

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Touro University**

**April 2010
Overview of this Report**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Touro 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**.

**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, with Internship	17	14	3	
Education Specialist: MM Level II, with Internship	12	12		
Education Specialist: MS Level I, with Internship	19	16	3	
Education Specialist: MS Level II, with Internship	11	11		
Preliminary Administrative Services	15	15		
Professional Administrative Services	9	9		

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

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

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

Accreditation Team Report

Institution: Touro University

Dates of Visit: April 25-28, 2010

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** 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 information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. It is important to recognize that Touro University has made major changes to the teacher preparation programs since they were each initially approved more than three years ago. Specifically, the Multiple/Single Subject, Education Specialist: Mild/Moderate and Moderate/Severe Programs have and are continuing to make significant changes within their programs. While there is evidence of a robust assessment system being developed and implemented, the team recommends Touro University provide an update in the 7th Year Report that includes aggregated and disaggregated data and analysis about these programs, as well as the Administrative Services Credential Program. In addition, the team recommends that the 7th Year Report also address the Education Specialist Mild/Moderate and Moderate/Severe Standards that were Met with Concerns including actions taken to improve the Education Specialist teacher preparation programs which may be addressed as Touro University transitions to the new Standards for Education Specialist Programs.

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 2: Unit and Program Assessment and Evaluation and Standard 9: Assessment of Candidate Competence. The team found both standards to be Met with Concerns.

Program Standards

The team found that all Program Standards for the Administration Services and Multiple/Single Subject were met. The Education Specialist: Mild/Moderate and Moderate/Severe program standards were all met with the exception of Standards 13, 18 and 21 which were Met with Concerns.

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**.

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

Teacher Education

Multiple Subjects with Internship
Single Subjects with Internship

Education Specialist (Levels I & II)

Mild/Moderate with Internship
Moderate/Severe with Internship

Administrative Services

Preliminary
Preliminary Intern
Professional Clear

Staff recommends that:

- The institution’s response to the Preconditions be accepted.
- Touro University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Touro 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.
- Touro University report on its progress in meeting all standards that were deemed less than fully met by the accreditation team in the 7th Year Follow-Up report, due one year from the date of the COA action.

CTC Accreditation Team

Team Lead:

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Common Standards Cluster:

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Staff to the Accreditation Team

Jan Jones Wadsworth, Consultant
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Documents Reviewed

Institutional Self Study	Field Experience Handbook
Candidate Files	Advisement Documents
Program Handbooks	Faculty Vitae
Survey Data	Course Syllabi
Candidate Performance Data	University Catalog
Needs Analysis Results	Touro University Website
Biennial Reports and CTC Feedback	Accreditation Website
Program Assessment Summaries	Meeting Agendas and Minutes

Interviews Conducted

	Common Standards Cluster	Program Cluster	Total
Program Leadership	9	5	14
Institutional Administration	31	0	31
Candidates	0	42	42
Completers	0	14	14
Employers	11	20	31
School Administrators	3	0	3
Faculty	10	40	50
Support Personnel (Cred. Anal., TPA)	1	4	5
Field Supervisors—Program	0	11	11
Field Supervisors--District	0	13	13
Advisory Board	20	18	38
Total			252

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

Background Information

The mission of Touro University, California is to provide quality educational programs in the fields of health care and education in concert with the Judaic commitment to social justice, intellectual pursuit, and service to humanity. Thus, the Mission Statement for Touro University, California became the foundation for the development of the College of Education’s (COE) Mission Statement and was developed in concert with other participants in a Strategic Planning Process designed and led by the University’s Chief Executive Office (CEO) in August 2003. Touro University is comprised of four colleges: The College of Medicine, the College of Pharmacy, the College of Health Sciences, and, since 2003, the College of Education.

The mission of the COE is to promote social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing, challenging, and diverse student population.

The support for and commitment to the teacher preparation program and the College of Education is strong and pervasive both at Touro University, California and its parent institution, Touro College in New York. Touro College's Graduate Division of the School of Education and Psychology was created in 1993 and received State of New York approval for its first graduate degree program in 1995. Touro College New York's graduate program is a significant teacher training institution currently enrolling over 4000 students. It is this substantial presence in teacher education in New York that led to the inspiration and initiative to develop a teacher preparation program in a new College of Education at Touro University, California. The commitment of Touro University, California's Chief Executive Officer is summarized in a letter of support, stating that —in its commitment to quality education, Touro University will commit and has committed sufficient resources to this program and —Touro University is committed to the development of a College of Education on the Vallejo campus.

