searching, general reference services, periodicals assistance, government documents assistance, interlibrary loan access, and photocopying services, as well as book circulation, reserved materials for courses, general reference services and microfiche readers and printers.

Overall Assessment of Standard

The university and unit leadership have been supportive of all the credential programs and extremely instrumental in the rapid growth of the unit. There is also an obvious climate within the unit that promotes intellectual vitality, best teaching practices, and scholarship. Although resources have been sometimes stretched to keep up with the unit's rapid growth, they are ample in ensuring the ongoing development and maintenance of programs. Additionally, the unit maintains sufficient personnel, resources, and budget allocations to meet professional, state, and institutional standards.

Recommendation: Standard Met

Areas for Improvement:

New:

(1) The role of the Teacher Education Council needs to be clarified.

Rationale: The unit has provided a clear definition of authority and decision-making within their documentation (IR). However, the Teacher Education Council (TEC) demonstrated confusion as to their roles and responsibilities.

Report to the California Committee on Accreditation

Accreditation Visit to the University of San Diego

Status Report

October 23-27, 2004

Program: Basic Credentials---Multiple and Single Subject

Formative Summary/Report of Changes: Transition Statement – Department of Learning and Teaching

Changes in programs for multiple and single subject candidates have occurred primarily in three areas: 1) the conceptual framework underlying the program design; 2) collaborative partnerships; 3) practicum placement; and, 4) assessment

In its response to CCTC standard 1 (program design), USD described six themes that were infused throughout courses and field experiences. These were: 1) inquiry and reflection; 2) values; 3) service; 4) social justice and democracy; 5) diversity and inclusivity, and 6) technology. Course outlines submitted for the CCTC visit showed how outcomes and activities developed from the six themes were implemented across the program. When the process of preparing for NCATE accreditation began in the School of Education, the six themes were revisited as part of the larger discussion that culminated in the development and adoption of the A.C.E. framework. The first theme, “inquiry and reflection” is evident now in the “A” which stands for “academic excellence, critical inquiry and reflection.” The second and fifth themes, “values”, and “diversity and inclusivity”, respectively, are located under “E”, which stands for “ethics, values and diversity.” Finally, the third and fourth themes “service”, and “social justice and democracy”, are most closely linked with “C”, which stands for “community and service.” Accordingly, course outlines have been revised to reflect activities and outcomes derived from the A.C.E. framework. The final theme, “technology” was written by the Department of Learning and Teaching into a new teacher performance expectation (TPE #14) for USD candidates, an add-on to the thirteen other state TPEs.

A second important change since the visit has been the growth of partnerships between the Department of Learning and Teaching and the San Diego City School District, and the College of Arts and Sciences at USD. In its response to CCTC standard 2 (collaboration in governing the program), USD spoke of partnership initiatives that had begun with several nearby school districts, but it did not name the San Diego district as a prime partners. Since then, the partnership with the San Diego Unified School District, has become increasingly significant. In the summer of 2003, faculty from the Learning and Teaching Department met with beginning teacher assessment and support providers from the district to design a masters degree program for newly hired teachers in low performing schools that would deepen and expand upon district induction activities. Plans for the new program were completed in fall, 2003, and the first cohort of 41 new teachers were registered in the spring of 2004. Since then, the co-constructed, co-taught and co-governed program, now called the Induction Masters Partnership Program (IMPP), brought members of both organizations together frequently for planning, research and discussions. The level of comfort and agreement that developed in these meetings led to another initiative, a collaborative professional development school that will begin operation in fall, 2005. This new project, by design, will allow partners from the San Diego school district to play an increasingly active role in helping USD develop its pre-service teacher education curriculum and assess its candidates.

Similarly, the partnership with the College of Arts and Sciences has advanced in many ways since the CCTC visit. The College, in collaboration with the School of Education, completely revised its elementary subject matter preparation program and created a new tenure track position for a faculty coordinator to administer the program. The new Liberal Studies program received CCTC approval in summer, 2003, and program coordinator from the English department, works closely with the chair of the Department of Learning and Teaching. The two Deans serve as co-chairs of the Teacher Education Council. The College is also planning, with the SOE, a spring, 2004, educational extravaganza to highlight teacher education at USD. In 2003, a new single subject coordinator committee became active bringing faculty members in the College of Arts and Sciences and SOE together to advance the writing of new documents for single subject students in CCTC approved content areas. In addition, members of the College of Arts and Sciences have become involved in department partnership activities with San Diego City Schools. Two members of the math department are currently teaching in the Induction Masters Partnership alongside San Diego City School District personnel. They are also involved with planning the new professional development school.

