

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Fresno Pacific University

**April 2010
Overview of this Report**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Fresno Pacific University. The report of the team presents findings based upon a thorough review of the Institutional Self-Study reports, supporting documentation, and interviews with representative constituencies. Based upon the findings of the team, an accreditation recommendation is made for this institution of **Accreditation with Stipulations**.

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

	Common Standards		
	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 Requirements	X		
6. Advice and Assistance	X		
7. Field Experience and Clinical Practice	X		
8. District Employed Supervisors	X		
9. Candidate Assessment	X		

Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	19	19		
Single Subject, with Internship	19	19		
Education Specialist: MM Level I	17	17		
Education Specialist: MM Level II	12	12		
Education Specialist: MS Level I	19	19		

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Education Specialist: MS Level II	11	11		
Education Specialist: PHI	18	18		
Education Specialist: Early Childhood Level I	14	14		
Education Specialist: Early Childhood Level II	3	3		
Early Childhood Special Education Certificate	8	8		
Reading Certificate	11	11		
Multiple and Single Subject Clear	4	4		
Teacher Librarian	26	26		
Preliminary Administrative Services	15	15		
Professional Clear Administrative Services	9	9		
Pupil Personnel Counseling: School Counseling	32	32		
Pupil Personnel: School Psychology w/Internship	27	27		
Not Reviewed (see explanation at end of program reports): Designated Subjects Career Technical Education Adult Education Supervision and Coordination Special Subjects				

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

An additional Focused Visit was conducted on April 21-22, 2010 to collect information related to the School Psychology and Professional Administrative Services credential programs.

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

Institution: Fresno Pacific University

Dates of Site Visit: March 21-24, 2010
Dates of Focused Visit: April 21-22, 2010

**Accreditation Team
Recommendation:** Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; and 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 found that all Common Standards were Met except for Standard 1: Educational Leadership and Standard 2: Unit and Program Assessment and Evaluation. The team found Standard 1 to be Met with Concerns and Standard 2 to be Not Met.

Program Standards

All program standards in all programs were found to be Met. During the March 21-24 site visit, the team was unable to collect sufficient evidence to fully support standards decisions for the Pupil Personnel Services: School Psychologist and Professional Administrative Services Credential Programs. These two programs were reviewed during a focused visit on April 21-22, at which time reviewers found all standards Met for those programs as well.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Based upon this review the team unanimously recommends a decision of **Accreditation with Stipulations**.

Stipulations:

Standard 1: Education Leadership

That the Fresno Pacific School of Education create and institute a research-based vision of educator preparation that is responsive to California’s adopted standards and curriculum frameworks and provide evidence that this vision is being used to provide direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration and unit accountability.

Standard 2: Unit and Program Assessment and Evaluation

That the Fresno Pacific University School of Education develop and implement a unit-wide assessment system and apply that system across unit programs. The system is to include data collection related to unit outcomes and use of that data for unit improvement. In addition, that the SOE provide evidence that assessment is being used systematically for program improvement in all programs.

That the institution provide evidence regarding actions taken to address stipulations within one year of the date of action by the Committee on Accreditation.

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

Administrative Service

- Tier I
- Tier I Intern
- Professional Clear

Multiple Subject/Single Subject Clear Credential

Education Specialist (Levels I & II)

- Mild/Moderate
- Moderate/Severe
- Physical and Health Impairment
- Early Childhood

Pupil Personnel Services

- School Counseling
- School Psychology

Teacher Librarian

Reading Certificate

Teacher Education

- Multiple Subjects
- Single Subjects

Designated Subjects

- Career Technical Education
- Adult Education
- Supervision and Coordination
- Special Subjects

Staff recommends that:

- The institution’s response to the preconditions be accepted.
- Fresno Pacific University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Fresno Pacific 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.

CTC Accreditation Team

Team Lead:	Mark Cary Davis Unified School District, Retired
Common Standards Cluster:	Franell Prather San Diego State University—Imperial Valley Deanna Brady Azusa Pacific University—Orange County Virginia Matus Glenn Lake Tahoe USD, Retired
Programs Cluster:	Jan Barrett Capistrano USD Diana Wheeler National University Katie Croy Point Loma Nazarene University Mark Matzaganian University of LaVerne
Staff to the Accreditation Team	Terry Janicki , Administrator Geri Mohler , Consultant

Documents Reviewed

Institutional Self Study	Field Experience Notebooks
Course Syllabi and Guides	Advisement Documents
Candidate Files	Faculty Vitae
Program Handbooks	College Annual Reports
University-wide Survey Data	College Budget Plan
Candidate Performance Data	FPU Website
Biennial Reports and CTC Feedback	Accreditation Website
Program Assessment Documentation	Program Evaluations
Program Assessment Preliminary Findings	Meeting Agendas and Minutes
Program Assessment Summaries	University Catalog
University Multi-year Budget Trend Data	Candidate Portfolios

Interviews Conducted

	Common Standards Cluster	Program Cluster	Total
Program Leadership	38	27	65
Candidates	55	86	141
Completers	25	30	55
Employers	23	21	44
Faculty	40	59	99
Field Supervisors—Program	10	31	41
Field Supervisors--District	5	25	30
Advisory Board	10	14	24
Total			499

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles.

Background Information

Fresno Pacific University (FPU) is located in Fresno, in the heart of California's Central Valley. The University is owned by the U.S. Pacific District Conference of Mennonite Brethren Churches and serves a broad inter-denominational constituency of undergraduate and graduate students. FPU is situated on a 50-acre campus in southeast Fresno, a rapidly growing and culturally diverse area of the San Joaquin Valley. FPU began as Pacific Bible Institute in 1944 and was designed to prepare young people for service in the church or church-related ministries. It added a junior college program in 1957, becoming a four-year college in 1963. The vision of preparing young people grew to include many other professions and areas of service beyond the church. In the late 1960's, teacher education was added, again extending the boundaries of service for Fresno Pacific College. Shortly thereafter, the college began to offer professional development courses in education. In time, these grew into advanced credential programs.

By 1997 the growth and diversity of needs within the college had grown to such a degree that the Board of Trustees restructured the institution. Fresno Pacific College became Fresno Pacific University. In 2003 the University switched from an undergraduate/graduate academic model to an organization built around disciplines and professional studies. Currently, the University is comprised of four schools:

- The School of Humanities, Religion, and Social Sciences
- The School of Education
- The School of Natural Sciences; and
- The School of Business

Education Unit

Programs are taught in four separate locations with the following programs offered in each of the listed locations:

Main Campus

Administrative Service

Tier I
Tier I Intern
Professional Clear

Multiple/Single Subject Clear Credential

Education Specialist (Levels I & II)

Mild/Moderate
Moderate/Severe
Physical and Health
Impairment
Early Childhood

Teacher Librarian (Online)

Reading Certificate

Teacher Education

Multiple Subjects
Single Subjects

Designated Subjects

Career Technical
Education
Adult Education
Supervision and
Coordination
Special Subjects

North Fresno Campus

Pupil Personnel Services

School Counseling
School Psychology

Bakersfield Center

Administrative Services

Tier I
Tier I Intern
Professional Clear

Education Specialist (Levels I & II)

Mild/Moderate
Moderate/Severe
Physical and Health
Impairment
Early Childhood

Pupil Personnel Services

School Counseling
School Psychology

Teacher Education

Multiple Subjects

Visalia Center

Administrative Services

Tier I
Tier I Intern
Professional Clear

Education Specialist (Levels I & II)

Mild/Moderate
Moderate/Severe
Physical and Health
Impairment
Early Childhood

Pupil Personnel Services

School Counseling
School Psychology

Teacher Education

Multiple Subjects
Single Subjects

Standard 1: Educational Leadership

Met with Concerns

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.

