

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

March 22, 2010

## Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at National Hispanic University. The report of the team presents the findings based upon reading the Institutional Self- Study Reports, review of supporting documentation and interviews with representative constituencies. Based on the findings of the team, an accreditation recommendation is made for this institution of **Accreditation with Major Stipulations**.

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

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

## Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship, BCLAD-Spanish	21	19	2	
Single Subject, with Internship, BCLAD-Spanish	21	20	1	
California Teachers of English Learners (CTEL)	10	10		
Education Specialist: MM Level I, with Internship	17	11	6	

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

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

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

**Institution:** National Hispanic University

**Dates of Visit:** February 7-10, 2010

**Accreditation Team**

**Recommendation:** Accreditation with Major Stipulations

**Rationale:**

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

Common Standards— The team reviewed all nine Common Standards and found that five Common Standards are Met and four are Met with Concerns: Standard 2: Unit and Program Assessment and Evaluation; Standard 3: Resources; Standard 4: Faculty and Instructional Personnel; Standard 7: Field Experience and Clinical Practice; Standard 8: District-Employed Supervisors

Program Standards – For the Multiple Subject Program, 19 Standards are Met, and 2 Standards are Met with Concerns: Program Standard 1: Program Design and Standard 3: Resources

In the Single Subject Program, 20 Standards are Met, and 1 Standard was Met with Concerns: 8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates.

In the California Teachers of English Learners Program (CTEL), all Standards are Met.

In the Level I Mild to Moderate Education Specialist Program, 11 Standards are Met and 6 are Met with Concerns: Standard 11: Educational Policy and Perspectives; Standard 13: Special Education Field Experiences with Diverse Populations; Standard 14: Qualifications and Responsibilities of Supervisors and Selection of Field Sites; Standard 17: Assessment, Curriculum, and Instruction; Standard 22: Assessment and Evaluation of Students; and Program Standard 25: Characteristics of Individuals with Mild to Moderate Disabilities

Overall Recommendation –

Based upon the team findings the team recommends an accreditation decision of **Accreditation with Major Stipulations** for National Hispanic University and its credential programs.

The institution has many Common and Program Standards *Met with Concerns*. The team finds that the standards less than fully met are impacting the quality of the preparation of candidates. Following are the team’s proposed stipulations:

1. The university must assure that every intern is supervised by a university supervisor during the entire internship.
2. There must be the establishment of collaborative partnerships with all stakeholders actively involved in the organization, coordination, and governance of all professional preparation programs.
3. The university must create a unit assessment plan that is articulated with the different program assessment processes to inform systematic program improvement and resource allocation.
4. The university must develop and implement a uniform system of professional development for field supervisors and master teachers that is based on regular and systematic evaluation.
5. The revisit must provide updated information on all standards that are less than fully met.

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

**Initial/Teaching Credentials**

Multiple Subject  
 Multiple Subject  
 Multiple Subject Internship  
 Multiple Subject BCLAD (Spanish)  
 Single Subject  
 Single Subject  
 Single Subject Internship  
 Single Subject BCLAD Spanish  
 California Teachers of English Learners  
 (CTEL) Certificate  
 Education Specialist Credentials  
 Preliminary Level I  
 Mild to Moderate Disabilities

**Advanced/Service Credentials**

Multiple Subject  
 Clear Multiple Subject  
  
 Single Subject  
 Clear Single Subject

Staff recommends that:

- The institution's response to the preconditions be accepted.
- National Hispanic University not be permitted to propose new credential programs for approval by the Committee on Accreditation, but may submit a program proposal for the Bilingual Authorization program which is an update to their current BCLAD program.
- National Hispanic University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- A re-visit by the Team Lead and staff consultant be scheduled within one year of the action by the Committee on Accreditation. The revisit team is to provide updated information on all standards that were less than fully met at the time of the initial site visit.

**Accreditation Team**

**Team Leader:** **Juan Flores**  
California State University, Stanislaus

**Common Standards Cluster:** **Thomas Doyle**  
National University

**Basic/Teaching Program Cluster:** **Virginia Kennedy**  
California State University, Northridge  
**Peter Cheoros (Retired)**  
Lynwood Unified School District

**Staff to the Visit** **Marilynn Fairgood**  
Consultant

**Documents Reviewed**

- Program Assessment Preliminary Report of Findings
- Program Assessment Summaries
- Biennial Report Response
- Completed Common Standards Planning Instrument
- Candidate and Instructor Evaluations
- University Catalog
- Institutional Response to Common Standards
- Course Syllabi
- Candidate Files
- Fieldwork Handbooks
- Follow-up Survey Results
- Candidate Portfolios
- TPA Data
- Needs Analysis Results
- Field Experience Notebooks
- Schedule of Classes
- Advisement Documents
- Faculty Vitae
- College Annual Report
- College Budget Plan