With much thought and deliberation, the vision for the College of Education was developed under the leadership of the Dean of the College of Education with the involvement of faculty, adjunct faculty, practitioners and community stakeholders. The vision statement includes the following major elements: “(1) The realization of the American dream is dependent on education and public education has made the dream a reality for generations of Americans. (2) The College of Education is designed to prepare teachers to meet the needs of a challenging student population. (3) The student populations with the greatest need must be supplied with the most talented and qualified teachers. The College of Education's program is designed to meet that need. (4) There must be a vital link between the College of Education and the real world of schools, students, and teachers. (5) A unique opportunity for the training of teachers of science and math exists at Touro University, California because of the medical and health sciences emphasis in the other colleges that make up the University. (6) The College of Education is ideally suited to provide faculty development for the entire University. (7) The faculty and staff of the College of Education will model exceptional teaching in their interactions with candidates and students.”

Touro University's College of Education Vision

The success and advancement of the American dream for all citizens rests, in great part, on a well educated population. It is a testament to the vision of our founders, the sacrifices of past generations, and the blessings of freedom that the American dream continues to draw people from all over the world and at the same time offer hope for those in our society who do not yet fully enjoy the country's magnificent benefits.

Because of the College of Education's close alignment with Touro University, California's health, science and medical schools, a unique opportunity exists in the training of teachers of math and science. The professional staff of the university works collaboratively to make the preparation and professional development of science and math teachers both a priority and a uniquely intensive experience.

Touro University's College of Education also enjoys an exceptional relationship to the larger university and its colleges and programs. As a teacher education institution, it takes seriously its responsibility to provide faculty development activities specifically related to the art and science of teaching. It is part of the mission of the College of Education to provide for faculty development in cooperation and conjunction with the other academic schools that are a part of the university. In addition, being a teacher training institution focusing on children in kindergarten through 12th grade, a relationship of support exists with those in the medical school concentrating on the practice of pediatric medicine.

As Touro University's College of Education matures, it will remain committed to providing the very finest in educational opportunities to its students so that they, in turn, can provide excellence in education to their students.

Education Unit

Administrative Services

- Preliminary
- Preliminary Internship
- Professional Clear

Education Specialist (Levels I & II)

- Mild/Moderate with Internship
- Moderate/Severe with Internship

Teacher Education

- Multiple Subjects with Internship
- Single Subjects with Internship

The Visit

The visit to Touro University began on Sunday, April 25, 2010 at 1 p.m. Team members met at the hotel for a team meeting and to begin preparations for the visit. Team members read assigned documents prior to the visit and initial questions were shared at this first meeting. The team members went to the university for an orientation on the available technology and on Task Stream, an electronic course management software. Following the orientation, the university held a poster session where program faculty and students presented on the theme of assessment. After the poster session, the University held a reception during which team members met the Provost of the University, the Dean of the School of Education, members of the School of Education advisory council, community dignitaries, faculty, and students. On Monday morning, the team went to the University. Data collection began on Monday morning with onsite interviews, telephone interviews, and document review. The team continued data collection on Tuesday with visits to schools to interview school-based stakeholders. On Tuesday morning, the team leader and the Commission consultant presented the Mid-Visit Report to the senior Provost, the Provost, and the Dean of the School of Education. On Tuesday evening, the team met to discuss all standards to determine whether or not all standards were met. Consensus was reached on all standard findings and accreditation recommendation. The Exit Report was held on Wednesday, April 28, 2010 at 12:00 PM.

Common Standards

Standard 1: Educational Leadership

Met

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

Touro University is committed to its vision, “to promote social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing, challenging, and diverse student population.” This vision is reflected throughout the unit as evidenced in programs and courses. Touro University is committed to and supports the development of the College of Education with credential and graduate degree programs designed to meet the needs of local school districts seeking highly qualified professional educators and/or administrators. Touro University indicated they focus on preparing educators who are serving urban populations and being a leader in the regional educational communities.

With this vision as the underlying philosophical support, a good deal of program revision has taken place during the last two years. These revisions are clearly based on data obtained from student performance measures and candidate evaluation of program data. There was also awareness on the part of the College of Education that the past practice of multiple entry points was not providing candidates with an appropriate sequence of learning experiences throughout the programs.

As a result of careful analysis, programs have been restructured around a contemporary knowledge base regarding the preparation of teaching and are now being delivered to the first cohort of candidates during the 2009-10 academic year. These newly designed programs prepare teachers who will be capable of teaching in relation to the California student academic content standards and the curriculum frameworks.

The College of Education has worked diligently to put comprehensive systems in place which will assess candidate performance in all areas of programs standards. The COE has a strong commitment to, and regularly evidences, meaningful collaboration with community stakeholders who contribute to program design and revision.

In addition to working with design, the broad-based advisory group is asked to participate in decisions about new program development to meet the needs of educational communities and are consistently provided with feedback regarding implementation of their suggestions.

Conversations with the University Provost provided the team with clear information that she has placed authority for the design, delivery, and evaluation with the School of Education under the leadership of the Dean.

There is an operational University-wide process for the allocation of resources based on program size. The School of Education is the only unit on campus that has additional support through partial fee waivers for some candidates. The Dean indicates that, generally, all reasonable requests made for unit support are provided, with the exception of new, independent facilities, a request which is still being considered under the new University Master Plan, according to the Senior Provost. The University does adequately support the infrastructure necessary to support the delivery of programs.

