Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Sonoma State University

Professional Services Division

April 8, 2005

Overview of This Report

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

Accreditation Recommendations

(1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Sonoma State University and all of its credential programs: **ACCREDITATION**

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

- Adapted Physical Education Specialist Credential

- Administrative Services Credential
  - Preliminary
  - Preliminary Internship
  - Professional

- Education Specialist Credentials
  - <u>Preliminary Level I</u>
  - Mild/Moderate Disabilities
  - Mild/Moderate Disabilities Internship
  - Moderate/Severe Disabilities
  - Moderate/Severe Disabilities Internship
  - <u>Professional Level II</u>
  - Mild/Moderate Disabilities
  - Moderate/Severe Disabilities

- Multiple Subject Credential
  - Multiple Subject
  - Multiple Subject Internship
  - BCLAD Emphasis (Spanish)

- Pupil Personnel Services Credential
  - School Counseling
  - School Counseling Internship

- Reading and Language Arts Specialist Credential
  - Reading Certificate
  - Reading and Language Arts Specialist

- Resource Specialist Certificate

- Single Subject Credential
  - Single Subject Credential
  - Single Subject Internship

(2) Staff recommends that:

- The institution's response to the preconditions be accepted

- Sonoma State University be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Sonoma State University be placed on the schedule of accreditation visits for the 2009-2010 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

Background Information

Originally founded in 1956 as a satellite of San Francisco State University, Sonoma State University (SSU) is now a comprehensive liberal arts institution committed to the liberal arts and sciences. SSU is located on a 274-acre site in Rohnert Park, California in the hills of Sonoma County, just one hour north of San Francisco and 40 minutes from the Pacific Ocean. The University is a public institution of higher learning, and is one of the 23 campuses of the California State University System. SSU celebrated the 40th anniversary of its founding in 2000. When originally founded as a satellite campus, one of the primary purposes was to offer teacher education courses and programs to residents of the North Bay counties in California. In 1961, Sonoma State College officially opened its doors with an enrollment of 265 students. The current location became home to the institution in 1966, at which time more than 1,000 students were enrolled. University status was granted and the name of the institution was changed to Sonoma State University in 1978.

SSU continues to serve the five-county area [in the North Bay region] it was originally founded to serve, as well as the state. The five counties include Marin, Sonoma, Napa, Mendocino, Lake, and Solano. However, in the past decade the student demographics have changed. The student body has become more traditional-aged and increasingly residential. University enrollment is approximately 8,000 students, and of those 8,000, approximately 2,400 reside on campus. Currently, more than 70 percent of the freshmen and 50 percent of the junior transfer students come from outside the North Bay region. The institution has 36 academic departments, and offers 41 bachelor's degree programs, 14 master's degree programs, eight undergraduate and graduate certificate programs, and ten credential programs.

The institution serves as a cultural resource for the region. Various programs and special events in the arts, sciences, and athletics contribute to the cultural and intellectual life of the region's population. Examples include the Osher Lifelong Learning Institute, a continuing education program for senior citizen and the Jean and Charles Schulz Information Center that has become a resource for the entire community and provides opportunities for connections with schools and libraries throughout the area.

The School of Education is designated as the professional education unit. The official head of the unit is the Dean of the School of Education. The School of Education currently has three departments: Curriculum Studies and Secondary Education (CSEE), Educational Leadership and Special Education (ELSE), and Literacy Studies and Elementary Education (LSEE). Each department houses one basic credential program and at least one Education M.A. program concentration.

The breakdown of university and unit student enrollment figures for fall 2004 is as follows:

Table I.1 University and Unit Enrollment Data for Fall 2004

University	Enrollment	Male	Female	Caucasian	Minority	Unknown
Undergraduate (FT)	5321	1985	3336	3646	993	682
Undergraduate (PT)	1342	519	823	742	218	382
Graduate (FT)	574	154	420	355	74	145
Graduate (PT)	565	173	392	354	63	148
Unit	**Enrollment**	**Male**	**Female**	**Caucasian**	**Minority**	**Unknown**
Undergraduate (FT)	31	2	29	16	9	6
Undergraduate (PT)	NA	NA	NA	NA	NA	NA
Graduate (FT)	338	91	247	217	47	74
Graduate (PT)	233	55	178	149	27	57

Within the scope of the School of Education, eight credential programs and one Education M.A. with five concentrations are offered. In addition, the Department of Kinesiology, in the School of Science and Technology, offers a credential in Adapted P.E. (in conjunction with the Single Subject Credential), the Department of Counseling, housed in the School of Social Sciences, offers the School Counseling program option (which has CACREP accreditation) in which

candidates earn both a Pupil Personnel Services credential and an M.A. degree in School Counseling, and the Hutchins School of Liberal Studies housed in the School of Arts and Humanities partners with the School of Education in offering the Blended Multiple Subject Program.