Fresno Pacific University has a Christ-centered vision, rooted in teachings of the Mennonite Brethren Church. In this vision, teaching is seen as a calling to redemptive service that expects candidates to embrace the values of scholarship, professionalism, leadership, and peacemaking and to be advocates, collaborators, communicators, passionate inquirers, and facilitators of classroom community in the schools they serve. While not articulated on a unit-wide basis, programs share some research-based core principles of learning theory, including that learning is a social and collaborative process; that learning is actively constructed and impacted by culture; that it is reflective; and that assessment is integral to learning. Interviews with program faculty, candidates and completers confirm that FPU candidates are reflective about their educational practices, make effective use of assessment as a basis for instructional decisions, and are committed to—and capable of—helping all students acquire the skills and knowledge to meet California's adopted standards.

The team found clear evidence that these core principles guide decisions within programs regarding the nature and content of coursework, the instructional practices that faculty model, the design and implementation of field work and the assessment of candidate competence. Because they are not fully articulated and integrated at the unit level, however, these principles do not provide clear, explicit direction for program and unit accountability.

Through interviews with faculty and instructional personnel, the team found ample evidence that these groups are actively involved in the organization, coordination, and governance of all professional preparation programs at the university. A number of standing committees meet regularly to provide input on unit decisions and to discuss issues of concern and interest. In addition, there is regular and continuous dialog conducted informally among faculty and instructional personnel that engages them in continuous reflection about program practices and effectiveness. Relevant stakeholders from the P-12 community provide input and feedback to programs, but the frequency and extent of their involvement varies considerably from program to program. In interviews with stakeholders who serve in an advisory capacity, however, the team found that nearly all of those interviewed also served as adjunct faculty in the programs they advised.

The President and Provost of Fresno Pacific University are actively involved in improvement efforts across the university. The Provost meets regularly with the Dean of the School of Education to discuss program needs and interests and to determine how best to address the school's needs. Although relatively new to FPU, the Dean is actively involved in all aspects of SOE operations and the team found many examples of his support and facilitation efforts across the unit. In the 2009-10 budgeting process, for example, the Dean included representatives of every program in meetings to develop consensus on how to meet the needs of all programs. This is the first time that program representatives from all programs have been involved in the full budget development process at the unit level.

At Fresno Pacific University, the School of Education has implemented a credential recommendation process and monitors that process to ensure credential candidates have met all requirements before being recommended for a credential. Credential recommendations are processed on a program-by-program basis as a joint effort between the Program Director and the Credential Analyst, and a credential is not recommended until the Program Director has signed off on all candidate requirements and has reviewed all assessment information used to determine readiness for credentialing.

Rationale for Standard 1:

The standard calls for the institution and unit to create a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. Currently, there appears to be agreement across programs on a set of research-based core principles that reflect the intent of the standard, but these have never been formally adopted as a unit vision. As a result, they have not provided the direction for programs, courses, teaching, candidate performance and experience, scholarship, service, collaboration, and accountability across the unit that the standard requires.

The standard also requires that faculty, instructional personnel, and other relevant stakeholders be actively involved in the organization, coordination, and governance of all professional preparation programs. While the team found clear evidence that faculty and instructional personnel are involved in these activities, there was limited evidence of the involvement of P-12 or community stakeholders who were not also adjunct faculty. In addition, the evidence of stakeholder involvement obtained through interviews was not active, systematic, or consistent.

Standard 2: Unit and Program Assessment and Evaluation

Not Met

<p>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.</p>
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Assessment in the Multiple and Single Subject Programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness. The Teacher Education Department conducted a faculty retreat to analyze student assessment data, including fieldwork documentation, reflecting candidate performance

on California Standards for the Teaching Profession, class grades, and TPA results, and made recommendations for program improvement. They have planned and scheduled another focused retreat for the spring.

The evaluation efforts in other programs are in varying stages of development. While all programs made use of data for Biennial Report purposes, the data submitted by many programs did not reflect the same specificity of focus as that submitted by the Teacher Education Department. The amount, type and validity of data varied across programs and did not reflect a systematic approach to data use for program improvement. Use of data for program improvement purposes is emergent and inconsistent across most programs within the unit.

No evidence was found of an overall, comprehensive, unit-wide evaluation system or of the systematic collection, analysis and use of data for program and unit improvement. The standard requires that the data be collected and analyzed on a unit-wide basis and that these data serve as the basis for ongoing unit improvement.

The SOE acknowledges in its 2009 Biennial Report that this is an area it needs to address.

Rationale for Standard 2:

The systematic collection, analysis, and use of data for improvement purposes in the School of Education is in its infancy at the program level and has not begun at the unit level. Interviews with unit and program leaders make it clear that they recognize the need for, and importance of, using data as the basis for program improvement efforts. While each program reviews individual candidate performance and proficiency data for the purposes of recommending credentials, ongoing and comprehensive data collection, analysis, and use of results for the purpose of program improvement is lacking in most programs. In addition, the team found that data are not yet being collected at the unit level for the purpose of ongoing unit evaluation and improvement.

Standard 3: Resources

Met

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.

Program leaders within the School of Education assess program needs and meet with the Dean to secure program resources. Interviews with University Administration (Dean, Provost and CFO), along with documentation: ([a] Revenue and Expenditure charts, and [b] 5-Year Operating Expense Trends), verify that the School of Education receives an equitable share of the University budget, providing each program with qualified personnel, adequate facilities with

several classrooms outfitted with “smart boards,” and other resources to prepare candidates effectively.

After a review of the School of Education’s budget, combined with interviews with program leaders, it is evident that basic resources are being allocated for effective operation of each program, including coordination, admission, advisement, instruction, field-based practice, and assessment.

Internet access and email accounts are provided to each program candidate. Information resources such as *Taskstream*, which is used to assess student learning, and the Fresno Pacific *Moodle* management system, which delivers online courses, are utilized to meet program and candidate needs. The University’s library is conveniently located on campus, and professional librarians are available six days a week, including travel to Regional Centers to offer support for research. *Ebrary Academic Complete* (electronic library) is another resource available to candidates. Candidates at regional centers have access to all electronic resources the library offers, which can be accessed from any computer having Internet access. In addition, they can order print materials from the main library. The library sends requested books through the mail, and journal articles or other small files are scanned and emailed directly to candidates.

The budget process is directed by the Chief Financial Officer (CFO) and includes the participation of Program Directors, Division Chairs, the Dean, the Academic Cabinet, and President’s Cabinet. Interviews with program leaders and the Dean indicate that an inclusive process is in place to determine program needs. To ensure this process, monthly SOE meetings include a review of budget reports to allow reevaluation of resource needs.

Standard 4: Faculty and Instructional Personnel

Met

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

Candidates and program completers in all programs reported positive experiences with FPU faculty. The fact that faculty are well-qualified is also evident from a review of faculty vitae and interviews with faculty and university administration. Instructional personnel who serve as supervisors hold appropriate credentials as well. All faculty and instructional personnel are

selected based on their academic and professional experiences, which directly relate to their field of teaching. In addition to their qualifications as instructors, School of Education faculty have up-to-date knowledge in their respective field areas, model professional practices of the teaching and learning process and have of a thorough grasp of California educational standards and frameworks. Many of the faculty interviewed have recently had relevant administrative and/or teaching positions in the surrounding districts or counties.

Evidence from a variety of sources indicates that faculty and staff are knowledgeable about diverse abilities, culture, language, ethnic and gender equity. This reflects a commitment that is central to Fresno Pacific University's beliefs about teaching. Along with its commitment to serving all students, the SOE is aware of the importance of its faculty being reflective of a diverse society. Interviews with administration indicated that the School of Education is committed to identifying and recruiting potential faculty members who reflect the local demographics.

Interviews with the faculty, administration and members of the Fresno P-12 community acknowledge a rich history of deep and significant collaboration. Programs engage in educational partnerships with local school districts, and faculty members participate in a broad spectrum of professional organizations appropriate to their field, including attending local, state and national conferences to remain informed on educational issues.