**Interviews Conducted**

	Team Leader	Common Standards	Basic/Teaching Cluster	TOTAL
Program Faculty	3	10	6	<b>19</b>
Institutional Administration	2	3	2	<b>7</b>
Candidates	22		124	<b>146</b>
Graduates	4	2	12	<b>18</b>
Employers of Graduates	10		1	<b>11</b>
Supervising Practitioners		6	9	<b>15</b>
Advisors	1	3	4	<b>8</b>
School Administrators	4			<b>4</b>
Credential Analysts and Staff	1	1	1	<b>3</b>
Advisory Committee	5		2	<b>7</b>
Librarian		1		<b>1</b>
Financial Officer		1		<b>1</b>

	Team Leader	Common Standards	Basic/ Teaching Cluster	TOTAL
IHE Field Supervisors			3	<b>3</b>
Intern Support Providers			3	<b>3</b>
Student Teaching Coordinator			3	<b>3</b>
TPA Coordinators			4	<b>4</b>
Program Assessment			3	<b>3</b>
<b>TOTAL</b>				<b>262</b>

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

### **Background Information**

National Hispanic University (NHU) is located in the center of the largest concentration of Latinos in Northern California, East San Jose. The university was established in 1981 with the mission "to enable Hispanics, other minorities, women, and others to acquire an undergraduate degree or certificate using a multicultural educational experience to obtain a professional career in business, education, or technology". The university provides an accessible education for underserved student and currently serves a largely Hispanic student population.

After extensive research of the success rate and high quality of education provided by historically black colleges and universities that graduated almost half of the African American professionals in American society during the 1980's, NHU believed that a small private independent college could make a difference in the graduation of Hispanic professionals in education, technology, and business. It is within this context that National Hispanic University shaped its mission. Founding President, Dr. B. Roberto Cruz, served as NHU's academic visionary for 22 years and helped shape the framework for the different types of Hispanic learners. This framework, coupled with the research conducted on Historically Black Colleges and Universities, identified high expectations, role models and academic support systems as effective strategies to graduate Hispanic students. This became the foundation by which The National Hispanic University was established.

### **The Department of Teacher Education**

The mission of the NHU Department of Teacher Education is to prepare teachers who are effective in California's culturally and linguistically diverse schools. The vision of the Department of Teacher Education is to provide an education that prepares teacher leaders who have a deep understanding of cultural and educational concepts, tools of inquiry and structures of the discipline(s) and who can create learning experiences that make these aspects of subject matter meaningful for students. NHU Teacher Education faculty believes that an effective teacher knows and uses appropriate strategies that meet the developmental and diverse needs of all students.

NHU offers several credential and certificate programs through the main campus and its Alameda County satellite campus: Multiple Subject, with Internship; Single Subject, with Internship; Mild to Moderate Education Specialist, with Internship and the California Teachers of English Learners, or CTEL, Certificate. The current total student enrollment in the Teacher Education Department is 279. This total includes 13 Alameda County Education Specialist candidates.

Although the university is also approved to offer a BCLAD authorization NHU currently has no candidates enrolled in the BCLAD program. Because the Fifth Year Program Standards are in transition, the team did not review the Fifth Year Program during the site visit. That program will be reviewed by a CTC panel of reviewers.

### Special Characteristics of the Institution

Over the last two years the CTEL program was added. Additionally, the University is in the process of working with WASC to add its first masters program and was recently granted WASC approval to offer a bachelor's degree in Child Development.

**Table 1  
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2008-09)	Number of Candidates Enrolled or Admitted (2009-2010)	Agency or Association Reviewing Programs
Multiple Subject, with Internship	Initial	25	60	CTC
		11	13	
Single Subject, with Internship	Initial	21	61	CTC
		15	19	
CTEL	Initial	32	46	CTC
Level I Mild to Moderate Education Specialist, with internship	Initial	13	28	CTC
		11	23	
5 <sup>th</sup> year Program	Advanced	30	29	CTC
<b>Total</b>		<b>158</b>	<b>279</b>	

### The Visit

The visit to National Hispanic University (NHU) began on Sunday, February 7, 2010 at noon. Team members met at the hotel for a team meeting and to begin preparations for the visit. The team consisted of 3 team members and a Team Lead. Since the Team Lead and the NHU Coordinator both attended a conference in Washington, D. C. the week before and were caught in blizzard-like conditions, their onsite arrival was delayed until Monday, February 9, 2010.