Table I.2 Credential Programs Subject to Review by CCTC and NCATE

Program Name	**Award Level**	**Program Level**	**Number of Candidates**	**Agency or Association Reviewing Program**	**Status of National and State Program Reviews**	
					Program Review Submitted (Yes or No)	**Current Status (First Review, Rejoinding, Complete)**
Multiple Subject	Credential	ITP	180	CCTC	Yes	Complete
MS BCLAD	Credential	ITP	12	CCTC	Yes	Complete
MS Intern	Credential	ITP	5	CCTC	Yes	Complete
MS Blended	Credential	ITP	17	CCTC	Yes	Complete
Single Subject	Credential	ITP	120	CCTC	Yes	Complete
SS Intern	Credential	ITP	15	CCTC	Yes	Complete
Adapted PE	Credential	ITP		CCTC	Yes	Complete
Education Specialist, Level I (Mild/Moderate, Moderate/Severe)	Credential	ITP	80	CCTC	Yes	Complete
Intern	Credential	ITP		CCTC	Yes	Complete
Education Specialist, Level II (Mild/Moderate, Moderate/Severe)	Credential	ADV	49	CCTC	Yes	Complete
Reading Certificate	Certificate	ADV	33	CCTC	Yes	Complete
Reading and Language Specialist	Credential	ADV	24	CCTC	Yes	Complete
Preliminary Administrative Services	Credential	ADV	42	CCTC	Yes	First Review
PASC I Intern			1			
Professional Administrative Services	Credential	ADV	14	CCTC	Yes	First Review
Pupil Personnel Services	Credential	ADV	23	CCTC/CACREP	Yes	Complete
PPS Intern			7			

When looking at teacher credentialing programs in California, one must keep two facts in mind. First, there is no such thing as an “elementary” or “secondary” teaching credential in California; instead, candidates earn “multiple subject” or “single subject” credentials. A multiple subject credential entitles the bearer to teach all subjects in self-contained classrooms grades K-12, while a single subject credential certifies the holder to teach a particular subject (English, science, art, physical education, etc.) to students in any grades K-12. Departmentalization of traditional academic subjects (i.e. English, math, social studies, science) is rare in elementary schools, so

individuals certified to teach those subjects find work almost exclusively in middle or high schools (grades 6-12); but those teaching art, music, or physical education frequently find teaching jobs as specialists in elementary as well as middle and high school. Conversely, some few high school teachers work in alternative program self-contained classrooms.

Secondly, one must remember that there is no Education undergraduate major in California. In most cases, candidates seeking a basic credential complete their B.A. degree before seeking their credentials as post-baccalaureate students. The vast majority (over 70%) of basic credential candidates (multiple subject, single subject, and education specialist) enter their programs with post-baccalaureate status. The only exceptions are 1) candidates pursuing an "Integrated" undergraduate program, and advising pathway which candidates enter in their freshman year and, over a four and a half year period, complete both their undergraduate majors and a teaching credential program, and 2) those enrolled in a CCTC-approved "Blended" undergraduate program, which consists of a "blending" of a major course of study with relevant credential courses. The School of Education's Single Subject Credential Program has three Integrated programs, in physical education, English, and mathematics; and the Multiple Subject Credential Program has integrated programs in Chicano and Latino Studies and American Multicultural Studies, as well as a Blended program in partnership with SSU's Hutchins School of Liberal Studies.