As evidenced by interviews and documentation, the faculty are actively involved in coordinating and implementing programs within the unit. Touro University functions in a manner that provides both leadership and support to enhance the various credential and degree programs' ability to function effectively. In this context, institutional leadership encompasses Touro College in New York, Touro University, California and its constituent parts, and the College of Education, thus indicating pervasive leadership support.

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion 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.

Along with the development of newly designed programs, the College of Education has designed and begun the implementation of a new, comprehensive program evaluation system that will examine:

- Student performance on key assessments associated with courses that measure candidate understandings and abilities of function in relation to the California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE)
- Teaching performance using the California Teacher Performance Assessment (TPA)
- Candidate perceptions of course effectiveness for each program course
- Post-program candidate assessments of program effectiveness
- Surveys of employers' perceptions of candidate preparedness
- Surveys of alumni six months beyond program completion
- Student portfolio evaluations using a common rubric
- Mentor teacher assessments of candidate competence

There are specific plans as to how these data will be collected, managed in a database, analyzed, reported to the Dean and shared with faculty and stakeholders.

There is a need for grouped data that provides information to make recommendations and modifications for the program, not just information related to individual candidates.

Given the small number of students in the administrative preparation programs, there are limited data for review to evaluate the effectiveness of the administrative credential programs.

In the case of both special education and administrative credential programs, the College of Education needs to provide additional, comprehensive data in order to determine program effectiveness.

Because new programs have only been implemented during the current academic year, there are very limited available data for current cohorts. For example, in the Multiple and Single Subject programs there are relatively complete data for Teaching Performance Assessment Tasks 1, 2, and 3, but limited data for Task 4. The team does not view the limited Task 4 data as unusual since the program is not yet complete and candidates are still enrolled in primary coursework. Other measures identified above again have very limited available data since the programs are not yet complete and some of the assessment processes such as the Portfolio, are only now beginning to be implemented. Limited candidate portfolios were provided for review, but a comprehensive data set is yet to be available. However, in the judgment of the team, all aspects of a comprehensive system have been identified by the faculty and college leadership with the assistance of the Director of Institutional Research. There is also a specific plan for further developing and implementing a revised assessment system.

Rationale for Standard 2:

The team verified that Touro University has identified the design, the process, the timelines and tools to create a new unit and program assessment and evaluation system. They have hired a Director of Institutional Research and a staff person to input data into the newly established File Maker Pro database. This structure, along with Task Stream, will more efficiently provide the programs with data-driven outcomes that will inform ongoing program improvement. Given that the College of Education has been in the midst of major changes in many components of the teacher preparation programs, the team determined after very extensive review of evidence that additional evidence is needed to demonstrate the new assessment system is fully operational.

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.

There is an operational university-wide process for the allocation of resources based on program size. In addition, the School of Education is the only unit on campus that has additional support through a partial candidate fee waiver (25% for both teaching fellows and superintendent scholarships provided to between 60% and 70% of the College of Education students).

The Dean indicates that, generally, all reasonable requests made for unit support are provided, with the exception of new, independent facilities. This request is still being considered under the new University Master Plan, according to the Senior Provost. The University adequately supports the infrastructure necessary to support the delivery of programs.

Specifically, the support for the College of Education includes a Dean, four full-time faculty, a half-time field experience coordinator, a senior administrative assistant, a .8 credential analyst who also serves as the Teaching Performance Assessment (TPA) coordinator, and a .6 administrative assistant. During this fiscal year, \$344,000 was allocated to the College of Education to pay adjunct faculty, field experience supervisors, and TPA assessors. Financial resources were also provided to compensate a number of consultants utilized to develop programs and provide expertise. Funds were also provided for travel and conference attendance, a library collection, and technology and other resources. Funds have been allocated to refresh two computer laboratories, to be completed prior to July 1, 2010. In addition, various University departments have been supportive as the new programs have been developed and have provided time, resources, and ideas to the process. Among other resources, library and media resources, computer facilities, and support personnel are adequate to support the growing credential and graduate programs. The documents developed by Touro University prior to the site visit detail the extensive nature of the library collection and electronic reference resources available to students either at the campus site or through on-line technology including Blackboard and Task Stream.

The team determined that sufficient resources are available to support all the current College of Education programs. At least one new faculty position has been allocated for the 2010-2011 academic year as well as funds for an administrative assistant/recruiter.

The College of Education has the responsibility for considering the relative value of using part-time funds to pay adjunct faculty or converting those funds, in part, to secure additional full-time positions. The team determined that specific attention should be paid to the balance between full-time and part-time faculty in special education since that program does have a number of pathways all of which need leadership and faculty attention to program content.

In general, there is administrative support for the enhancement of resources to the College of Education providing growth in full-time equivalent students served by the unit.

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.