On Sunday, a NHU van transported team members to the university for an orientation to the university document room. Following the orientation, the university held a reception during which team members met the university President and other university administrators. On Monday morning, the team traveled to the university. The university accreditation coordinator was on site and she and Commission Staff re-arranged the Monday interview schedule to accommodate remaining team members. Data collection began on Monday morning with one team member traveling to a school site to conduct interviews. Remaining team members conducted onsite interviews, telephone interviews and reviewed documentation. The Team Lead joined the team on Monday afternoon. Team members continued their data collection on Tuesday. On Tuesday morning the team lead and Commission consultant presented the Mid-Visit Report to the Chair of the Teacher Education Division. On Tuesday evening the team met to discuss all standards to determine whether or not all standards were met. On Wednesday

morning the team continued their deliberations. Consensus was reached on all standard findings and an accreditation recommendation was made.

# Common Standards

## Standard 1: Educational Leadership

Standard Met

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

### Findings

The administration communicates a clear mission for the University. The Mission is demonstrated and promoted by both faculty and staff. The Teacher Education Department uses the unique Mission of the University as it emphasizes the California Standards for the teaching profession and the Curriculum Frameworks as described in syllabi.

All of the program descriptors and interviews with administration, faculty and students indicate that the mission is the basis for program development and program improvement.

Because of the small size of the program, faculty, instructional personnel and relevant stakeholders informally discuss program improvement. A clear line of authority has been included in the organizational chart that demonstrates the active involvement of stakeholders in the governance of programs. Greater articulation to stakeholders can be made at developing a systematic plan for communicating decisions. Currently, the administration is developing a formal system of communication using "Mission Café" conversations. Various employees of the University and other stakeholders will meet periodically to discuss issues in order to make decision making more collaborate and transparent.

Unit leadership has been given greater freedom to make decisions. It is clear from interviews with administration that they clearly support and encourage decisions made by faculty, staff and the chair of the education unit.

From the moment candidates walk into the University looking for information concerning the teacher credentialing program to the time when they are recommended for a credential University staff guide candidates in course selection, assists them in receiving financial aid, and meet regularly with the credential analyst. A seamless path from pre-candidacy requirements to post assessments exists. Candidates comment on the outstanding communication system that the University provides in assisting them in program decision making.

## Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

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

The unit implements assessment and evaluation for program improvement. Candidates are required to successfully complete program requirements including CSET, CBEST, TPAs, RICA, class grades, success in clinical practice, and a portfolio. It is unclear at times whether there is a systematic plan for using the data collected from multiple assessments to make program decisions. Assessments for university supervisors, site support providers, and master teachers are informal, which may limit the ability for the unit to make informed decisions concerning employee effectiveness.

The unit collects data for candidate and program completers. It is often unclear as to how the unit analyzes and utilizes this data on candidate and program completers' performance. Greater emphasis needs to be given to create a system whereby data is collected systematically to drive program improvement.

Ongoing and comprehensive data is collected for all graduates. This data is collected by admission counselors and the credential advisor. Candidate assessment is seamless from the entry requirements to the recommendation for the credential.

It is often vague as to how assessment data is used for program improvement. The major assessment for making program decisions is the student evaluation of professors. Most of the other decisions are made informally. One example of recent change occurred when the TPAs became required. From this meeting faculty made changes in the syllabi to enable candidates to successfully complete the TPAs. Greater assessment data are needed to drive supervisory decision making.

## Standard 3: Resources

Met with Concerns

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

The institution funds the majority of the teacher education program through tuition. Many of the students receive financial aid. The faculty and staff are qualified and the facilities are state of the art. Candidates are successfully passing state-mandated tests. At times faculty and staff may be stretched by their responsibilities, but candidates speak highly of the quality of instruction and the preparation they receive so that they are able to successfully demonstrate State standards.

Students consistently indicated that the quality of advisors, both admission and credential, is excellent. Faculty interviews indicated that faculty must follow a course outline that has specific

outcomes. These outcomes must be met, but freedom is given to instructional decision making. Students comment that the faculty not only “tell” about the strategies for effective teaching, but also model those strategies.

Greater emphasis needs to be given to professional development activities, particularly for field-based supervisors and university supervisors. Limited data is collected on the effectiveness of supervisors and master teachers, making it difficult to develop meaningful professional development experiences.

A wide variety of resources are available through the library. The University currently has 19 databases available for students to access information. The library databases are accessible both on and off campus. Personnel are available during library hours to assist candidates in accessing information. Faculty from area schools and colleges are donating books and periodicals to the library.

Although resources are limited, the chair of the education department indicates that when resources are necessary for program improvement they are provided. The Vice President of Finance indicated that next year the University will move to a departmental budget where the chair of the departments will be allotted a budget and given freedom to use the limited dollars. Professional development activities for master teachers and university supervisor need to be developed.

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

#### **Met with Concerns**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.
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Vita and interviews with adjunct instructors indicated that they had experiences necessary for teaching their assigned content. University supervisors are selected based upon the University’s relationship to certain individuals who have access and contacts with the local public schools. The criteria for selection and retention of supervisors are unclear. Interviews with these individuals indicated that they at times had limited knowledge of the program and little guidance as they began their supervisory roles. Also, greater emphasis needs to be given to development activities that will strengthen the skills of the master teachers, the site support providers and the university supervisors.