Although this is the first NCATE visit to Sonoma State University; this is a continuing visit for the California Commission on Teacher Credentialing (CCTC). Since the 1998 visit of the CCTC, these significant developments have occurred:

- Of the 20 current tenured or tenure-track School of Education faculty, only nine were at SSU during the last visit;
- All credential programs have been revised according to the latest CCTC standards, and all have received CCTC approval
- Numerous satellite programs have been developed and implemented to provide service for the region:
    - Solano County (elementary intern and educational leadership)
    - Contra Costa County (special education)
    - Mendocino County (elementary and reading)
    - Del Norte County (M.A. in Curriculum, teaching, and Learning)
    - Joint Doctorate (with Sacramento State University and University of California at Davis) – (just being implemented)
- Addition of a Technology Support Center to assist faculty and students with new technology
- Program and curricular assessment protocols have been developed
- An Educator-in-Residence program has been developed
- Community Advisory Boards have been developed for each credential program
- The School of Education participates in the Renaissance Group

Merged COA and NCATE Visit

This was an initial accreditation visit by the National Council for Accreditation of Teacher Education (NCATE). The visit merged the accreditation processes of the Committee on Accreditation (COA) and the National Council for the Accreditation of Teacher Education (NCATE) according to the approved protocol. The Accreditation Team, which included

membership from the COA and NCATE, received a single Institutional Self-Study Report, worked from a common interview schedule, and collaborated on all decisions related to accreditation standards.

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was revised and renewed in 1996 and subsequently revised and renewed in 2001. The Partnership Agreement requires that all California universities who are NCATE accredited participate in reviews that are merged with the State's accreditation process. The agreement allows the university the option to respond to the NCATE 2000 Standards, provided that the Commission's Common Standards are addressed in the context of that response. It also allows the subsequent accreditation team report to be written based upon those standards. Sonoma State University exercised that option. In addition, the institution must respond to all appropriate Program Standards. The agreement also states that the teams will be merged, will share common information and interview schedules, and will collect data and reach conclusions about the quality of the programs in a collaborative manner. However, the accreditation team will take the common data collected by the team and adapt it according to the needs of the respective accrediting bodies. This is because the NCATE Unit Accreditation Board requires a report that uses the familiar language and format of the NCATE standards rather than the language that is needed for the COA (i.e., information about Common Standards and Program Standards.) Under the provisions of the partnership agreement, California universities are not required to submit Folios to the NCATE-affiliated professional associations for review. The state review stands in place of that requirement.

Preparation for the Accreditation Visit

The Commission staff consultant, Dr. Lawrence Birch, was assigned to the institution in Fall, 2003, and met with institutional leadership in Spring 2004. The meeting led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In addition, telephone, e-mail and regular mail communication was maintained between the staff consultant and institutional representatives. The Team Leader (Co-chair for the visit), Dr. Lamar Mayer, was selected in July 2004. The Chair of the NCATE Board of Examiners (Co-chair for the visit), Dr. Melba Spooner, was assigned in November, 2004. On January 24, 2005, the NCATE co-chair and the staff consultant met with the representatives of Sonoma State University to make final determinations about the interview schedule, the template for the visit and any remaining organizational details.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the NCATE unit standards and appropriate references to the California Common Standards. This was followed by separate responses to the Program Standards. For each program area, the institution decided which of the five options in the *Accreditation Framework* would be used for responses to the Program Standards. Institutional personnel decided to respond using Option One, California Program Standards.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the School of Education and the Commission Consultant. It was agreed that there would be a team of sixteen consisting of a Team Leader, a Common Standards Cluster that would include five NCATE members and two COA members; a Basic Credential Cluster of five members; and a Services Credential Cluster of three members. The Dean and Consultant assigned each credential program to one of the program clusters. The Commission Consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework* and experience in merged accreditation visits. (Unfortunately, on the first day of the visit, one of the state team members had to leave because of an unexpected family emergency. This left a final team size of 15.)

The COA Team Leader and the Chair of the NCATE Board of Examiners served as Co-Chairs of the visit. Each member of the COA/NCATE Common Standards Cluster examined primarily the University's responses to the NCATE Standards/Common Standards but also considered the Program Standards for each credential area. Members of the Basic and Services Clusters primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered unit issues.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Saturday, March 5. On Saturday mid-day, the Team Leader and the COA members of the Common Standards Cluster and CCTC staff began their deliberations with the NCATE team members. It included orientation to the accreditation procedures and organizational arrangements for both the COA and NCATE team members. The Common Standards Cluster began its examination of documents on the campus the rest of Saturday and on Sunday morning. The remainder of the team arrived on Sunday mid-day, March 6, with a meeting of the team followed by organizational meetings of the clusters. The institution sponsored a poster session and reception on Sunday afternoon to provide an orientation to the institution. This was followed by further meetings of the clusters to prepare for the activities of the next day.