Prior to the 2008-09 academic year, funding was available for faculty development, and was primarily used for attending conferences and for presenting at professional meetings. During the 2008-09 and 2009-10 academic years, funding that supported faculty development was limited primarily due to budget reductions across the university. However, the Provost and CFO reported that the next academic year budget does include funding for faculty development, supporting professional development and scholarly contributions of faculty in their fields. The Provost provided a draft of a "Faculty Development Opportunity," which will provide resources to foster scholarship, leadership, innovation and professional development among FPU faculty.

Fresno Pacific University is a "non-rank" university, with faculty being evaluated using a committee process during the third and sixth year of service. After six years, faculty may apply for "continuing" status. If approved for continuing status, faculty members are thereafter evaluated every five years. As part of the overall evaluation system, the School of Education also evaluates the performance of course instructors using the Student Perception Inventory, a measure of candidate satisfaction with university courses and professors. Evidence was provided during interviews that SOE programs retain only those faculty members who are consistently effective.

Standard 5: Admission

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.

The School of Education and each of its professional programs have well-defined admission criteria and procedures in place. Candidates for admission to the SOE also must be admitted to the graduate status at the University. In addition, each program uses measures including GPA, letters of intent, letters of reference, interviews, and other criteria specific to that program. Communication between the SOE and the Graduate School and across the regional centers and main campus is effective and assures consistency of process. Candidates are screened in such a way that ensures the necessary prerequisite experiences have been met. Interviews with candidates and Program Directors verified that the admissions process actively solicits applicants from diverse populations.

In those programs that have prerequisites, the admission process assures that candidates are not admitted until all prerequisites have been completed. Nothing is entered into the system until they have met all requirements. School of Education faculty meet with all candidates individually to discuss the admission process and assure that candidates have the experiences and personal characteristics to be successful in the program.

Standard 6. Advice and Assistance

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.

Program Directors across the unit serve as advisors for their respective programs. This responsibility is clearly described in the Program Director job description, and a review of Program Directors' vitae found that all are well-qualified to meet candidates' advisement needs.

At the unit's Regional Centers, Program Coordinators receive the applications and provide advice and assistance. When prospective candidates apply through the Graduate Admissions Office, Program Directors and Coordinators are notified and then contact the candidate either by phone or email. Advisement includes academic, professional and personal development, and remains ongoing throughout the candidate's enrollment in the particular program.

Examples of accessible information includes handbooks, syllabi, checklists, and email communications. Candidates are given advising sheets at the beginning of the program, and are kept updated on their progress. The campus *Datatel* system is set up in such a way that advisors and candidates complete an online program plan together, and the plan is updated when grades are posted at the end of each semester.

Evidence from interviews indicated that candidates receive personally tailored support and assistance, and that some candidates are not retained after significant attempts at support and remediation. Interviews confirm that a small number are counseled out of the programs due to unsatisfactory progress or evidence that they lack the potential for effectiveness in the teaching profession.

The team found consistent evidence of ongoing dialogue between faculty and candidates concerning candidate progress. Candidates receive regular feedback on their performance during both course work and field experience, and candidates across programs frequently cited faculty accessibility and support as one of the greatest strengths of Fresno Pacific University.

Standard 7: Field Experience and Clinical Practice

Met

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

Interviews and program documents confirmed a well-designed and effectively-implemented sequence of field-based and clinical experiences. Evidence of informal input from P-12 partners in the design and evaluation of field experiences was gathered through interviews with field placement coordinators, field and clinical supervisors, and program candidates across the unit. There was little formal documentation of this process, however. Evaluations of teacher candidates, university supervisors and cooperating teachers are administered each semester.

The field placement coordinators play a central role, together with program directors, in working with school community partners in selection of school sites, clinical personnel, and site-based supervisors. Interviews indicate that each candidate is placed in a field placement that will best fulfill program requirements and will match candidates' individual interests and experiences to the degree that the field sites can allow.

Partners felt that programs across the unit prepared candidates exceptionally well in second language acquisition, and cultural development. The Central Valley communities Fresno Pacific

University serves are richly diverse in student population, and the field experiences provide opportunities for candidates to expand on that preparation. Field-based experiences are closely linked to candidates' course work to enhance the relevance and understanding of research-based practices.

Standard 8: District-Employed Supervisors

Met

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

The School of Education specifies, as minimum qualifications for selection, that site-based supervisors, including teachers, administrators, school counselors, school psychologists and teacher librarians must have successfully demonstrated skills and must hold an appropriate California credential for the area in which they are performing their supervisory services.

In collaboration with P-12 partners, SOE faculty have developed a set of criteria for site-based supervisors that includes “modeling a variety of teaching strategies for their student teachers that meet the needs of their diverse student population and that address state-adopted content standards and curriculum frameworks.” Each program relies on the close relationships between the program directors, field placement coordinators, supervisors and the school site supervisors for support and feedback.

Site supervisors have access to written information, provided in the Field Experience Handbook for each program, which explains the supervisory role, as well as through meetings with university supervisors to ensure that all supervisors are fully prepared to serve in the supervisory role. Site supervisors evaluate university supervisors and university supervisors evaluate site supervisors. Candidates in most programs also evaluate both the university and site supervisors. These evaluations are reviewed by the program directors and are used to determine future placements.

Standard 9: Assessment of Candidate Competence

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.

Based on interviews with candidates, master teachers, and employers it was clear that candidates demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards.

Review of assessment data, including course grades and instructor comments from coursework; evaluations from university and site supervisors; reflective candidate essays; fieldwork portfolios and TPA assessments indicate that candidates in the School of Education meet the Commission-adopted competency requirements

In all cases, interviews with principals, district leaders, and County Office of Education personnel confirmed that program completers are well-prepared for all teaching and instructional support roles they have been trained to fill. Interviewees agreed that FPU graduates are held in high regard for their content knowledge, professional skills, and commitment to collaboration. The School of Education is to be commended for preparing candidates who are sought after by employers in the districts served by FPU.

Program Reports

Multiple/Single Subject Program

Program Design

The rationale for the design of Fresno Pacific University's credential programs is grounded in the university's commitment to prepare students for faithful service as teachers in public and private schools. The university's mission is summarized for the entire university community in the three guiding principles of the *Fresno Pacific Idea*. The *FPU Idea* states that the university is Christian, the university is a learning community, and the university has a prophetic mission. The key principles of the *Idea* are clearly evident in the Teacher Education Mission/Vision. They are:

- 1) Teaching as a calling to redemptive service. They recognize that many teachers draw inspiration and purpose from their sense that teaching is a moral calling.
- 2) The university as a learning community. They believe that the scholarship of teaching and learning supports the notion that learning is a social/collaborative process. Thus, issues of student diversity, including linguistic, cultural, gender, learning styles, and socio-economics, are central to understanding how to teach.
- 3) The university has a prophetic mission. They believe that teacher candidates are called to engage in informed reflection on personal, institutional and societal values that contribute to developing a vision for wholeness, justice and reconciliation.

Fresno Pacific University's school of education offers the Multiple Subject and Single Subject credential programs. Multiple Subject credential programs are housed on the main campus and also at the Visalia and Bakersfield regional centers. In January, 2009, FPU launched an off-site cohort from the Visalia center through a partnership with West Hills Community College in Lemoore, California. The Single Subject program is available at the home campus and the Visalia campus. While most candidates complete the traditional program which includes student teaching, some complete an optional internship program.