Based on evidence reviewed, faculty members are well-qualified for their roles and responsibilities at Touro University. Candidates indicate that the faculty provide relevant and current research, are current in their field with multiple roles, and many are practitioners who provide relevant and hands-on methods and strategies. Candidate interviews indicate they are approachable, responsive, and collaborate regularly and systematically with school districts in the surrounding community.

Faculty represent the diversity of the community and are knowledgeable about serving the challenging and diverse urban needs of the student population. The faculty in the College of Education are reflective of a diverse society; for example, there are 26 faculty in the Multiple and Single Subject Credential Program, of which 16 are Caucasian, 8 are African-American, 1 is Hispanic, and 1 is Filipino. There are 9 Educational Leadership Faculty, and 3 are African-American, 3 are Hispanic, and 3 are Caucasian.

Faculty development is provided on an ongoing basis with active collaboration and participation by the Advisory Board. Faculty recently attended the Speakers Series and other professional development activities offered on behalf of Touro University. Faculty and adjunct faculty attend workshops for Task Stream and Blackboard. In addition, faculty across the unit are encouraged and supported to attend state and national professional conferences to facilitate their professional development. Adjunct faculty members are often included in professional development activities and collaborate closely with full-time faculty.

There is a systematic evaluation process of course instructor performance that includes course evaluations as well as observations by Program Chairs and the Dean. If concerns arise, the appropriate Program Chair meets with the faculty member informally, provides verbal feedback, and makes recommendations for course improvement.

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.

To identify potential, high quality candidates from diverse populations, the College of Education actively recruits candidates with the help of partners in the educational community, such as county office personnel. The College of Education is also in the process of funding a recruiter position. For each program within the College of Education at Touro University, there are well-defined admission criteria and procedures. Multiple measures are used including evidence of a baccalaureate degree from a regionally accredited institution, GPA, interview(s), written essay, letters of recommendation and examinations and dispositions. In their essays, candidates are asked to describe their interactions or experiences in culturally diverse settings or situations. These data are initially reviewed by COE personnel in the specific program area of interest and then forwarded with a recommendation to the Admissions Office who formally processes the application.

If a student does not meet all the admission criteria (such as passage of CSET), they can be admitted conditionally and once all criteria are met, the conditional admission status is changed to full admission.

According to university documents: "The interview and personal written statements provided by the candidate regarding their background, experiences and career goals, and letters of recommendations are given considerable weight in the admissions decision and are intended to ensure consideration of candidates who are members of historically underrepresented groups. The interviewer is looking for candidates who express values of inclusiveness, respect for diversity, leadership qualities, and commitment to serving children of diverse ethnic and cultural backgrounds with varying levels of abilities. During the interview, the interviewer attempts to determine the candidates' teaching potential, as well as their commitment to the high ethical and moral standards of the profession. The personal interviews allow the program chair to better understand the career interests of the candidates and make some initial determination regarding their personal characteristics and experience working with diverse populations and communities." Therefore, according to evidence shared, *extensive efforts are expended to attract a diversity of candidates.*

The COE and the Office of Admissions meet quarterly to ensure the procedures are transparent and to discuss any issues that may develop. It was noted that admission expectations and procedures have been recently reviewed and improved.

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.

Team members ascertained that trained professionals are available to advise candidates regarding their academic and professional development throughout the program. Candidates in the programs are made aware of each program's requirements, including credential requirements, and faculty meet frequently throughout the school year on a one-to-one basis to ensure all candidates are progressing toward successful and timely completion of their program.

Support is given to candidates in several areas of the unit: learning specialist, counseling and coaching programs through the counseling program, and research and library support through the leadership staff in the library.

According to candidates, consistent feedback is given to candidates based on portfolio entries and Teaching Performance Assessments (TPA). A Program Planning Sheet is used to assist students and faculty in assuring that students are progressing through the program as expected.

The team consistently heard from candidates that they are very satisfied with the advising they receive across all credential programs and easily find answers to their questions regarding program issues.

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.

The College of Education's credential programs include both coursework and field experiences. The field experiences are designed to provide opportunities for students to observe classrooms, work with students, to reflect on their experiences, and to refine their instructional strategies.

The unit has designed a sequence of field-based experiences that include fieldwork assignments within courses and supervised clinical experiences. Throughout each program there is an emphasis on linking theory with practice through fieldwork assignments integrated in each course. All candidates complete supervised fieldwork and student teaching/practicum experiences. Fieldwork/clinical experience and development of competencies are evaluated through multiple measures including course assignments, observational reports, fieldwork/student teaching rating scales, and portfolios.

Team members verified the unit has strong community relationships, particularly with districts surrounding the university including Vallejo, Solano, Benicia, Vacaville, and others. As reported by Advisory Board members, which include district personnel and community members, the University provides significant outreach to the community that is focused on improving the achievement of students in the urban and diverse community and professional development activities that recently provided diversity training. The university collaborates with its partners to provide appropriate school sites and effective clinical personnel, based on identified criteria. Interns are supervised in their fieldwork experiences by university and district support personnel.