On Monday and Tuesday, March 7 and 8, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution arranged to transport members of the team to various local school sites used for collaborative activities. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team Co-chairs met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work

sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the NCATE/Common Standards findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the NCATE/Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the standards were “Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns beyond the narrative supporting the findings on the standard.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

The entire team met on Tuesday evening to review the findings and make decisions about the results of the visit. The team discussed each NCATE/Common Standard and decided that the six NCATE standards were fully met, with three areas for improvement identified for purposes of the NCATE report, that the six standards were met for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all program standards were met for all program areas, with the exception that in two of the credential programs, one standard was met with concerns in each program.

The team then made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook*. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," “Accreditation with Probationary Stipulations,” or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of **"Accreditation."** The recommendation for “Accreditation” was based on the unanimous agreement of the team and that the overall evidence clearly supported the accreditation recommendation. Following the decision, the team went on to complete the written accreditation report, which was reviewed by the team on Wednesday morning. A draft of the report was presented to the faculty late Wednesday morning.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM REPORT

INSTITUTION: **Sonoma State University**

DATES OF VISIT: **March 5-9, 2005**

ACCREDITATION TEAM RECOMMENDATION: **ACCREDITATION**

RATIONALE:
The accreditation team conducted a thorough review of the Institutional Report, the program documents for each approved credential program, and the supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty, staff and administration of the university, employers of graduates, field supervisors and advisory committee members. Team members obtained sufficient and consistent information that led to a high degree of confidence in making judgements about the educator preparation programs offered by the institution.

The recommendations pertaining to the accreditation status of Sonoma State University and all of its credential programs was determined based on the following:

> NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.
>
> PROGRAM STANDARDS: Team clusters for (1) Basic credential programs (Multiple and Single Subject – including internship, Multiple Subject BCLAD Emphasis, Blended Multiple Subject, Adapted Physical Education Specialist, Reading Certificate and Reading/Language Arts Specialist, Education Specialist in Special Education – Mild/Moderate and Moderate/Severe – including internship; (2) Services credential programs (Administrative Services including Preliminary, Preliminary Internship and Professional and Pupil Personnel Services: School Counseling including Internship) reviewed all program areas. Discussion of findings and appropriate input by individual team members and by the total merged team membership was provided to each of the clusters. Following these discussions of each program reviewed the total team, NCATE and COA considered whether the program standards were either met, met with concerns, or not met.

ACCREDITATION RECOMMENDATION: The decision to recommend Accreditation was based on team consensus that the six NCATE Standards were met, with three identified areas for improvement for purposes of the NCATE report and the six standards were met for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas, with the exception that in two of the credential programs, one standard was met with concerns in each program. This accomplishment was made in a period of time when a transition to newly designed programs (Multiple and Single Subject and Pupil Personnel Services) had recently been implemented. One program (Administrative Services) was beginning to work with new CCTC Standards. Finally, there had been a recent change in leadership of the unit. It is obvious that the school and university administration has been strongly supportive of faculty efforts and has provided appropriate leadership to the school during this time of change.

ACCREDITATION TEAM

State Team Leader: **C. Lamar Mayer** (Team Co-Chair)
California State University, Los Angeles

NCATE Team Leader **Melba Spooner** (Team Co-Chair and
Common Standards Cluster Leader)
University of North Carolina, Charlotte

NCATE/Common Standards Cluster:

Derek Minakami (NCATE Member)
Hawaii School District

Linda Cornelius (NCATE Member)
Mississsippi State University

Vernon Luft (NCATE Member)
University of Nevada, Reno

Mary McCorkle (NCATE Member)
Mobridge School District, South Dakota

Shane Martin (CCTC/COA Member)
Loyola Marymount University

Carol McAllister (CCTC/COA Member)
Los Alamitos Unified School District

Basic Credential Cluster:

Carl Brown, (Cluster Leader)
California Polytechnic State University, San Luis Obispo

Judith Greig
Notre Dame de Namur University

Carol Sue Adams
Lompoc Unified School District

Nancy Burstein
California State University, Northridge

Bert Goldhammer
Placer Hills Union High School District

Services Credential Cluster:

Gary Hoban, (Cluster Leader)
National University

Marcel Soriano
California State University, Los Angeles

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Course Materials
Information Booklets
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Portfolios
Candidate Work Samples
Exit Surveys
Assessment Data
Follow-up Survey Results