Curriculum

The Multiple Subject Teaching Credential program emphasizes preparation to teach reading and language arts. Teacher candidates examine language—both oral and written—and children using language throughout the program. They learn to analyze the strategies students use as they read and write and use their observations as a guide for instructional decisions. These observations and field experiences are integrated with a study of research in the fields of language acquisition, second language learning, linguistics, reading and writing so that candidates develop a meaningful reading and language arts pedagogy. The program places a particular emphasis on preparing teachers for literacy instruction with linguistically and culturally diverse learners, including English language learners (ELL). Employers, master teachers, graduates and candidates identified this as a key program emphasis. Candidates also complete dedicated coursework in elementary subject methodologies such as mathematics, science, fine arts, and physical education.

The Single Subject Teaching Credential program emphasizes current single subject methodology, especially as it applies to the appropriate content area. Candidates also develop an

awareness of reading and writing as reciprocal processes so that they can use reading and writing strategically in their secondary content area classrooms to support the literacy development of all learners, including English language learners. The knowledge and skills the candidates acquire in these courses are immediately applicable in their student teaching assignments.

Candidates across Multiple Subject and Single Subject programs learn how to differentiate instruction in order to meet students' diverse learning needs. They learn to identify students' specific learning and behavior needs and develop these skills throughout their field experiences, including the psychological characteristics, cognitive styles, behavioral patterns and accompanying learning problems of exceptional children.

Candidates, master teachers and site supervisors indicated that candidates are well prepared to teach subject matter content to diverse student populations.

Field Experience

Fresno Pacific University has designed a developmental sequence of carefully planned, substantive, supervised field experiences in the public schools. These field experiences are designed to facilitate opportunities for candidates to link sound learning theory to effective teaching practices and the CSTP, practice the TPE, and complete the TPA within real-school contexts. Candidates in the regular FPU programs complete two semester-long field experiences that are scaffolded so that candidates in their initial student teaching placements are not expected to be able to address all elements of every standard.

Intern candidates complete a semester of Directed Initial Student Teaching, and then complete three consecutive semesters of Independent Teaching. Each student teaching assignment includes a student teaching seminar, which meets regularly at the university campus throughout the semester of student teaching.

Candidates receive support and interventions as needed from university and site supervisors, other program faculty, and the program director. Candidates, program completers and district personnel report that advice and assistance is readily available and that problems that occur during field experience are resolved in a timely and effective manner. More serious interventions involve the university Supervisor Coordinator and the Program Director.

Interviews with program completers and employers provided consistent evidence that FPU does an excellent job of preparing candidates to assume teaching responsibilities in California schools.

Assessment of Candidate Competence

The Multiple Subject and Single Subject Credential programs have developed a comprehensive plan to assess their candidates' competency. They use quantitative data from (1) the California TPA and (2) Student Teaching Evaluations that are aligned with the CSTP.

TPA Summary Reports from 2008-09 indicate high candidate pass rates for each of the TPA tasks. These data are submitted to the division chair, who facilitates monthly program director meetings and annual director retreats. This year, 12 faculty members (program directors, regional center coordinators, student teaching coordinators, university mentor coordinators, and TPA team members) participated in a 3-day data assessment retreat (June 7 – 10) where they analyzed

the TPA and other student learning outcomes data. That process led to several proposals for program improvement. They are currently in various stages of implementation.

Fresno Pacific University has developed a series of evidence-based student teaching evaluations, based on the CSTP, which are used throughout the student teaching and intern teaching programs. In order to facilitate the students' understanding of the CSTP, a decision was made to align the student teaching assessment with these teaching standards, rather than the TPE. This decision has enhanced candidate success in California's induction program because the same standards are used in both pre-service and induction programs. University mentors and teaching faculty met for a year to reflect on the elements of each standard, and its appropriateness for assessment at each stage of the student teaching continuum. Graduates, master teachers, and employers indicated that use of the CSTP contributed to the excellent preparation enjoyed by teacher education program completers.

Standard Finding:

After review of the institutional report, supporting documentation and interviews with stakeholders, the team has determined that all program standards for the Multiple Subject and Single Subject Programs are met.

**Education Specialist Credentials Program
Mild to Moderate
Moderate to Severe
Physical and Health Impairments
Early Childhood Special Education**

Program Design

The general education faculty and the special education faculty have collaborated in merging course work from the two different programs in order that there be an integrated and coherent program for candidates. The Education Specialist Credential Program shares two language and literacy classes, one elementary mathematics class, the initial student teaching course, the health education course, and the exceptional child course. This provides a basic continuity to the two programs and maintains a common philosophy between them.

The integrated elements of the special education and the general education course content are based on the following beliefs:

- Effective teaching and learning is based upon informed observations and broad-based assessments to establish what a child already understands.
- Effective teaching and learning requires a comprehensive learning experience that supports the language developmental stage of the child and attention to the complexity of the learning process in order to assure sustained progress.

Effective teaching and learning need to provide:

- a meaningful context through integrated and functional practices
- affirmation of the cultural and language heritage of each child

- an intra-active and interactive context of learning
- a context of collaboration among teachers, families, students, community members, and supporting professionals

Professional literature as it relates to best practices in collaboration, inclusion and curriculum design provides a conceptual foundation for the program structure. Professional resources used in the development of this program were: The Council for Exceptional Children, National Association for the Education of Young Children, California Professors of Physical and Health Disabilities, California Association of Resource Specialists, the International Reading Association, National Council of Teachers of English, the National Council of Teachers of Mathematics, and others.

Early in the design of the new Education Specialist credential programs, the University, with the advice of area districts and its advisory board, chose to develop Option 1 intern programs and non-intern programs for Mild/Moderate Disability Credentials, Moderate/Severe Disability Credentials, Physical and Health Impairment Credentials and Early Childhood Special Education Credentials.

During interviews, candidates from all specialty areas confirmed that the sequence of coursework was appropriate and progressed to higher levels that were developmentally appropriate. Program directors reported that individualized planning takes place during the admissions process in order to facilitate immediate entry into the program and to meet unique needs of new candidates. Field supervisors, site mentors and site administrators all indicated that collaboration and communication were at high levels.

The department considers the collaboration with general education a strength of the program. The ability to provide a common foundation for general and special education teachers enhances and broadens the perspectives of both and sets the stage for collaborative relationships in working with all children. Candidates are encouraged to pursue multiple credential authorizations in order to prepare themselves to teach in a variety of settings.

Candidates, program completers, and site mentors confirmed a strong link between coursework and field experiences. During interviews, candidates and site mentors described the hands-on approach and gave specific examples of assignments and experiences that allowed them to directly apply new learning to work with exceptional students. In one such experience, candidates observe a wide range of school and service settings for a variety of exceptional students across age, grade and disability areas. This assignment was reported by candidates and completers as extremely helpful in providing an overview of the range of special education settings, the services provided, and the characteristics of students served in various special education programs.

Faculty and candidates also consider the small class sizes a strength as it provides for a high level of individualized support, networking among candidates, and a sense of community. Candidates as well as field supervisors from all specialty areas reported that faculty members are readily accessible, highly responsive and often act as resources to school site teams.

Curriculum

Candidates may enter the program with a Multiple Subjects Credential or they will acquire most of the Multiple Subject Teaching Credential coursework within the program of studies. This provides candidates with a common basis for communication and expectations when working with the general education curriculum. Mild/Moderate Disabilities, Moderate/Severe Disabilities and Physical & Health Impairments candidates without a prior credential have an opportunity to take the initial student teaching course in the general education classroom.

Candidates enroll in a course entitled, *SED 625/725 Critical Observations in Special Education*, which includes observations in community settings and a weekend retreat with university faculty. This course provides candidates with the understanding of various types of exceptionalities and practical strategies for serving students. A philosophical vision for working with children and youth with special needs is examined during six significant observations that range from infant to adult age groups. These observations require multiple service models to be viewed and reported upon, within a variety of settings.