In the area of field experiences USD has committed time and resources to improve practicum learning for multiple subject candidates. A pilot project linked to the multiple subject literacy class (EDUC 383/583) has led to a new model in which placements are limited to selected schools and teachers and overseen by paid, on-site supervisors. Faculty who developed this project along with the director of field experiences, have been given a course release each semester to coordinate practicum placement and supervision. In the future they wish to expand this model to the other practicum course in the multiple subjects program (EDUC 385/585) and to both practicum courses in the single subject program (EDUC 332/532 and EDUC 334/534).

In the area of assessment, USD faculty have worked to refine their protocol for evaluating midterm and final portfolios. After finding several semesters ago that faculty inter-rater reliability was unacceptably low, considerable time has been invested in refining the evaluation protocol and in training faculty, resulting in much higher reliability scores. In addition, a new requirement for candidates to submit a videotaped lesson of their teaching has been added in the student teaching seminars. Another change has come with the adoption of Taskstream, a web-based teaching utility, and with it the requirement that students submit centerpiece assignments from each class through Taskstream. This has facilitated the aggregation of data for program assessment. Also, Taskstream allows students to create on-line portfolios and students have been increasingly encouraged to use this option. In the future all portfolios will be submitted electronically making it easier for USD to involve school district partners in portfolio evaluations.

Program Strengths: USD is to be commended for continued growth in several areas since the CCTC accreditation visit in 2002. First, additional resources have been allocated for coordination of the multiple subject matter preparation program. There is now a fulltime coordinator for the Liberal Studies Program housed in the College of Arts and Sciences. Collaboration between the School of Education and the College continues to evolve in a very positive manner.

Second, the Learning and Teaching Program has enhanced ongoing collaborative relationships both internally and externally and developed new relationships to improve the professional preparation of teachers, counselors, and administrators.

Third, assessment of candidates has also been enhanced by the development and use of portfolios to track and evaluate performance relative to the Teaching Performance Expectations.

Recommendations: Review of the basic credential programs yielded multiple indications that USD is doing an admirable job of preparing candidates to enter the teaching ranks in California. They are encouraged to continue to develop their portfolio assessment system, particularly as they become more electronic in nature.

Program: Education Specialist Credentials----Mild/Moderate and Moderate/Severe

Formative Summary/Report of Changes: Special Education Program Transition Statement

Since the spring, 2002 program review by the California Commission on Teacher Credentialing, several major changes have been made to the Special Education programs. The programs have undergone a transformation in several key areas resulting in what is characterized as a “*cultural shift*” by the program faculty. The shifts in program culture are clustered under four areas that are described below.

Standards Culture. The program has always been linked to program standards, including those developed by the California Commission on Teacher Credentialing (CCTC), the California Standards for the Teaching Profession (CSTP), and the Council for Exceptional Children (CEC). CEC is the major national organization for Special Educators. In May of this year, the program was rewritten to align with the 10 CEC Standards, and it achieved the status of “Nationally Recognized” by the Council for Exceptional Children. The program is now held to those standards in addition to the CCTC and INTASC Standards. Preparation of the CEC program document generated a comprehensive review of the curriculum by the Special Education program faculty. Many course refinements were made as the document was prepared for submission to the Council for Exceptional Children.

Assessment Culture. With the University’s pursuit of NCATE accreditation and the program’s pursuit of CEC accreditation, a significant amount of time and energy has been devoted to the development of the Professional Education Unit (PEU) and the Special Education program assessment system. The Special Education faculty developed new program policies, procedures, course assignments, rubrics, and corresponding assessment data collection and summary forms that now more comprehensively address the assessment component of the program than in the past. The assessment system is organized according to the 10 CEC Standards, and it is now more rigorous and extensive than the previous system. Candidate outcomes data were available in the past; however, the data were not summarized and analyzed to correspond with the 10 CEC Standards

with the level of sophistication that has now evolved. Faculty now devote even more time to obtaining and analyzing assessment data that serves as the basis for making decisions about program improvements.

Collaborative Culture. Several dimensions relative to collaboration have changed over the past two years. Because of the increase in the number of candidates, communications require particular attention to assure that all are being notified of key program announcements. In the past, faculty could make announcements in class and all of the candidates could easily be kept apprised of announcements. Listservs have been available for all candidates in the Department of Learning and Teaching. This fall, a listserv was developed specifically for candidates in the Special Education program, and all are instructed to take the necessary steps to join access the system. All candidates were requested to attend a fall meeting to assure that they were informed of their respective program policies and procedures and the next steps for them in their programs. These meetings now need to be conducted on a regular basis.