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	**TOTAL**
Program Faculty	11	20	46	14	**91**
Institutional Administration	10	21	6	7	**44**
Candidates	14	64	139	56	**173**
Graduates	5	23	56	29	**113**
Employers of Graduates	0	6	23	14	**43**
Supervising Practitioners	0	5	30	9	**44**
Advisors	0	0	7	2	**9**
School Administrators	3	3	14	23	**43**
Credential Analyst	0	2	2	0	**4**
Tech Support	2	2	2	0	**6**
Advisory Committee	2	5	15	4	**27**

TOTAL 596

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

NCATE STANDARDS/CCTC COMMON STANDARDS

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

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

A. Level: Initial and Advanced

B. Findings

Initial

For the purpose of state licensure, California teaching credential candidates demonstrate their knowledge of content through the California Subject Examinations for Teachers (CSET). However, single subject candidates may opt to demonstrate their knowledge of content by completing a "subject matter waiver program," a series of courses approved by the California Commission on Teaching Credentialing (CCTC). Sonoma State University (SSU) has been approved by CCTC to offer seven "subject matter waiver programs": art, English, math, music, physical education, Spanish, and social science. In addition, candidates for Multiple Subject (MS) Teaching Credentials and Educational Specialist (ES) Instruction Credentials must pass the Reading Instruction Competence Assessment (RICA). RICA assesses the candidate's ability to provide reading instruction.

Currently, SSU offers three initial teacher preparation programs: MS, ES, and Single Subject (SS). For students who opt to take the CSET, there is a 100 percent pass rate indicating SSU's candidates possess an adequate knowledge of content. SSU also houses two graduate degree programs that do not require applicants to be licensed teachers, M.A. in Curriculum, Teaching and Learning (CTL) and M.A. in Early Childhood Education (ECE). Students enrolled in the CTL program who do not already hold a basic teaching credential typically do not plan to obtain one. Many of these students enroll in the program to better understand how to use educational technology in training adults. According the chair of the School of Education (SOE) Graduate Studies Committee, there is no CSET pass rate information for these graduate programs.

Table 1.1: Unit Pass Rate on Content Tests (initial programs): Academic Year 2003-2004

Credential Program	CSET Subject Matter Exams			RICA Exam		
	Tested	Passed	SSU Pass Rate	Tested	Passed	SSU Pass Rate
Multiple Subject	124	124	100%	155	152	98%
Single Subject	31	31	100%	na	na	na
Educational Specialist Level I	26	26	100%	29	29	100%
Aggregate	181	181	100%	184	181	98%

In California, the CCTC conducts the program review and approval. For SSU, this CCTC program review was conducted simultaneous to the NCATE site review. Table I.2, Credential Programs Subject to Review by CCTC and NCATE, found in the introduction, provides a summary of the CCTC review team's decisions regarding the adequacy of SSU's credential and degree programs. In each case, the review team found SSU's programs meet each of

California's Program Standards and its candidates possess adequate content knowledge. None of SSU's initial programs are accredited by another accrediting agency.

Beyond coursework, SSU's initial programs assess candidates' content knowledge through portfolios. Students must present evidence demonstrating adequate attainment of each of the state's Teacher Performance Expectations (TPE), which includes content knowledge. Faculty members, working in teams, assess portfolios using rubrics. Each program has been using portfolios with these rubrics for at least three years.

The MS program requires candidates to use on online service, LiveText, to compile two digital portfolios, midway and at the culmination of the program. Because the MS program's rubrics are fully aligned to the TPEs, LiveText facilitates item and trend analysis. Last year was the first year LiveText was fully implemented, thus only two semesters of data are available for review. A review of data indicates more than 80 percent of candidates meet or exceed the performance expectations related to content knowledge. LiveText also produces an inter-rater reliability report. A review of the inter-rater report indicates the assessment process is credible.

The SS and ES programs require candidates to submit paper portfolios. SS candidates' portfolios serve as a gatekeeper to student teaching while ES candidates' portfolios serve as a culminating assessment for the program. While both programs require candidates to address each TPE, the rubrics assess TPE attainment holistically. Furthermore, only records of pass and failure are kept. Hence, it was difficult to consider SS and ES candidates' knowledge of content as a whole, but sample student portfolios did demonstrate an adequate knowledge of content. Besides this, the assessment process did seem credible, as teams often reached consensus on candidate performance and allowed candidates to resubmit portfolios if there were any shortcomings.