Vitae indicate that instructional personnel and faculty have knowledge in the content they teach. In addition the faculty and supervisor have extensive public school backgrounds. They are familiar with the CSTP, the TPEs and the TPAs and in an interview discussed how these standards guide their instruction and assessment. Candidates indicated that instructors not only

“tell” you how to teach, but in addition model effective teaching. Both full time and adjunct faculty have a variety of roles in assessing and supporting program decision making.

The Mission focuses on the preparation of teachers who are prepared and committed to working with a diverse population. Special emphasis is given to the effective teaching of second language learners. Interviews with administrators, faculty and students indicate that the mission is emphasized throughout the program. Many of the students interviewed indicated that the mission guided their decision to enroll in NHU.

Instructors and university supervisors have a thorough knowledge of the CSTPs, the Frameworks and the assessment system in place throughout the State of California for measuring student success.

Faculty attend workshops and conferences to improve their knowledge and skills related to their area of expertise. NHU offers opportunities for adjuncts and university supervisors to attend workshop and professional development seminars to better prepare them to teach and supervise.

Course instructors are evaluated by students at the end of every course. These evaluations are used to provide feedback and guidance to instructors. These evaluations also guide the institution in making decisions concerning future hiring of instructors. Also, faculty are regularly evaluated by their peers using a form developed by the Unit. Evaluations are not completed regularly for university supervisors, master teachers, and site support providers. Systematic assessments of faculty, adjunct instructors, supervisors and master teachers will enable the Unit to provide support to decision making.

**Standard 5: Admission**

**Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.
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Admission criteria and procedures are clearly defined. Candidates are guided through every step of the process. Students applaud the University on its admission process. One candidate said that she applied at another institution and a number of months later still had not received notification of acceptance. NHU notified her within 10 days.

Multiple measures are used in the admission process. These include but are not limited to CBEST, minimum GPA, interviews, letters of recommendation, and certificate of clearance.

Candidates are interviewed by faculty to determine whether they possess the personal characteristics necessary for effectively teaching the diverse population of California. A minimum undergraduate grade point average is necessary. Candidates also provide letters of recommendation. All of these factors are used to determine candidates' eligibility for the

program. Also, program admission does allow for candidates who may not meet minimum standards. The candidates are accepted on a case-by-case after meeting with the Chair of the School of Education.

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

### **Standard Met**

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

Candidates comment on the high quality of advising they receive from faculty, advisors, and the credential analyst. Files are kept for each student and two weeks before the end of a module the advisor meets with students to discuss selection of future courses. In addition, the University provides financial aid guidance from the advisor on a one-on-one basis if necessary to complete the FAFSA. Financial aid workshops are held regularly.

The faculty and staff regularly provide information to guide candidates' attainment of program requirements. Candidates meet regularly with faculty, advisors, and the credential advisor to make sure they are moving toward attaining the appropriate credential.

Candidates' progress is continually monitored by the advisor, the Chair of the School of Education, and the credential advisor. Candidates having difficulty are met with to discuss their progress. The Chair meets with the candidate and creates a program improvement plan. This plan is designed to assist the candidate in becoming successful. The plan is monitored closely. Those who cannot successfully complete the plan are counseled out of teaching.

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

### **Met with Concerns**

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

The unit has designed and implemented a planned sequence of field-based and clinical experiences. Field experience is built into many of the courses. These field experiences are required from the beginning of the program to help candidates determine whether teaching is a profession they want to pursue. Two six-week student teaching experiences are required of candidates. Interns also complete two modules of student teaching supervision at the end of the internship experience. Master teachers indicated that the student teaching experience be extended to provide all candidates a more realistic picture of teaching. Candidates demonstrate state adopted standards to university supervisors and master teachers. Evaluations are based upon candidates meeting those standards.

The University places students in a variety of sites. These sites are selected based upon a school or school district's willingness to take student teachers. Partners give little input into the program. Instead, the schools that are willing to take student teachers receive them. The Master Teachers receive little to no training. Master teachers describe their training as a short manual that is provided to them prior to a candidate beginning his/her student teaching. In most cases there is little collaboration between the University and the school sites. Candidates only assess informally their clinical practice, university supervisors and master teachers. There is no formal evaluation that would enable the University to identify ineffective Master Teachers and University Supervisors.

Field experiences and clinical experiences provide candidates the opportunity to demonstrate skills necessary for teaching in a diverse setting. The mission of the University is lived out as candidates are prepared to teach in diverse settings. University Supervisors and Master Teachers agree that one of the strengths of NHU candidates is their ability to work with diverse populations. Master teachers and University Supervisors both indicate that NHU candidates' use research-based methods for teaching content area literacy and for teaching second language learners using SDAIE strategies.