Coursework is closely aligned with the experiences of the interns in their classrooms. University supervisors provide ongoing support to candidates and collaborate on a regular basis with school personnel. The natural diversity of the school community offers ample opportunity to ensure that all candidates gain direct experiences working with culturally and linguistically diverse students and their families during their student teaching and practical experiences.

The student teaching/practicum experience requires candidates to integrate, apply, and refine all of the skills and knowledge gained in previous coursework into their daily interactions with students and other personnel. Although the majority of objectives will have been met to some degree in previous courses, they may have been achieved in isolation from others, and/or at minimal levels of competence. The student teaching experience emphasizes the standards in the acquisition and application of professional knowledge and skills.

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 College of Education’s educator preparation program staff carefully select district field supervisors according to defined criteria and through close collaboration between College of Education faculty and school and district personnel. District supervisors who teach in the credential area of the assigned candidates reported that they were oriented to their supervisory role in a variety of ways including an initial meeting with the field experience coordinator and individually scheduled meetings with the University Supervisor and/or Field Coordinator. They

noted that there is regular communication and collaboration between themselves and University supervisors.

A fieldwork handbook facilitates district supervisor orientation and training, identifying roles/responsibilities regarding fieldwork/clinical experiences, program requirements and evaluation forms. Field supervisors indicated they value the collaboration and materials.

The College has developed an "Assessment of Field Supervisor" form to evaluate the field supervisor. In addition, district supervisors are recognized for their demonstrated proficiency in their respective areas through their selection and designation as a mentor of program candidates.

Standard 9: Assessment of Candidate Competence

Met with Concerns

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.

As indicated in the team’s response to Common Standard 2, the institution has recently revised its Multiple and Single Subject Programs because of feedback received from a variety of sources about the need to improve prior programs. Concomitant with program revision, a new system to measure program effectiveness has been developed. This system consists of measures in the following areas:

Student performance on key assessments associated with courses that measure candidate understandings and abilities of function in relation to Teaching Performance Expectations,

- Teaching Performance Assessment using the California TPA
- Candidate perceptions of course effectiveness for each program course
- Post-program candidate assessment of program effectiveness
- Survey of employers perceptions of candidate preparedness
- Survey of alumni six months beyond program completion
- Student portfolio evaluation using rubric

Based on the fact that the first cohort of students in the Multiple and Single Subject revised programs is just now reaching program completion, there currently exists insufficient data that document successful candidate completion of program competencies. In addition, similar assessment data are needed for both special education and administration.

Rationale:

The team determined that while the institution has begun to implement a new assessment and evaluation system, evidence did not clearly identify indicators common to all programs and/or those specifically identified for each program that will provide the Unit with consistent, reliable assessment data. Therefore, Standard 9: Assessment of Candidate Competence was Met with Concerns.

Program Reports

Multiple/Single Subject Program, with Internship

Program Design

The Multiple/Single Subject (MS/SS) credential programs began in 2004 with an Instructional Block format consisting of five Blocks throughout the year. Students from both programs enrolled in Blocks together. The curricula were originally designed to be developmentally sequential, beginning in the summer and ending in the spring. In reality, many students joined the cohorts throughout the year, taking coursework in reverse order. The Block format continued through the 2008-2009 school year.

In the fall of 2008, the College of Education faculty held a faculty retreat facilitated by a consultant to review the MS/SS credential programs, to improve the programs' course offerings, and to comply with CTC's 120-hour pre-service intern requirement and recommendations from the CTC Technical Assistance Site Visit in July 2008. The result was a completely redesigned course sequence for both programs. The Program Chair of the Multiple and Single Subject program was acknowledged by all the stakeholders in each of the interviews as the catalyst for the effectiveness of the redesigned program. Students expressed exceptional gratitude for the accessibility and fieldwork supervisors applauded the new orientation received to provide greater support to their student teachers. The faculty received feedback about the new program design from the College of Education's Advisory Board and Curriculum Committee and Touro University's Academic Council, and Provost. COE faculty, including a group of adjunct instructors, gathered to provide input on more detailed course designs, textbooks, and assignments. Additional instructors were hired and the new program launched in the summer of 2009. The first credentials under the new coursework will be issued in June 2010.

Curriculum

Following is a summary of the changes made to the MS and SS program curricula. The program goals, overview and a sequence of new course offerings in each of the Revised Multiple and Single Subject Programs are listed below:

Revised Multiple and Single Subject Program Goals:

- Reduce the number of entry points from five to three. The credential program is now on a semester system with fall, spring, and summer terms.
- Meet CTC's 120-hour pre-service intern requirement and address the needs of the increasing number of interns in Touro University's MS and SS programs.
- Establish field experience courses in which candidates are provided additional support and guidance during observation and student teaching. Student Teaching Seminars (EDU 780 and EDU 781) were designed to support both interns and student teacher candidates through their field experience in the second and third semesters.