Each program also assesses knowledge of content midway and at the end of the candidate's field experience. Each program uses evaluation tools aligned to the TPEs and provided data disaggregated by TPE. Candidates participate in a three-way conference with their university supervisor and mentor teacher to assess attainment of each TPE. The three-way conference process seems credible as consensus is sought throughout the process. Each program provided four semesters of data in which nearly all candidates demonstrated adequate content knowledge.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, in an interview with a class of MS candidates every single student attested to feeling well prepared to teach and well supported by their faculty. Responses from surveys were less favorable but consistent with evidence reviewed on site.

Table 1.2: California State University Systemwide Evaluation of Graduates: Multiple Subject, Single Subject Educational Specialist (Note: G=MS and SS)

Effectiveness of Candidate Preparation: percent rating preparation as adequate or very well												
	SSU						CSU					
	2002		2003		2004		2002		2003		2004	
The new teacher was prepared to	**ES**	**G**	**ES**	**G**	**ES**	**G**	**ES**	**G**	**ES**	**G**	**ES**	**G**
Know and understand the subjects of the curriculum taught	90	69	88	78	87	81	89	75	89	82	89	82

Advanced

Applicants to most of the unit's advanced teacher preparation programs, which include Reading Certificate, a Reading and Language Arts Specialist Credential, ES II, a M.A. in Education with an emphasis in Reading and Language and a M.A. in Education with an emphasis in Special Education, are required to possess a current California basic teaching credential. Consequently, all advanced teacher preparation candidates in these programs have passed the CSET or an equivalent exam depending on the time of licensure. According to faculty, a few candidates in the CTL program possess a basic teaching credential, but the exact number was not provided at the time of the visit.

In joint meetings, the CCTC review team indicated that SSU's programs meet each of California's Program Standards and revealed candidates appear to possess adequate content knowledge. Table I.2, Credential Programs Subject to Review by CCTC and NCATE, found in the introduction, provides a summary of the CCTC review team's decisions regarding the adequacy of SSU's credential and degree programs. None of SSU's advanced programs are accredited by another accrediting agency.

Candidates enrolled in each of the advanced programs demonstrate their content knowledge through their coursework as well as through portfolios. In their portfolios, candidates present evidence demonstrating adequate attainment of each of the TPEs and Conceptual Framework, which includes content knowledge. Faculty members, working in teams, assess portfolios using rubrics. Each program has been using portfolios with these rubrics for at least three years, although the graduate programs just started using a rubric aligned to the TPEs. Because students are provided an opportunity to resubmit portfolios as well as be assessed by a team of faculty members, the assessment process seemed credible. Reviewed student work samples were consistent with adequate content knowledge.

Candidates in the two reading programs also demonstrate content knowledge through case studies and field experiences. For example, candidates plan for and conduct a Summer Reading and Writing Reading Academy for diverse K-12 aged learners. The Summer Reading and Writing Academy began in summer 2001. There, candidates must put into practice their knowledge of reading. All candidates are assessed by university faculty. Reading Certificate candidates are also evaluated by Reading and Language Arts Specialist candidates who oversee operations. Reading and Language Arts Specialist candidates also support the Reading Certificate candidates, assessing adult needs and organizing professional development. Exhibits featuring the Summer Reading and Writing Academy were consistent in demonstrating adequacy of candidates' knowledge of content.

M.A. candidates demonstrate content knowledge through a capstone project. At the culmination of the M.A. program, candidates have the option of submitting a Thesis Project or Cognate, or taking an Individualized Exam. For each route, credibility, rigor and demonstrated embodiment of the Conceptual Framework are ensured through continual dialogue as well as review of sample projects by the SOE Graduate Studies committee. A review of sample capstone projects was consistent in demonstrating adequacy of candidates' knowledge of content.

Responses from interviews with candidates and graduates were consistent with finding candidate content knowledge adequate. Likewise, responses from surveys were consistent with evidence reviewed on site.

Table 1.3: Exit Survey for Advanced Credentials and M.A. in Education Students

Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low

Survey Items (Number of Respondents = 38)			***Mean***
Perf Exp 2	Depth & breadth of content & pedagogical knowledge (Pre-Importance)	2.70	2.58
	Depth & Breadth of content & pedagogical knowledge (Mastery)	2.49	
	Depth & Breadth of content & pedagogical knowledge (SOE Impact)	2.51	