Through several interviews, there was some confusion regarding the definitions, roles and availability of intern support providers and university employed supervisors. Team members found that there is insufficient training and development activities as well as evaluation processes for faculty, supervisors, and master teachers.

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

### **Met with Concerns**

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

District-employed master teachers and intern support providers are certified and must have five years of teaching experience. There seems to be no formal method of identifying qualified Master Teachers. Master teachers were selected because they had a relationship with NHU or were selected by principals in individual schools that were contacted by the Coordinator of Field Experience. The coordinator indicates that the contacts with single subject settings and education specialist placements are growing since these are relatively new and growing programs.

University Supervisors have credentials in the area they are trained and a minimum of 5 years of experience in teaching. Many of the University Supervisors are retired teachers or administrators. Some of these Supervisors also serve as adjunct instructors for the University. The Supervisors are highly committed to the task of mentoring candidates for the teaching profession.

Supervisors stated they received little or no training in supervision. Supervisors indicate that they were prepared because they were principals or supervisors prior to retirement. The Supervisors evaluate candidates based upon a formal evaluation that guides the Supervisor in the assessment of candidates using the TPEs. Master teachers also evaluate the candidates based

upon the same formal assessment. University Supervisors and Master Teachers indicate they received little training in using the formal assessment. Development opportunities for master teachers should be offered and a systematic plan for selection of qualified master teachers is needed.

**Standard 9: Assessment of Candidate Competence**

**Standard Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.
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Multiple measures are used to assess candidates' ability to demonstrate professional knowledge and necessary skills. State adopted standards are measured by CSET, CBEST, RICA, TPAs, student teaching evaluations and candidates' portfolios. These multiple measures are used to determine candidates' likelihood for success.

Candidates completed all of the Commission-adopted competency requirements as specified in program standards.

## TEACHING CREDENTIAL PROGRAMS

### Multiple and Single Subject Credential Programs, with Internship BCLAD Emphasis

#### *Program Design*

The NHU Multiple Subject and Single Subject credential program philosophy is based on the principles of effective educational practice that values and integrates the language, culture, and social context of the student into the school curricula, giving equal status to home, community, and school experiences.

The major goal of the Teacher Education Department at NHU is to prepare teachers who can be effective in California's diverse schools. Emphasis is placed upon preparing teachers who will be able to meet the developmental needs of students from the various cultural, linguistic and socioeconomic backgrounds in a constantly changing society.

The program design is learner-centered with a focus on reflection and critical thinking about teacher actions and the consequences of those actions. The preparation of teachers is designed to include the following elements throughout the course of study:

- Developmental factors which influence learning;
- Social and cultural factors which influence learning by students from culturally diverse backgrounds;
- The scope and sequence of school curriculum;
- Technology in the classroom;
- Effective teaching strategies appropriate for culturally and linguistically diverse student populations

*Interns:* NHU has an internship program with two area districts and a County Office Consortium that includes the participation of three counties. The NHU Teacher Education Chair is responsible for overseeing the partnership. The Chair meets with the County Offices of Education intern leadership to assure that teachers are well served and supported. Additionally, districts have designated intern support providers who work exclusively with interns. In some cases, the university coordinator and NHU Department of Teacher Education Chair provides additional support as needed. In the intern model, the university supervisor, the intern coordinator, and the intern support provider work closely together to ensure the success of the intern teacher in all aspects of teaching and managing a classroom. However, as verified through interviews with candidates, partners and staff, the program design does not provide consistent supervision from university supervisors throughout the internship.

*Courses Specific to the BCLAD Authorization* Currently, no candidates are enrolled in the NHU BCLAD program. To obtain a BCLAD authorization, candidates are expected to complete the same requirements as the full-time credential student. Additionally, BCLAD candidates must complete Test 6 of the BCLAD: language proficiency examination, and a 3 unit Latino culture course.

The Offices of the President and Vice President/Provost have delegated the administration of the teacher preparation programs to the Chair of Teacher Education. The Chair, Advisor

Coordinator, and Coordinator of Supervision conduct advisement concerning specific courses in the credential program, certificate program, and student teaching. They counsel candidates in their programs from their initial interviews until the completion of the credential or certificate program. This includes advisement related to prerequisite courses, program courses, secondary language proficiency examinations, acquisition of clear credentials, and preparation for obtaining teaching positions and completion of their Professional Portfolios. The Department of Teacher Education personnel and the Registrar's office also monitor and verify that candidates have met all the requirements for a credential and certificate. Thus, the following people recommend the candidate: master teacher, supervisor, Coordinator of Supervision, Registrar, and Teacher Education Chair. The final recommendation rests with the Teacher Education Chair, who examines all documents that demonstrate competence in core and credential/certificate specific-standards. The Chair makes the final recommendation for the state credential or certificate. All candidates and interns must successfully complete the CalTPA prior to formal recommendation.