The weekend retreat provides candidates with the opportunity to establish a personal relationship with the special education faculty members and a small group of other candidates during the CASA experience. On a Friday night, candidates join the faculty at the university's lodge located near Shaver Lake in the Sierra Mountains for a two-day learning experience in a community of special educators. They encounter structured learning opportunities which include the topics of: Teaming Concepts, Leadership Qualities and Goal Setting. Personal relationships are enhanced and communications expand with a sense of ease, while developing the framework of a professional family of special educators.

All candidates participate in basic coursework that includes: positive behavior support, technology, counseling individuals with exceptionalities and their families, language development, assessment and ideology.

Courses and Experiences Unique to the Education Specialist Program

Unique learning experiences are designed for each of the particular credentials. Topics for special consideration address curriculum, assessment, treatment, medical implications, service models and the coordination of services. Student teaching and independent teaching experiences are specific to each area of service and are documented as such on the transcript.

Intern candidates may teach in settings appropriate to their credential and receive special preparatory support from the university supervisors in the classroom, under the course titled, "Intern Support." Student teaching field practica provide the candidate with the opportunity to assume all the responsibilities of a credentialed teacher under the mentoring assistance of a master teacher and university supervisor. Individualized advisement sessions and small group meetings offer the candidate the opportunity to influence and guide their program of studies in order to meet their professional requirements for a comprehensive and effective preparation program.

Course description, competencies, and relationships to the standards are clarified in the standards relating to specific course content, program requirements, and practicum experiences. (See Standards 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, and ECSE 19 - 32)

Program Guidelines are specific for the candidates who do not possess a prior credential, and for those that do possess a prior credential. The candidates that do not have a clear Multiple Subject credential have a program of studies that includes course work from the general education program for literacy, mathematics and field experiences in the general education classroom. Candidates that may have a Single Subject credential are required to complete the literacy and, possibly, a mathematics methods course if prior courses have not been acquired. Candidates who are only seeking the Early Childhood credential are required to complete the language and literacy courses.

Employers and master teachers across programs confirmed that candidates are well prepared in coursework and ready to begin fieldwork. Master teachers and university supervisors report that course assignments provide candidates with meaningful opportunities to apply learning in an authentic way. Adjunct faculty, many of whom are current practitioners, bring a “real life” perspective to the courses they teach, as reported by completers as well as candidates.

Program coordinators and site intern supervisors confirmed that interns are provided with the necessary pre-service preparation and support appropriate to their teaching assignment.

Program coordinator and faculty reported, and candidates and completers from all specialty areas concurred, that the Level I coursework builds a strong and broad foundation of the knowledge, skills, and abilities related to working with exceptional children in a variety of settings. Most Level II candidates and completers stated that the Level II coursework was sufficiently advanced and differentiated to their specialty; however, several completers expressed that more extensive Level II coursework would have been beneficial and that some coursework at this level was redundant and not as rigorous as might be expected.

Field Experience

Fresno Pacific University values its relationships with the Central Valley’s schools and agencies. The University, through its contacts with former students, advisory board members, and adjunct faculty, has developed partnerships with practicing professional educators that provide Special Education candidates the opportunity to observe and participate in exemplary special education settings. These settings prepare candidates to understand and effectively serve learners who are identified as having special needs and require specialized instruction through support services to help them achieve developmental and learning success.

Candidates who are seeking their initial teaching credential and are in the Mild/Moderate, Moderate/Severe or Physical & Health Impairments programs complete an initial student teaching experience in a public school general education setting. Candidates are under the direction of a classroom master teacher and a professional mentor from Fresno Pacific University. Early Childhood candidates complete part of their field experience requirements by demonstrating their skills in a private/public preschool setting.

The focus for the field experience is the development of basic teaching competencies and collaboration among special and general educators. This field experience is evaluated using the competency lists that appear in the supporting documents of the *Mentor Handbook* and the *Practicum Handbook*.

In the course, SED 625/725 *Critical Observation in Special Education*, candidates are provided an additional field experience as they are required to visit six different settings, where a wide range of individuals with exceptional needs are served. The observation experiences offer candidates the opportunity to select settings that enhance their program of studies and meet their credential needs. The choices include ages birth through adult. Required settings are in public and private schools and agencies where there is a variety of delivery systems, diverse cultures, and exceptionalities. These observation experiences are evaluated and documented through oral and written reports.

The final field experience offers the Special Education candidate eight units of student teaching in a setting appropriate to the candidate's credential goal. Candidates are required to demonstrate all of the responsibilities of a Special Education credentialed teacher. The candidate's field experience is mentored by school-site and university personnel.

Most master teachers and university supervisors interviewed were graduates of the Fresno Pacific University Education Specialist program. They stated that their experience with FPU motivated and enabled them to provide a high level of support to candidates during all field experiences. Master teachers frequently collaborate with university supervisors, site administrators, and faculty to assist candidates in demonstrating and documenting proficiencies. Candidates repeatedly cited the accessibility of and frequent interaction with faculty and university supervisors as extremely helpful to them.

Interviews with candidates and completers confirmed that they were often able to apply what they were learning in coursework during the field experience. They articulated that assignments including case studies, lesson planning, and assessment were meaningful and relevant to demonstrating proficiencies.

Supporting teachers reported that they were oriented to their role through conversations with university faculty and received a handbook for reference. Master teachers noted that there is regular communication and collaboration between university supervisors, site administrators and master teachers to assist candidates in ensuring the requirements are met.

Assessment of Candidate Competence

Candidate competence is determined by documented observations and conferences by the university mentor. University mentors discuss and positively coach candidates toward competency, and determine the degree of proficiency on the performance assessment.

The performance assessment for Level I addresses all State Credential Standards for Categories I, II, and III. Before recommending a candidate for an Education Specialist Credential, proficiencies in all standard areas must be documented.

The exit evaluation is conducted before a candidate is recommended for a Level I teaching credential. The exit interview requires a professional portfolio that the candidate prepares based upon all state credential standards.

The professional portfolio and final evaluation form are used at the beginning of Level II programs to establish goals and to develop the professional credential induction plan with the candidate. The candidate and the university mentor participate in a pre-induction plan discussion for Level II coursework.

Faculty, university supervisors, master teachers, candidates and completers all discussed the professional portfolio as the focus of candidate assessment.

The portfolio is organized according to the Level II Standards of Competency for each specialist area. Each section contains multiple artifacts and a written reflection of how the artifacts demonstrate proficiency. Most candidates agreed that the portfolio was a fair and accurate reflection of their competence. One master teacher remarked that the reflection on artifacts for each standard was most valuable to the candidates in that it built an understanding of “why it was important to know and be able to do” each of the proficiencies. Faculty, master teachers and university supervisors reported that they provide assistance with the portfolio at the start of the program and assistance through coursework as needed. The Program Coordinator stated that continuous, ongoing support is provided so that the majority of candidates submit acceptable portfolios. Faculty and field supervisors reported that additional means for assessing candidate competence include regular observations of candidates, assessment case studies, and a thematic unit plan.

Standard Finding:

Based on review of the program assessment report, biennial report and interviews with candidates, graduates, supporting teachers and employers of the graduates of all education specialist programs, the team determines that all standards are Met.

Multiple Subject/Single Subject Clear Credential Program

Program Design

Fresno Pacific University offers the four courses of advanced study required for obtaining a Multiple Subject/Single Subject Clear Credential, previously known as the Fifth Year of Study Program. FPU has submitted its Phase 1 response to the program planning questions and during the site visit the team was able to have a formative discussion with the institution about the development of its revised Clear Credential program. Its response to the revised Multiple Subject/Single Subject Clear Credential program (standards adopted June 2009) will be submitted in July 2010. The final cohort of candidates for the current program was accepted in fall 2009.