Interviews with administration, faculty, TPA and Fieldwork Placement Coordinator, Adjunct Faculty, Advisory Board, Fieldwork Supervisors, Mentor Teachers, District employers, supervisors and support providers, completers and current candidates all stressed and affirmed the need for the complete redesign of course sequence for both programs in order to meet the

CTC standards for the Multiple and Single Subject programs; provide a more effective approach to preparing candidates with the knowledge and skills for readiness and success on the Teacher Performance Assessments (TPA); and eliminate the multiple entry points that consistently contributed to faculty and student frustrations with the academic program. There were concerns addressed regarding the integration of TPEs and course objectives in the syllabi in order to assure that students demonstrate learning outcomes as required by program standards. The new program design has made an immediate impact in provision of a theoretical background that translates effectively into practice, as evidenced by the data results provided for TPA 1-3 within this academic year.

Field Experience

Touro University's multiple and single subject teacher credential programs include a developmental sequence of carefully-planned, substantive, supervised field experiences in schools. District partners, university fieldwork supervisors, mentor teachers and candidates affirmed the effectiveness of the program re-design of field experience during interviews with the team. Completers also addressed the benefits that the new program design will provide for current candidates. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced in credential coursework. In the first semester, candidates study education psychology and classroom management, literacy strategies, and English language development in EDU 770: Educational Psychology & Classroom Management, EDU 771: Teaching Diverse Learners, and EDU 772: Elementary Literacy & Planning Instruction (multiple subject) or EDU 773: Secondary Literacy & Planning Instruction (single subject). Candidates also observe and work with small groups for 60 hours in a variety of classrooms, reflecting on exemplary teachers' teaching practices and instructional delivery in EDU 780: Orientation to Student Teaching and TPA Task 1 & 2 orientation and completion & Seminar. Candidates work individually with a struggling reader in the literacy courses, EDU 772 and EDU 773.

The literacy courses include an introduction to lesson planning. By the end of the course, and throughout the credential program, candidates design all lessons using the standards-based Touro Lesson Plan format that includes rationale for each step of the lesson and adaptations for English learners and students with special needs. In supervised teaching, candidates draw on the knowledge and skills developed in the coursework to manage and deliver instruction to all students.

The multiple and single subject credential programs' supervised fieldwork sequence extends candidates' understanding of major ideas and emphases developed in prerequisite coursework. Drawing on knowledge and skills developed in coursework on educational psychology, classroom management strategies, literacy instruction, curriculum and instruction methods, strategies for working with English learners and students with special needs, designing lesson plans, and through extensive classroom observations, candidates are prepared for supervised fieldwork in EDU 781: Student Teaching, TPA Task 3 & 4 orientation and completion and Seminar.

The Program Chair of Multiple and Single Subject Credential Programs, the Credential Analyst/TPA Coordinator (one person with two roles), and the Field Experience Coordinator

work together to determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school.

Each candidate must demonstrate an ability to teach in the major domains of the Teaching Performance Expectations through coursework, field experience observations, and in the final Candidate Assessment. All coursework prior to supervised teaching follows the major domains of the TPEs. All candidate observations during supervised teaching document the candidate's ability to teach in the major domains of the TPEs, and the mid-term and final Candidate Assessments, completed by the classroom-based mentor teacher, the university supervisor, and a self-assessment by the candidate all document the candidate's abilities in all 13 Teaching Performance Expectations. This was evidenced by completed student assessments and interviews with the field coordinator and fieldwork supervisors.

The multiple subject reading components provide candidates with experience in a classroom where beginning reading is taught. Candidates have a variety of experiences in primary literacy classrooms, including observing 60 hours in EDU 780: Orientation to Student Teaching & Seminar. Candidates are required to observe in a variety of classrooms, including primary, upper elementary, and middle school multiple subject classrooms. In addition, candidates complete supervised teaching at two different levels, including a placement where beginning reading is taught.

The multiple subject reading program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007). Touro University follows a standards-based approach to field experience. The school-based supervisor must have five years teaching experience, and at some point in the day, the school-site supervisor must be teaching at least one English learner and one student with special needs. School-site supervisors are highly competent and come highly recommended by their site administrator and/or district personnel.

Interviews with Program Chair, Fieldwork Coordinator, Credential Analyst/TPA Coordinator, Fieldwork Supervisors, Mentor Teachers, Site Administrators and Assistant Superintendent of Human Resources, confirmed the effectiveness of the new Field Experiences for Multiple and Single Subject candidates. There were concerns identified by the fieldwork supervisors of additional support needed for the MS/SS Intern candidates provided at school sites as well as aligning the number of their personal visits with the visits of candidates who are in the traditional student teaching program. In addition, in alignment with Common Standard 8, the team encourages consideration of a culminating event and/or monetary stipend for recognition "in a systematic manner" of mentor teachers who work closely with student teachers to assure a successful learning experience. This was also confirmed in an interview with the fieldwork coordinator and fieldwork supervisors.