### *Field Experience*

Beginning with the first credential course, informal fieldwork, occurs throughout the credentialing courses. While teacher candidates are completing coursework they are required to do follow up assignments that link research to reality through either interviews or observations. In each course, instructors provide a structured observation protocol and assignments for teacher candidates to complete.

All candidates are required to enroll in Inclusive Educational Practices. This course specifically addresses the major categories of disabilities. In addition, the methods courses also require students to consider instructional strategies for the classroom population that often has multiple abilities. A very basic introduction to fieldwork is also provided in the Educational Foundations course.

The second type of fieldwork is a more formalized fieldwork experience such as in Classroom Field Experience and Seminar and Student Teaching/Intern Teaching and Teaching Practicum. In these courses candidates are assigned to a specific teacher(s) and have specific duties and responsibilities.

As part of the student teaching experience, all candidates are expected to teach to the academic content standards. As the student teaching experience comes to a close, teacher candidates must assess the effectiveness of their instruction and record the results in their journal, which becomes a potential artifact for the culminating portfolio.

*Interns:* Intern teachers are placed in classrooms for one (1) academic year in public schools and experience all phases of a school year on-site. Whenever possible they teach English language learners in their own classroom. They are required to develop lesson plans that focus on universal access to the core curriculum at all phases of their intern teaching experience. During the intern teaching experience, interns are expected to begin teaching their classes under the guidance of their district support providers and their university supervisors.

Interns are required to do the same observation and participation as teacher candidates and these sites must vary with respect to grade level. In addition, interns are encouraged to expand their experiences by visiting and getting involved with other programs and classrooms within their own schools.

### *Assessment of Candidate Competence*

Faculty members assess and evaluate the candidates' performance in meeting the Teaching Performance Expectations (TPEs) as they are completing the coursework. The critical performance tasks embedded in the coursework lead to and, in some cases, mirror expectations of the Teaching Performance Assessment (TPA). The formative assessment occurs at the end of each semester within the coursework completed and the field supervision. Candidates are expected to satisfactorily pass all courses and to show progress in working in the field at the end of the first semester to continue in the second semester.

In student teaching, candidates have opportunities to practice the program adopted TPAs and to show satisfactory performance. Field supervisors are trained on using a standard rubric to ensure that candidates are meeting the target standard of effectiveness in order to be recommended for a preliminary credential.

*Interns:* The university supervisors utilize the same standards, process and feedback forms used by all multiple and single subject supervisors. Interns are provided with observation and evaluation forms from the university supervisor and the program during the student teaching phase of their internship. The expectation is that interns fulfill all duties and teaching responsibilities and meet performance assessments in all categories prescribed by state standards. Interns are also given continuous feedback from their support providers throughout their internship and are subjected to evaluations by the principal as any other first-year teacher.

### *Findings on the Standards*

After review of the Program Assessment Summary, the Program Assessment Preliminary Report of Findings, the institutional response and supporting documentation, the Biennial Report, Biennial Report Response and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all standards were met with the exception of the following:

#### ***Program Standard 1: Program Design***

#### ***Met with Concerns***

Due to the small numbers of candidates enrolled in the Single Subject program, methods classes are integrated with Single Subject, Multiple Subject and even, at times, CTEL candidates. Attempts are made to give subject appropriate instruction to all these groups; however interviews with students revealed that there were some inconsistencies.

Through interviews with candidates, program partners, faculty and staff, the team found that the program design does not provide supervision from university supervisors throughout the internship. There is a lack of university supervision during the beginning and middle portions of interns' teaching. University supervision is not provided until the final 12 weeks of their internship, while in the student teaching course.

#### ***Program Standard 2: Collaboration in Governing the Program***

#### ***Met with Concerns***

While there is evidence of some collaboration between program providers and districts, their joint collaboration is not systematic as envisioned by this standard.

#### ***Program Standard 8B: Pedagogical Preparation for Subject -Specific Content Instruction by Single Subject (SS) Candidate***

#### ***Met with Concerns***

Interviews with Single Subject candidates indicated that there were some problems in the methods classes as they were integrated with Multiple Subject candidates. All candidates receive the same instruction on the use of a specific teaching strategy. They then break out into small groups and attempt to develop ways that they could apply that method to their disciplines. Therefore, candidates do not receive pedagogical preparation for subject specific content instruction.

## **California Teachers of English Learners (CTEL) Certificate Program**

### *Program Design*

The CTEL program philosophy is based on the principles of effective educational practice that value and integrate the language, culture, and social context of the student into the school curricula, giving equal status to home, community, and school experiences. In addition, the Department of Teacher Education (DTE) teacher preparation program is based on the belief that all children, if properly nurtured, have appropriately high expectations for themselves as learners and strive to realize their full human potential. This philosophical foundation is a response to the challenge and the potential offered by California's diversity.