Curriculum

Currently students complete four courses in the Multiple Subject/Single Subject Clear Credential program:

- *Schools and the Pedagogy of Health Education*
- *Advanced Classroom Adaptations for Special Populations*
- *Advanced Teaching with Technologies*
- *English Language Development/SDAIE: Curriculum, Teaching & Assessment in Diverse Settings*

The revised Multiple Subject/Single Subject Clear Credential program is planned to be similar to an induction program in that candidates develop a growth plan within the context of their teaching assignment. Candidates continue to complete work in the area of English language development, making adaptations for students with special needs, and using technology in teaching. The major change from the current program is that each candidate will focus his or her coursework in each of these areas based on an individual growth plan

Field Experience

The current Multiple Subject/Single Subject Clear Credential program allows candidates to demonstrate the knowledge and skills required by the standards through the major assignments in each course. The proposed Multiple Subject/Single Subject Clear Credential program is designed to have classroom visits or video review by the program personnel for each candidate, discussion boards the candidates will participate in and peer assessments. For each assignment, candidates will organize their work based on elements of the teaching cycle: planning, instruction, assessment, reflection, and application.

Assessment of Candidate Competence

Each of the four courses has major assignments and rubrics. The major assignments comprise the course grade for the candidate. Each candidate recommended for the Multiple Subject/Single Subject Clear general education teaching credential must pass each of the four courses. Within the revised Clear Credential program, the candidates will build upon the activities from the preliminary credential program. It is planned that candidates will formatively assess themselves, be assessed by peers, and be summatively assessed by university support providers.

Standard Finding:

After review of the institutional report, supporting documentation and interviews with stakeholders, the team has determined that all program standards for the current Multiple Subject/Single Subject Clear Credential Program are Met.

Reading Certificate

Program Design

The Reading certificate program is designed to prepare teachers to work with students in ways that both prevent reading difficulties and intervene to address the needs of struggling readers. The program is designed so that candidates not only learn about current research/theory in the teaching of reading, but also apply that theory to practice in the field. Candidates learn how to

develop and adapt a balanced reading program for all students, including English language learners. This instruction includes addressing phonemic awareness, and the teaching of phonics, comprehension, literature and writing. Except for the practicum, all courses are scheduled one night a week in the early evening hours. Course content builds a solid foundation for the capstone course of the certificate program—the practicum—in which candidates work with struggling readers and apply what they have been learning in a supervised setting. Candidates work closely with program faculty in a highly collaborative environment.

Curriculum

The Reading Certificate program is comprised of sixteen units. Taking one course at a time, a candidate can complete the course of study in two years including one summer session. Program components include:

- 1) Reading Process and Practice
- 2) Assessment in Language and Literacy
- 3) Linguistics for Reading Teachers
- 4) Practicum

The curriculum addresses theoretical tenets, includes a study of language acquisition and development for native English speakers and English language learners, and the integration of language arts and a literature-based program across the curriculum. Candidates acquire an assessment and intervention repertoire through coursework and field experiences. These experiences develop competence in the diagnosis and remediation of reading difficulties. Coursework for the program is designed to help candidates become informed practitioners and consumers of research. The reading faculty stated that they enjoy collaborating with their colleagues and appreciate their diverse areas of expertise. Candidates, completers, and employers indicated that FPU provides an outstanding education that prepares them well for literacy coaching positions in local schools.

Field Experience

Fieldwork components are built-in throughout FPU's Reading Certificate Program and are designed to link directly with program goals, purposes, expectations and evaluation procedures. Fieldwork opportunities promote candidate integration of theory and practice and involve candidates with beginning readers, English language learners, and students with reading difficulties. These components are woven into several course assignments and culminate in a collaborative practicum in which they run a Literacy Camp for struggling readers. Candidates have repeated opportunities to apply what they are learning in coursework with students at a variety of levels and to have it evaluated by various instructors. Feedback received in one course can, therefore, be applied in the next. The field activities occur in a planned sequence that require candidates to apply the theories and principles they are learning in courses with real students. In each case, candidates are also required to analyze and evaluate their experiences in a written report and receive feedback from instructors. Ongoing guidance, assistance, and feedback occur throughout the program and are designed to encompass all the Standards of Candidate Competence and Performance.

In the practicum, candidates work with children from 2nd to 5th grade who have been selected because of their needs in reading, writing and oral language development, including beginning readers. The practicum gives candidates opportunities to work with students with whom they have

had little or no first-hand experience. Candidates work with small groups of students as well as individuals over a three-week period in a university-run literacy camp in local schools with summer programs. Candidates, completers and faculty members praised the effectiveness of the program's fieldwork and practicum opportunities and indicated that the coursework prepared them for the field experiences.

Assessment of Candidate Competence

Throughout the embedded fieldwork experiences, each candidate's performance and his/her attainment of the Standards of Candidate Competence and Performance is measured through the use of multiple measures and documented by individual instructors. Candidate grades are based on written and oral work, class projects and examinations, and self-evaluations. Students share their plans for assessment and instruction with peers and faculty in debriefing sessions. These sessions underscore the linkage between literacy learning theory and classroom practice. Candidates reflect on and demonstrate their competence in working with colleagues, a skill necessary for them to fulfill school-site-leadership roles in reading and language arts. The exit interview procedure includes both an oral and written component and provides important documentation of each candidate's readiness to apply for the Reading Certificate.

Each candidate's performance in the practicum is evaluated using a Practicum Rating Form. The institutional faculty member assigned to the practicum completes this form. In addition, each candidate will use the form as the means of self-assessment. Faculty and candidates meet to discuss their evaluations. This instrument provides opportunities to rate the candidate in several critical areas of competence and performance. The forms are given to the director at the end of each practicum and may be used as reference for the Exit Interview.

For the Exit Interview, candidates are presented with a case study of a troubled reader. They are asked to evaluate the information at hand, identify the primary needs suggested by the information, and indicate at least three instructional strategies that would benefit the student. The candidate is asked to provide rationale for the suggestions. In sharing this information with the Exit Interview Panel, the candidate has the opportunity to demonstrate his/her degree of competence in the theory and practice of helping troubled readers. Candidates, graduates and faculty members indicated that these assessments are valuable components in the learning process.

Standard Finding:

After review of the institutional report, supporting documentation and interviews with stakeholders, the team has determined that all program standards for the current Reading Certificate Program are Met.

Pupil Personnel Services—School Counseling Credential Program

Program Design

The Pupil Personnel Services—School Counseling program at Fresno Pacific University offers both a Master of Arts in Education degree with emphasis in school counseling and a California State credential in school counseling. Candidates may work toward a credential in School

Counseling (only) or a credential in both School Counseling and School Psychology (“Dual/Combo” program).

The program is headed by a department chair and three directors; the latter are each assigned to one of the three campuses and are responsible for the program at the site. The program is available on all three campuses. There are approximately 20 adjuncts supporting the program by teaching one to two courses each semester.

The School Counseling credential program is a sequential program of 49 semester units (16 courses) planned over a two-year period. The Master of Arts degree forms a third year and focuses on a thesis or action research project. The program includes practica (100 hours) and fieldwork (600 hours) experiences. The former is embedded into the curriculum, the latter is completed at the culmination of all coursework.

“Dual” program candidates complete 84 semester units (including 1200 hours of school psychology fieldwork) over three years. Upon completion, candidates receive a Master of Arts degree, a School Counseling credential, and a School Psychology credential.

Curriculum

The program is based upon a national model of counseling approved by the American School Counseling Association. Candidates are introduced to the model in the first course and are required to begin applying the concepts immediately to their course work. The model is used as the core concept throughout the curriculum. Within the program, research-based instruction, reading assignments, cooperative learning experiences, self-reflection, and field-based activities are used as instructional methods.

Candidates are provided with opportunities to learn how to work with students from diverse populations: ethnic, language, economic, education, and exceptionalities. Curricular emphasis is based upon the understanding and practice of conflict resolution for students with behavior problems. The practica are embedded into the curriculum which give candidates the advantage of immediate application of the skills learned within a course. It also provides opportunities for the candidate to better understand the relevance of and relationship between the class work and the activity.