Other dimensions of collaboration include the expansion of partnerships with school districts, especially to support the Intern program model. Two years ago, the only school district identified as a partner with USD for preparing Interns was the San Diego City School District. In order to diversify the program further, another partnership was developed with the Grossmont Union High School District in San Diego's East County region last year. This year, an additional partnership agreement was developed with the Cajon Valley Union School District, another East County district that serves elementary and middle school pupils. Because of this expansion, particular attention must be given to communications and coordination among all key stakeholders between the district and the university. Human Resources Officers, Directors of Special Education, and the Coordinator of Special Education Programs at USD interface on key matters periodically to help assure that program policies and procedures are being followed. Representatives from all agencies attend each other's program coordination meetings whenever possible.

Since the last CCTC review, another partnership agreement was developed with the United Cerebral Palsy Foundation to further strengthen the assistive technology component of the Special Education program. Candidates now engage with clients at that agency and learn first hand how to utilize assistive technologies to greatly empower persons with disabilities in all aspects of their lives.

Over the past three years, the Special Education Advisory Board has been expanded considerably to assure that the scope and breadth of program issues and concerns will be given attention by an informed external community. All key Special Education administrators have attended Advisory Board meetings held over the past three years. Advisory Board input has given impetus for two key curriculum changes over the past two years: (1) One unit was added to the Management of Behavior and Instruction course, and (2) One unit was added to the Typical and Atypical Language Development course to further strengthen the assistive technology program component.

Presently, a formal partnership is being formulated with the John Tracy Clinic, a prestigious Los Angeles based program that provides educational programs free of charge

to parents and families who have children who are deaf or hard of hearing. Over the last 62 years, John Tracy Clinic has helped over 220,000 families around the world. Special Education faculty are working collaboratively with the talented administrators, teachers, and specialists in that agency to generate a new California credential in the area of Deaf and Hard of Hearing as well as a Master's degree program with that specialization to be offered through USD. It is anticipated that the credential program will begin in the fall of 2005.

Community Culture. Over the past two years, USD has hosted three major parent meetings for officers and leaders from among the officially designated Community Advisory Committees (CACs) that represent the region's six Special Education Local Plan Areas (SELPAs). These meetings have kept the program grounded in a multitude of "grass roots" issues and concerns experienced by parents and families as they pursue quality Special Education programs for their children. These meetings have helped to generate a "*parent and family friendly*" atmosphere at USD. The local IEP Day is also hosted by USD each year and is attended by many parents and families in the community. Parents are now frequently invited to make class presentations so that candidates gain the parent/family perspective first hand. Interactions with parents and families of children and youth who manifest special needs have brought a very important, special, and personal dimension to the Special Education programs. Contributions from parents and families help everyone affiliated with USD's Special Education "*community of learners*," faculty and candidates alike, remain anchored and grounded in key fundamental concepts and principles underlying training in this area of specialization.

Program Strengths: The Education Specialist credential programs have a number of strengths. Of particular note are the following:

1. The Special Education program is to be commended for its program design that focuses on best practice and the current research in education. Multiple school district representatives, as well as the program's own credential candidates, emphasized the fact that the program is at the cutting edge in collaborative efforts and in service to the community (e.g., United Cerebral Palsy Foundation and John Tracy Clinic collaborations).
2. The Special Education program at USD is commended for their strong collaborations and working relationships with their K-12 school district partners. The program is viewed by the school districts as being very proactive, as opposed to reactive, regarding teacher education issues. Follow-through by the program was judged to be excellent and appropriately focused on the candidates' best interest.
3. Faculty and staff of the Special Education program are commended for creating an environment where the self-efficacy of the students is strong and coursework is viewed as both rigorous and relevant. School district partners noted that USD faculty had certainly earned the respect of their credential candidates.

Recommendations:

Students indicated that some coursework offerings were only available in certain semesters of the academic year. Due to this circumstance, candidates sometime experienced delays in the completion of their programs. It is suggested that the Special Education program work to alleviate this problem to greatest extent possible.

Program: School Counseling

Formative Summary/Report of Changes: The USD Counseling Program and CCTC Standards: Transitioning from the Old to New Standards

The USD School of Education has provided a program for school counselor preparation since 1974. A CCTC Accreditation Team last reviewed our PPS: School Counseling Credential Program in April 2002. The SOE chose to be reviewed according to the then existing (“old”) standards because although the program was undergoing internal review and reorganization in relationship to the new PPS Standards, it had not completed work on the transition at the time the 2002 accreditation documents were due. Programs then being reviewed by CCTC had the option of review by either the new or old standards, and we chose the latter. Following the Accreditation Team visit and based on the team's recommendations, the PPS: School Counseling Program received full authorization to recommend candidates for the PPS-School Counseling Credential.