Assessment of Candidates

Formative assessment is provided throughout coursework in the form of "key assignments." These are particular tasks that have been designed by the program chair and adjunct faculty to provide evidence of candidates' acquisition of critical knowledge and skills. Each "key

assignment” is scored on a rubric related to one or more of the TPEs. Additional formative assessment is provided by fieldwork evaluations. Two summative assessments of candidate competencies are provided by a culminating Portfolio and Teaching Performance Assessment.

The Multiple and Single Subject programs have an assessment program for their candidates in place. However there was limited to no *disaggregated* data from the four assessments identified in the new program due to the fact that program data have been collected but not entered into the new data management system for analysis. During interviews, TPA assessors, program completers and candidates expressed concerns regarding preparation for success on TPA tasks. In alignment with Program Standard 18, the team felt that the new program design should include a process to ensure that “each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program, the passing score standard adopted by the program, and the opportunities available within the program to prepare for completing the TPA tasks/activities.”

Findings on Standards:

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 for Multiple/Single Subject Programs; however, due to the new program, data has been collected but not entered into the new data management system for analysis.

Education Specialist Credentials Program Mild/Moderate, with Internships Moderate/Severe, with Internships

Program Design

Touro University’s Education Specialist: Mild/Moderate and Moderate/Severe Level I, with Internship & Level II Credential Programs are influenced by the College of Education’s Mission Statement to promote social justice by meeting the needs of a constantly changing, challenging, and a diverse student population. Reflecting the mission’s intent, candidates reported that coursework experiences were seen as relevant in the context of today’s schools and the instructors “walked the talk.” Collaborative relationships have been built with local agencies, school districts, schools, organizations, and county offices of education. Representative stakeholders serve on the program’s Advisory Board and stated that when they brought their needs to the Touro’s Special Education Program they received an immediate response. One of the hallmarks in the selection of course and fieldwork faculty is that they have current and substantial expertise. The Special Education Program’s willingness to acknowledge the needs of the field by hiring these faculty demonstrate that the program shows a willingness to meet changing and ongoing needs of novice Special Education teachers.

The Program Coordinator is described as being exceptionally accessible to students, faculty, and the community stakeholders. Also, he is viewed as highly responsive to suggestions for program modifications and additions. As the only full time program faculty, he expanded program

offerings and facilitated the continued development of four credentials (Education Specialists: Levels I and II for Mild/Moderate and Moderate/Severe Credentials) and an Added Authorization in Autism. Adjunct faculty and fieldwork supervisors are exceptionally supportive to program development and the candidates. Having one full-time faculty administratively overseeing all diverse and demanding aspects of the multiple programs, including developing all syllabi, is challenging. Therefore, the team finds the institution's request for an additional permanent faculty member who would clearly assist in further program development, continual updating of accreditation requirements, advisement, recruitment and additional responsibilities valid.

Curriculum

The program contains a set of required courses and fieldwork assignments that build necessary knowledge and skills to work effectively in K-12 schools and agencies throughout the service area and beyond. Program coursework affords multiple opportunities to learn theory and practice in the field of special education with special attention paid to current issues. After a review of the course syllabi, interviews with the program coordinator, adjunct program faculty, candidates, program completers, and community stakeholders, it was determined that theoretical courses have been developed and taught to meet CTC standards.

Candidates are provided with multiple opportunities to understand theories and obtain information about students with disabilities, develop behavior plans, learn about issues of transition and collaboration, assess students, and plan appropriate curriculum. Three initial courses comprise the pre-service experiences for interns and lay the foundation for the remaining program courses for all candidates. These courses address the CTC standards related to pre-service. Two courses provide candidates with knowledge of disabilities, categories, and educational supports. Subsequent courses involve more advanced knowledge and skills for teaching students with disabilities. Finally, candidates teach, as either an intern or student teacher.

Key assignments are identified in every class and are referenced to the California Standards for the Teaching Profession. Rubrics are provided for all assignments. Candidates are mentored and guided to successfully complete required assignments and tasks. Comments from candidates state that there is *easy and fluid communication* with faculty and that they receive *immediate and supportive feedback*.

Field Experiences

Candidates indicated field experiences give the opportunity to connect theory and practice and to develop their skills as reflective practitioners. Participation in these experiences promotes active learning with a variety of diverse populations within the field of special education and in general education.

The program includes fieldwork assignments and one supervised fieldwork course. In fieldwork courses, there are both formative and summative assessments that are obtained through anecdotal reports, mid-term and final evaluations, candidates' self-assessment and reflections, mentor (master) teachers' assessments, reflections and observation. These are well-developed forms that guide interns or student teachers in the evaluation of their teaching. However, there is limited

performance data demonstrating candidate exposure and the on-going development of competencies in serving diverse students with disabilities. Moreover, the graduated sequencing and documentation of field experiences, as required in Standard 13, is unclear. Verification of support to interns each semester needs to be documented. Finally, another concern is that traditional student teaching, typically a culminating experience, may be taken prior to the end of the program.