Field Experience

School counseling candidates participate in 600 hours of field experience within a K-12 setting at the culmination of their course work. The program includes a clearly stated selection of activities that are to be experienced. The activities give candidates opportunities to connect practice with theory and to demonstrate their skills while actively providing services to students. Candidates must complete supervision in at least two grade levels (elementary, junior high, and high school) over a three semester period. Candidates are supervised and evaluated by both university and site supervisors. Fieldwork hours are logged and certified by the Chair of the department.

Assessment of Candidate Competency

Candidates in the school counseling program are evaluated throughout the program through signature assignments, individual course activities, projects, and examinations. At the culmination of the program, candidates are required to present a portfolio to the faculty during an exit interview. The portfolio represents the signature assignments completed in each course, supervisors' evaluations and reflection on the program experiences. An evaluation of required credentialing materials, course work completion, and fieldwork is made by the Chair of the department and a recommendation for the credential and/or degree is made at that time.

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 that all program standards are Met.

Pupil Personnel Services--School Psychology Program

Program Design

The Pupil Personnel Services—School Psychology program at Fresno Pacific University offers both a Master of Arts in Education degree with emphasis in school psychology and a California State credential in school psychology. Candidates may work toward a credential in School Psychology (only) or a credential in both School Counseling and School Psychology (“Dual/Combo” program). Students are encouraged to complete the Master’s program for greater marketability.

The program is headed by a department chair and three directors; the latter are each assigned to one of the three campuses and are responsible for the program at the site. One of the directors is full-time and the other two (Visalia and Bakersfield) are part-time faculty. The program is available on all three campuses. There are approximately 15 adjuncts supporting the program by teaching one to two courses each semester.

The School Psychology credential program is a sequential program of 70 semester units (17 courses) planned over a two-year period. The Master of Arts degree forms a third year and focuses on a thesis or action research project. Five additional courses are required for the Master’s program. Both programs include a practica (450 hours) and fieldwork/internship (1200 hours) experiences. The former is embedded into the curriculum; the latter is completed at the culmination of all coursework.

“Dual” program candidates complete 84 semester units (including 1200 hours of school psychology fieldwork) over three years. Upon completion, candidates receive a Master of Arts degree, a School Counseling credential, and a School Psychology credential.

The university offers candidates a Board Certified Behavior Analysis (BCBA) certificate upon completion of five (5) courses focusing on behavior assessment and procedures to support behavioral change. This program is not required for school psychology candidates, but is encouraged by the department.

Curriculum

The program is based upon the skill domains recommended by the National Association of School Psychologists and CCTC program competencies. Within the program, research-based instruction, reading assignments, cooperative learning experiences, self-reflection, and field-based activities are used as instructional methods.

Candidates are provided with opportunities to learn how to work with students from diverse populations: ethnic, language, economic, education, and exceptionalities. Curricular emphasis is based upon the understanding and practice of assessment and theoretical concepts. The practica are embedded into the curriculum which give candidates the advantage of immediate application of the skills learned within a course. It also provides opportunities for the candidate to better understand the relevance of and relationship between the class work and the activity.

Field Experience

School psychology candidates participate in 1200 hours of field experience within a K-12 setting at the culmination of their course work. The program includes a selection of activities that are to be experienced and agreed upon by the site supervisor, university supervisor and student. The activities give candidates opportunities to connect practice with theory and to demonstrate their skills while actively providing services to students. Candidates must complete supervision in at least two grade levels (elementary, junior high, and high school) over a three semester period. Candidates are supervised and evaluated by both university and site supervisors. Fieldwork hours are logged and certified by the Chair of the department.

Assessment of Candidate Competency

Candidates in the school psychology program are evaluated throughout the program through signature assignments, individual course activities, projects, and examinations. At the culmination of the program, candidates are required to present a portfolio to the faculty during an exit interview. The portfolio represents artifacts of each course, supervisors' evaluations and reflection on the program experiences. The PRAXIS serves as the program comprehensive examination and must be passed with a score of 153 or greater.

An evaluation of required credentialing materials, course work completion, and fieldwork is made by the Chair of the department and a recommendation for the credential and/or degree is made at that time.

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 that all program standards are Met.

Preliminary Administrative Services Credential Program

Program Design

The preliminary administrative services credential program at Fresno Pacific University seeks to prepare morally responsible educational leaders who will improve the world of schooling and have a commitment to the ethic of caring. The 28-unit program provides coursework in all aspects of school leadership and fieldwork experiences which give candidates realistic opportunities to put leadership skills into practice. Candidates may enter the program beginning in fall, spring, or summer semesters, and normally require three to four semesters to complete both coursework and field practice. Because the program is designed to prepare candidates to provide effective leadership at any level K-12, candidates are required to complete segments of field work at elementary, middle, and high school levels. Interviews with program completers reported that they not only felt well-prepared as school “managers,” but more importantly, had the skills and understanding to serve as active school leaders. Interviews with employers clearly indicated that Fresno Pacific graduates were prepared to meet the needs of a diverse school community and are desirable candidates for employment because they can address current issues and concerns of multicultural schools.

Curriculum

Fresno Pacific University’s Preliminary Administrative Credential candidates move through a rigorous three- to four-semester program which includes ongoing reflection, discussion, and analysis of multiple leadership models and issues throughout their coursework, their site work and regular meetings with the supervising principal, as well as the university supervisor’s regular visits. The program course work is aligned with field work in an effective way that provides multiple hands-on opportunities for candidates to connect theory and practice. The program course work addresses building a shared vision, improving student learning, managing organizations, meeting needs of diverse student/family/community populations and understanding the broader political, social and legal influences on schooling. Each of the courses has its own fieldwork component that candidates complete while taking the course. This enables candidates to put into practice strategies learned in that course. Employers report that candidates are knowledgeable and demonstrate leadership skills in a variety of situations and school settings. Throughout the program, the emphasis is on student learning and each school leader’s responsibility to ensure achievement of students. Candidates and completers report that the courses provide current, useful information with strong support and assistance from university faculty for all candidates throughout the duration of the program.

Field Experience

Fieldwork candidates experience comprehensive, integrated and authentic field experience. Candidates work closely with fieldwork supervisors to integrate theory and course content with on-site experiences. Candidates assume educational leadership roles agreed upon by the Credential Candidate, the University Program Supervisor and the District Advising Supervisor. A Fieldwork Activity Log is completed for each course with an in-depth project completed at a school site with a diverse student population and an additional in-depth project completed at a school level other than the candidate’s current level of assignment. Meeting specific standards, working with an on-site supervisor and a university supervisor, and gaining varied experience in school leadership make up an important part of the preparation experience. Candidates and on-

site supervisors report that they meet with the University Supervisor at the beginning and end of fieldwork and communicate on a regular basis via phone and email correspondence. Candidates and completers indicate that fieldwork experiences provide opportunities to work with diverse student populations, meet with the public, supervise personnel, and plan day-to-day school operations under the strong support and assistance of university supervisors and on-site supervisors throughout the duration of the program.

Assessment of Candidate Competence

Assessment is evident throughout the Preliminary Administrative Services Credential Program. Candidate assessments consist of a wide range of authentic standards-based activities that include fieldwork activity logs, authentic site-based tasks, and course assignments aligned with standards and district needs. Formative and summative assessments are evident throughout the coursework and fieldwork experiences. The summative assessment components incorporate a portfolio and an oral exit exam that addresses all the Preliminary Administrative Services Credential Program standards. The portfolio includes projects from course/fieldwork and in-depth reports. Use of scoring rubrics was evident in the evaluation of competencies. In addition, candidates are required to assess their own performance throughout the program.