The new standards for the PPS credential were scheduled to go into effect as of January 2003, with all approved programs required to have adopted programs based on the new standards by that date. The plan was to complete a program review and make changes as needed during the 2001-2002 academic year and to fully implement any changes by the fall of 2002. The program review was initiated during the fall of 2001 and continued into the spring. Program faculty continued to review and finalize revisions to the program based on the new standards through the summer of 2002. A new course sequence was implemented in School Counseling based on the new PPS Standards at the start of the 2002-2003 school year. Key program changes included:

- Requiring candidates to complete two courses in the Learning & Teaching Program strongly suggested by the new standards (i.e. *School, Family, Community Partnerships* and *Foundations of Educational Psychology in a Diverse Society*). In addition to providing important content, because these courses are taken with candidates for teaching credentials, they provide an opportunity for fostering greater understanding and collaboration across teaching and counseling specializations and thus may contribute to more collaborative work environments in education in the future.
- Creating a new course in the Counseling Program (i.e. *Counseling Children & Youth in School Settings*) that more centrally addresses issues related to legal provisions of student discipline, including suspension, expulsion and due process.

- Developing new fieldwork procedures and forms for improved documentation of how candidates demonstrate competencies associated with relevant standard statements.
- Modification of the program's Comprehensive Exam to be aligned to the new standards associated with program development, leadership and advocacy in school counseling.

Subsequent to the April 2002 accreditation visit, documents were submitted to CCTC indicating program changes made to align with the commission's new standards.

Program Strengths: The credential program in School Counseling has a number of strengths. Of particular note are the following:

1. New standards for the PPS credential were implemented in 2002-2003.
2. New fieldwork procedures were implemented to assure candidate competencies associated with the revised standards.
3. The program's comprehensive exam was modified to assess the new standards.

Recommendations:

Some candidates reported inconsistent information and delayed responses in their advisement.

Program: Educational Administration: Credential and Degree Programs (Internship, Preliminary, and Professional)

Formative Summary/Report of Changes: School Leadership Transition Statement

The School of Education offers the following three credentials: 1) Preliminary Administrative Services Credential; 2) Preliminary Administrative Services Credential with an internship; and, 3) the Professional Administrative Services Credential. The goal of the program is to submit revised programs to CCTC in spring 2005.

Until 1999, the School of Education usually recommended 3-5 candidates for the preliminary credential each year. At that time, neither the internship credential nor the professional credentials were offered. The credential program was embedded in the masters degree in Leadership Studies and was a small program.

In 2000 San Diego City Schools asked the SOE to develop a preliminary administrative services credential with an internship program. A year later they requested that a professional credential program be developed. Their requests were due to the district's enormous need for highly trained school administrators. The internship credential program was approved in 2002 and the professional services credential was approved the following year. The program is now recommending approximately 20 people per year for the preliminary credential, approximately 20 for the internship credential and approximately 25 for the professional credential.

In the last 18 months, changes have been made to the program especially since the adoption of the CAPSELS as well as the research-based work that has been published by

WestEd and the Wallace Foundation. Other changes are related to course content based on feedback received from students, faculty and outside evaluators (Quigley, 2004; Hubbard, 2004) and sponsored by the Broad Foundation. For example, in the Professional Credential program, students preferred only mentoring and support during their first year on the job. They felt it was too difficult to take formal courses as a first year administrator. In addition, the program tried to better tie the coursework to their jobs and have streamlined assignments to better interface with their work. Thus, the program's timeline (all our programs are cohort-based) and several of the classes were modified in order to better meet their needs.

Finally, because the SOE strongly believes that administrator preparation should have a focus on instruction, administrator credential programs are more strongly connected to the Department of Learning and Teaching. This means that several of the courses in the administrator credential program come from that Department of Learning and Teaching as well as Leadership.

Given the revisions the state has made in the Professional Credential, many universities have recently dramatically cut the length and number of units required in the credential compared with what their credential program called for before. Currently, all students who are enrolled in the professional credential come from San Diego City Schools. The district and USD co-developed and co-teach the program and it is the "program" that the district highly recommends to their employees. It is anticipated that this relationship will continue. Thus, although there are plans to modify the professional credential program, significant changes from the original application will not be made. In addition, if a student applied to and was accepted in the doctoral program, twelve of the professional credential units could be used as part of the school leadership specialization in the doctoral program.

Program Strengths: The credential program in Educational Administration has a number of strengths. Of particular note are the following:

1. The program had the two technical stipulations for the 2002 CCTC visit removed based on the program's attention to correction in the program.
2. The program has implemented the partnership with the San Diego City Schools to establish an intern program for school leadership.
3. The program has fully implemented a portfolio assessment for candidates in the School Leadership as the culminating piece for the new CAPSELS based standards

Recommendations:

1. Explore the establishment of cohort groups in the Educational Administration credential program with different school districts in the service areas. This could possibly increase the enrollment that is needed to reduce the problem of low enrollment courses.
2. Implement a plan to increase diversity in the programs.
3. Involve practitioners from several districts in modifying the programs to meet the CCTC Standards.