According to Standard 21 each candidate should have a variety of field experiences in general education. These general education field experiences may be embedded in course assignments that can be individualized, but they are not readily apparent. Overall, there does not appear to be a systematic approach that focuses on the documentation of all supervision experiences.

Assessment of Candidate Competence

Candidates in Levels I and II have a clear understanding of the program's summative method of evaluation at program completion. Key assignments are tied to courses in Level I and directly to the standards in Level II. Candidates are informed and collect key assignments. Some of these assignments are randomly selected to evaluate teaching competency at the end of the Level I. In addition to an institutional supervisor, a field supervisor or site administrator needs to provide a summative assessment for interns. The current method of assessment does not clearly indicate a comprehensive and summative evaluation of a candidate's teaching competencies (Standard 18).

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising parishioners, the team determined that programs standards are met with the exception of three standards in both the Mild/Moderate and Moderate/Severe teaching and internship programs: Standard 13—Special Education Field Experiences with Special Population, Standard 18—Determination of Candidate Competence, and Standard 21—General Education Field Experience. These three standards are Met with Concerns.

Preliminary Administrative Services Credential Program Professional Clear Administrative Services Credential Program

Program Design

The Preliminary and Professional Administrative Services Credential Programs at Touro University, California demonstrate evidence of connecting coursework, action research, and field work into an integrated program designed to prepare candidates to address the challenges currently facing education. Each component of the activities candidates are engaged in depend upon one another for the purposes of providing immediate applicability for those candidates already completing duties in an administrative role. Rather than develop isolated courses on various topics, central themes have been developed to run throughout and tie together the courses that make up this program. In addition, an overarching emphasis on reflective leadership practices has been implemented to instill in the candidates the core processes required to address the varied challenges of a school administrator. Candidates are required to consistently engage

in self-assessment processes for the purposes of refining their administrative practices and building collaboration and consensus amongst diverse stakeholders.

Curriculum

The curriculum for these programs follows a sequential pattern and addresses all the required standards. Cornerstones of the program, such as the Professional Induction Plan (PIP), Action Research Project, Field Based Action Project (FBAP), and portfolio, are scaffolded throughout the program and are reliant upon one another. In addition, the curriculum has woven throughout it the elements to address becoming an instructional leader in increasingly diverse educational settings. Candidates are also required to connect student classroom instruction to data gathering systems for the purpose of influencing future classroom instruction. Overarching themes in the curriculum include an emphasis on closing the achievement gap and identifying means to affect gains in student achievement while functioning in an environment of diminishing resources. Numerous components of the curriculum are directly linked to performing the sample duties and tasks of a school administrator. An enhancement to the core program curriculum is also provided by periodic “seminars” on relevant topics such as closing the achievement gap.

Field Experience

The Field Based Action Project (FBAP) is comprehensive in nature and spans virtually the length of the program. As one of the cornerstones of the program, it is directly related to the current educational settings of each candidate, while also being connected to the program curriculum. Candidates are required to prepare FBAP activities in cooperation with both their fieldwork supervisor and fieldwork mentor. Both the fieldwork supervisor and the fieldwork mentor provide continuous support and feedback to the candidate when FBAP activities are being completed and they also interact with one another regularly to review and discuss candidate progress. As an essential component of the FBAP, each candidate must engage in activities taking place in diverse school and/or district settings. FBAP activities are designed to be meaningful and substantial and are connected to candidate self-reflection of their personal leadership practices and are individualized in nature. Each of the FBAP activities must be directly linked to the California Professional Standards for Educational Leaders (CPSELs).

Assessment of Candidate Competence

Candidates are assessed in a comprehensive and systematic nature that is clearly articulated and monitored. Candidates are monitored and evaluated on an on-going basis throughout the entirety of the program and provided appropriate assistance and support as needed. In addition to the formative and summative assessments implemented in each course, the Action Research Project, and the Field Based Action Project (FBAP), each candidate is required to assemble an individualized portfolio containing various components as part of the exit interview process. These components employ multiple measures of candidate competence and are designed to demonstrate that each of them has successfully addressed the standards required by the program and that each of them is prepared to implement the knowledge and skills they have gained. At the conclusion of the program, candidates are evaluated on a comprehensive rubric directly based upon the California Professional Standards for Educational Leaders (CPSELs) to ensure overall candidate competence and readiness to assume the duties of an administrative position.

Findings on Standards

After reviewing the institutional report and supporting documentation, and after conducting interviews of candidates, faculty, support staff, employers, and supervising practitioners, the team has determined that all program standards are met for Administrative Services: Preliminary and Professional Clear*.

***Note on the Limited Candidate Pool for Review**

Due to the recent implementation of the Preliminary and Professional Administrative Services Credential Program at Touro University California, approximately 14 candidates have completed or are currently enrolled. With such a limited number of candidates to review and examine, it is difficult to develop comprehensive and reliable conclusions until a greater number of candidates have either enrolled in or completed either administrative program.