Standard Finding:

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

Professional Administrative Services Clear Credential Program

Program Design

The Fresno Pacific University Professional Administrative Services Clear Credential Program is designed to provide candidates with a guided induction program that strengthens and extends candidate skills and understanding in the six professional competency areas required by CTC standards. Each candidate develops a Professional Clear Credential Induction Plan with the assistance of a faculty advisor/field supervisor and a district-employed mentor. The induction plan outlines the tasks or projects that the candidate will complete in order to demonstrate competency in each of the standard areas. Evidence documenting tasks/projects in each standard area is compiled by the candidate in a portfolio. Once completed, the portfolio is reviewed as part of the candidate competency assessment process. Candidates can enter the program during any semester in which program courses are offered. Because of this, courses will include candidates at different points in the program completion process. Interviews with program faculty, candidates, and program completers indicated that most see the mixing of candidates with differing levels of experience as a positive attribute in fostering effective working relationships among candidates.

Curriculum

Candidates entering the Professional Administrative Services Clear Credential Program must hold a valid Preliminary Administrative Services Credential and must have completed a Masters degree in education with an emphasis on administrative services. By requiring Masters-level

coursework in education administration as a prerequisite to entering the program, FPU ensures that all candidates entering the Professional Administrative Services Clear Credential Program have acquired the in-depth knowledge necessary to support them in completing the advanced fieldwork the program requires.

Program coursework consists of a course on leadership and change and a seminar series that supports the field experience component of the program. The first of these, ADM 793A, focuses on developing an individualized induction plan for each candidate. The second, ADM 793D, focuses on evaluation of the plan and candidate work products. In these seminars, candidates are guided through the process of developing, documenting, and evaluating their individual induction plans. In addition to program coursework, candidates are required to complete 45 hours of non-university activities related to their induction plan goals, which can include advanced training through district or regional inservice programs, participation in professional conferences and/or academies, and other focused learning opportunities. Candidates and program completers provided many examples to affirm that program faculty provide clear guidance throughout the program, that coursework is rigorous and relevant—and that it is focused on practice as well as theory—and that advisement is readily available whenever needed.

Field Experience

As an induction program, field experience is the core of the Professional Administrative Services Clear Credential Program at FPU. As part of developing an induction plan, each candidate—with the assistance of the university supervisor—identifies an individual in his/her district who will serve as that candidate’s mentor. In many middle and secondary schools, the mentor is the school principal who is the candidate’s direct supervisor at the school site. In other cases, the mentor may be a current district administrator or a recently-retired administrator from the candidate’s district. Interviews with district mentors, candidates, and program completers verified that the university supervisor meets with the mentor at the beginning of the induction planning process to explain the roles and responsibilities of mentoring a candidate. Development of each candidate’s induction plan is a collaborative process that involves the mentor, university supervisor, and candidate. Induction plans must include experiences in each of the CTC standards areas and are individually tailored to each candidate’s level of experience, job roles, and professional goals. District mentors, candidates, and completers reported that program faculty played a pivotal role in guiding the planning process so that candidates’ induction plans were well matched to both CTC requirements and the specific goals of the schools or districts in which the candidates worked.

As candidates work to meet their induction plan goals, they document their efforts in reflective portfolios. Many candidates reported that their district mentors provided regular formative feedback during the portfolio development process, and all candidates and completers interviewed reported that university supervisors were always available if they had questions or concerns and were very responsive to candidates’ needs throughout their field experience.

Assessment of Candidate Competence

Candidates completing Fresno Pacific University’s Professional Administrative Services Clear Credential Program are summatively assessed in two ways—through the reflective portfolio and through an exit interview. Once their induction plan goals are met, candidates present their

portfolios to their district mentors, who review the portfolios with the candidates and sign off on them to indicate that the induction goals have been met. In addition, candidate portfolios are reviewed by the university supervisor to ensure that all CTC standards areas have been satisfactorily addressed and that candidates have satisfactorily completed their non-university activity requirements.

Following the portfolio review, the candidate, district mentor, and university supervisor meet for an exit interview. The interview draws on a set of scripted questions covering each of the CTC standards areas, and candidates are asked to respond with examples of work done in each of the areas and to reflect on how those experiences have helped them develop deeper understanding of their work as administrators and strengthen their skills in school leadership. The district mentor and university supervisor use a standardized rubric for scoring candidate responses during the interview. Completers who have gone through the exit interview process reported that it enabled them to demonstrate what they had learned and served as an effective measure of their competency.

Standard Finding:

After review of the institutional report, program documents, and other supporting documentation as well as interviews with stakeholders, the team has determined that all program standards for the current Professional Administrative Services Clear Credential Program are Met.

Teacher Librarian Services Credential Program

Program Design

The Teacher Librarian Services program at Fresno Pacific University offers a California credential and Master of Arts in Education degree. The program is designed to provide classroom teachers with skills to develop and implement programs utilizing the management of all forms of literacy.

The program is headed by a Program Coordinator with classes being conducted on-line weekly, supplemented with weekend sessions. The program consists of a minimum of 32 semester units (credential) with an additional 12 units for the MA degree.

The Teacher Librarian Services Credential Program is a sequential program completed in two (credential) or three (MA) years. A cohort model is used for candidate cohesiveness with the expectation of candidates completing one course per semester. All courses are scheduled for on-line completion allowing candidates to continue working during the program.

Curriculum

The program is based upon the nine standards of literacy produced by the American Association of School Librarians (AASL), as well as the 21st century learning skills (used in a national model). Within the program, research-based instruction, reading assignments, project-based experiences, and self-reflection are used as instructional methods. Candidates are expected to

develop a policy and procedures manual throughout the program that becomes their resource manual for their professional library.

Candidates are provided with opportunities to learn how to work with different types of diversities in their collaboration with teachers to support literacy and critical thinking. Technological skills are an integral component of the program both for the candidate in the on-line program and in their profession career.

Candidates in the Teacher Librarian Services program complete four semester units of field experience in a K-12 public school; two units are in their own school library and two units in a library of a different grade level. Supervision is by a teacher librarian who has been recommended by the program coordinator.

Assessing Candidate Competency

Candidates in the Teacher Librarian Services program are evaluated throughout the program through signature assignments, individual course activities, projects, and examinations as evidenced through interviews with program candidates, completers and faculty. At the culmination of the program, candidates are required to present their completed procedures and policy manual to the Program coordinator. An exit interview is completed with the Program Coordinator. An evaluation of required credentialing materials, course work completion, and fieldwork is made by the Coordinator of the department and a recommendation for the credential and/or degree is made at that time.

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 that all program standards are Met.

Designated Subjects Credential

FPU is approved to offer three Designated Subjects educator preparation programs: Career Technical Education, Adult Education, and Supervision and Coordination. They also are able to recommend for Special Subjects credentials. All these programs were reviewed last year when they were being offered through Fresno County Office of Education (COE). These programs were moved from Fresno COE to FPU beginning in the fall 2009. Interviews with the director of these programs indicate that the programs have successfully been transferred to FPU. Below is a description of these programs.

The Special Subjects Credential authorizes teaching under certain areas of specialized expertise (aviation flight and ground instruction, ROTC and basic military drill, and driver education and training). These credentials have the same initial requirements as other CTE credentials except that they also require a license in the area of expertise. Special Subjects credentials also have the same teacher education program requirements as the CTE credentials. The programs serve 34 Fresno county school districts and six neighboring counties with ROP, Adult Education, and Reserve Officer Training Corp (ROTC) programs. They also provide credentialing services to a number of career technical education teachers employed by Department of Correction

institutions in other counties, some ROTC teachers in other counties, as well as teachers not currently employed or employed in other types of agencies.

Unlike most other credential preparation programs, Designated Subjects Adult Education and Vocational/Career Technical Education candidates are issued preliminary credentials and can begin teaching before they have completed any teaching methods coursework. Currently, candidates have up to two years to complete Level I requirements and an additional three years to complete Level II requirements to qualify for clear credentials.