The department Chair provides effective leadership in the DTE for the CTEL program. Additionally, the Chair provides opportunities for collaboration within which faculty work together for the improvement of the program. The Chair and other program leadership are readily available to the faculty and provide guidance and instructional support.

The CTEL program has been recently approved by CTC within the last two years and has not been in existence sufficiently long to warrant any program changes.

Interviews with program stakeholders, including school principals and school district human resource (HR) personnel, indicate that CTEL program leadership regularly communicates with these stakeholders regarding the status of the program students. This communication is by way of personal and informal communications rather than through a consistent advisory committee structure. Nonetheless, the stakeholders consistently praised the responsiveness of the program leadership.

### *Curriculum*

Interviews of program candidates indicate significant satisfaction with the quality of the instruction and the significant application of the content to their actual teaching situations. Students consistently praised the knowledge and expertise of the instructors. Students consistently praise the effectiveness and utility of the coursework in preparing candidates to work with English learners. They appreciate the degree to which the methods of teaching English learners are immediately applicable in their own classes and with their own English learners. Students expressed satisfaction with the second language acquisition course and the knowledge base, methods and strategies that were presented for teaching for English learners.

### *Field Experience*

Students completing the CTEL certificate program are, for the most part, currently practicing and credentialed teachers with full time teaching assignments. As such, there is no need for field placements, and they are not explicitly required in the standards.

Because of the size of the NHU teacher education department, the coursework for the CTEL program is provided in collaboration and combination with the multiple and single subject credential programs. As a result, there are extensive field experience requirements embedded into the coursework. Although these field experiences are not required by the CTEL program standards, the candidates expressed that these requirements were very useful and the experiences were excellent connections between theory and practice and were applicable to their own classroom settings. The interviewed candidates shared that they found the field experiences within the coursework to be relevant and meaningful to their work with English learners.

#### *Assessment of Candidate Competence*

NHU's CTEL courses review a candidate's performance throughout the program. Instructors administer quizzes throughout the four required courses to gather data related to the progress and understandings of the program candidates. The program provides written and oral feedback to the candidate regarding their progress. Re-teaching occurs when necessary and students revise their assignments when there is inaccurate understanding of concepts or program materials. A final presentation and written final examination are required in each course.

In addition, program leader(s) and professional development providers regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.

#### ***Standard Finding:***

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

### **Education Specialist Credential Program Mild to Moderate Level I, with Internship**

#### *Program Design*

The coordination of the Education Specialist Credential program, as well as the other teacher education credential programs, is the responsibility of the Department Chair. The Chair both advises and teaches regularly. NHU is a small institution and communication within the credential program and with the institution at large is frequent and takes place through mainly informal structures.

The NHU Department of Teacher Education has moved in the direction of competency-based (performance-based) program outcomes and is strongly committed to a conceptual knowledge and skill-based framework soundly integrated with the philosophies of the university and the department. The University mission and philosophy, as well as the Department mission emphasize the active, social nature of learning, the interconnections among ways of learning, and teaching for diversity. Courses, instruction, and field experiences in the department are substantive.

*Interns:* NHU has agreements with four County Offices of Education and four surrounding school districts to offer intern programs that prepare candidates for the Education Specialist Mild/Moderate Level I credential. A support person is assigned by the school district or Intern Program to each candidate. This person is responsible for providing day-to-day support.

*Obtaining a Multiple or Single Subject Credential:* Education Specialist candidates may obtain the Multiple Subject and Single Subject credential by completing between 9 and 11 units, depending on their additional chosen credential, and passing the requisite examinations. A candidate can elect to take the required courses for the two credentials concurrently or after completion of the Level I credential requirements.

### *Curriculum*

Current candidates and program completers report that all of the courses integrate theoretical and research-based learning with applications to their work with K-12 students. This is a considerable strength of the program. Faculty and university supervisors are experienced practitioners who base their teaching and supervision on the California Standards for the Teaching Profession (CSTPs) and TPEs while inculcating the knowledge of how schools work and how students with disabilities are served. Faculty have the requisite education and coursework and fieldwork are coordinated primarily through the use of the TPEs in many courses to focus candidates on the important skills and knowledge they will need in order to be effective teachers of students with mild/moderate disabilities.

### *Field Experiences*

The NHU Special Education program provides field experiences that include observations and practice in a variety of education settings with students who are culturally diverse, at risk, and have varying disabilities. Each candidate participates in analytical discussions, guided opportunities for reflection and a combination of experiences in diverse settings serving elementary, middle, and secondary special education students throughout their coursework, in all core and specialization courses.

The program design includes field experiences in general education as well as special education so that candidates are prepared to work with general education teachers in a more collaborative partnership. General education field experiences are required throughout the program and can include formal observations, school visits, and/or interviews with school personnel.

The NHU fieldwork components of the general education credential program are designed to give candidates opportunities to relate theories and practices to the classroom and to achieve greater success. Courses that include general education field experiences are Educational Foundations, Field Experiences, Second Language Learners, Language Arts & Reading Curriculum and Instruction and Student/Intern Teaching.

Though interviews with candidates and faculty, team members found that, in the intern program, there is a lack of university supervision during the beginning and middle portions of interns' teaching. University supervision is not provided until the final 12 weeks of their internship, while in the student teaching course.

### *Assessment of Candidate Competence*

NHU's program uses an assessment process that requires a candidate to demonstrate competence through more than one measure. This process includes grades in courses, critical assignments in several courses, self-evaluation on the CSTPs, exit portfolio, supervisor evaluation and, for non-interns, the Master Teacher Evaluation.

The final phase of the Level I credential program for Mild/Moderate candidates is the student teaching in special education or directed teaching for those employed on an internship. All candidates, both student teachers and interns, are required to attend the student teaching seminar during their student teaching course. The seminar is an opportunity for candidates to review the portfolio and student teaching problems and requirements. During this phase, there is systematic supervision conducted by the student teacher supervisor. This assessment is summative and evaluates the skills and knowledge necessary for professional competence.

University Supervisors visit the student teacher or intern's classroom a minimum of three times during six weeks, recording observations and making comments and suggestions. A copy of the observation is given to the student teacher or intern for immediate feedback. A copy is also given to the Coordinator of Supervision.

Daily journal keeping and completion of assignments, i.e., case studies, behavior management plans and IEPs, are carefully monitored. University Supervisors and intern support providers use the student teacher's journal and portfolio as an interactive communicative device. Interns are encouraged to be reflective in their use of the journal and to document experiences that demonstrate competency in areas not readily observed by the University Supervisor, (i.e., parent conferences, IEP meetings, staff meetings, etc.) for their portfolio.

Candidate assessment is multi-faceted and based on indicators of current professional standards in the TPEs, the CSTPs and aligned standards from the Council for Exceptional Children (CEC). Candidates and program completers indicated that they were well-informed throughout the program and at the student teaching phase about the nature and content of the candidate assessments that would be used. They also stated that they were informed of the results of these assessments in a timely manner, both through verbal and written communication.

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

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, program partners and supervising practitioners, the team has determined that all Standards are met with the exception of the following:

#### ***Program Standard 11: Educational Policy and Perspectives***

#### ***Met with Concerns***

While most Education Specialist candidates appear to complete the foundations course early in their program, it appears that it is not uncommon for interns to begin their internship in their own classrooms before they have completed the foundations course taken by all candidates and the introductory special education course. The sequence of coursework places general education courses before special education coursework. Therefore, the program does not consistently provide initial instruction in the essential themes, concepts, and skills related to the duties of a special educator prior to assuming their intern positions. At the same time, due to the small size of the program, some courses may be offered on an infrequent basis, such as once a year, so it may not be possible for candidates to follow the sequence as planned.

***Program Standard 13: Special Education Field Experiences with Diverse Populations***

***Met with Concerns***

In the Intern program, there is a lack of university supervision during the beginning and middle portions of interns' teaching. University supervision is not provided until the final 12 weeks of their internship, while in the student teaching course.

***Program Standard 14: Qualifications and Responsibilities of Supervisors and Selection of Field Sites***

***Met with Concerns***

There is not a process to evaluate university supervisors. Interns do not receive supervision throughout their internship.

***Program Standard 17: Assessment, Curriculum, and Instruction***

***Met with Concerns***

The development of skills and knowledge in the use of assistive technology with students with mild/moderate disabilities is insufficient. Review of documents and information obtained from interviews indicated that while there is an assignment concerning technology in at least one course, the use of assistive technology with students with mild/moderate disabilities does not appear to be infused or developed throughout the program.

***Program Standard 22: Assessment and Evaluation of Students***

***Met with Concerns***

Knowledge and skills in the areas of life skills and transition assessment are not sufficiently developed nor required to be demonstrated.

***Program Standard 25: Characteristics of Individuals with Mild to Moderate Disabilities***

***Met with Concerns***

Candidates do not obtain sufficient knowledge in the characteristics of students with specific disabilities within the area of mild/moderate disabilities. A review of syllabi and interview input from program completers indicate that strategies, interventions, and curricula that have research-based effectiveness with students who have different mild/moderate disabilities are not sufficiently addressed. Examples were given by program completers of not having sufficient knowledge of specific learning needs and effective intervention with students with different mild/moderate disabilities.