Content knowledge of other school personnel

For other school personnel, SSU offers an Administrative Services Credential Programs (PASC I and PASC II) the M.A. program in Educational Leadership, and the M.A. program in School Counseling (PPS). Reading and Language Arts Specialist candidates must possess a Reading Certificate. PASC I candidates must possess a valid California teaching credential or a services credential. The state of California requires candidates to successfully complete a CCTC approved PASC I program to be eligible for a school administrator position in the California public school system. However, the PASC I credential expires after five years, consequently school administrators must obtain a PASC II credential. PASC II candidates must possess a PASC I credential and successfully complete a CCTC approved PASC II program. As for the PPS candidates, the Professional Preparation for the Pupil Services Credential is required for employment as a counselor in elementary, middle/intermediate, and secondary public schools in California. This credential may be attained from successful completion of a CCTC approved PPS program. CCTC has approved all of SSU's programs preparing administrators and school counselors thus graduates of these programs are eligible to receive credentials in these areas.

Besides state approval, the M.A. program in School Counseling is also accredited by CACREP. The M.A. program is accredited through June 30, 2006. As a result of the program's review by CACREP, no significant recommendations were made regarding or related to candidate knowledge and skills.

PASC I candidates demonstrate content knowledge through a field experience portfolio. The field experience portfolio and its accompanying rubric aligned to program standards are in their second year of use. A review of candidate work samples suggests an adequate level of content knowledge.

PASC II candidates conduct a personalized, action-research project, demonstrating depth of content knowledge. Like the PASC I portfolio, the action-research project is aligned to and assessed according to program standards. Also similar to the PASC I portfolio, the action-research project along with its system of assessment is only in its second year of use. A review of candidate work samples suggests an adequate level of content knowledge.

PPS program candidates are assessed on their knowledge of content through a practicum evaluation and a field experience evaluation. Three semesters of data dating back to Spring 2002 was submitted. The data indicated a total of 45 candidates out of 45 passed the field experience. It also showed five groups of candidates out of five received a "B" or higher on an assessment demonstrating knowledge of PPS concepts. The data does not provide candidate performance disaggregated by standard hence it was difficult to fully verify candidates' adequacy of content

knowledge across the program. However a review of student products and exhibits suggest s an adequate level of content knowledge.

As with M.A. programs for advanced level candidates, M.A. candidates for other school personnel demonstrate content knowledge through a capstone project. As stated before, aggregate data pertaining to capstone projects are unavailable. But, a review of sample capstone projects was consistent in demonstrating adequacy of candidates' knowledge of content.

Responses from interviews with candidates and graduates were consistent with finding candidate content knowledge adequate. Likewise, responses from surveys were consistent with evidence reviewed on site.

Table 1.4: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of the current supervisors of program graduates who are working as school administrators pertaining to the quality of preparation the graduates demonstrate as beginning administrators
Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1
N = 7

	How well prepared do you feel this person was to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
7	Overall, how well prepared do you feel this person was as a beginning administrator?	7	57%	43%	0%	2.57	.53

Table 1.5: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of program graduates who are currently working as school administrators pertaining to the quality of preparation they received in the SSU Educational Leadership administrative credential program
Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1
N = 15

	Once you finished your SSU administrative credential, how well prepared were you to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
7	Overall, how well prepared were you?	14	71%	29%	0%	2.71	.47

Pedagogical content knowledge for teachers

Initial

SSU's initial programs use portfolios to assess candidates' knowledge of instructional strategies as well as their ability to clearly present content. A review of the MS program portfolio data indicates more than 80 percent of candidates meet or exceed the performance expectations related to pedagogical knowledge including the use of technology. A review of sample student portfolios did demonstrate an adequate knowledge of pedagogy.

Additionally each program assesses knowledge of pedagogy including the possession of broad knowledge of instructional strategies and the ability to present content in clear and meaningful ways through the candidates' field experiences. Each program provided four semesters of data disaggregated by standard in which nearly all candidates demonstrated adequate knowledge of pedagogy. Nearly all MS candidates also demonstrated an adequate ability to integrate technology in their teaching. SS candidates' ability to integrate technology was reported as an aggregate average score, which was above the acceptable level.

Evidence demonstrating the assessment of ES candidate skills and knowledge related to technology was limited. However, exhibits, candidate work samples, off-campus site visits, and interviews with candidates and graduates did confirm that candidates possess an adequate ability to use adaptive technology.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, initial credential graduates reported feeling well prepared to integrate technology into their instruction. Every graduate also commended the program for instilling them with a solid pedagogical foundation. Faculty from the School of Arts and Humanity who advise prospective and current SS candidates complemented the SOE faculty for modeling instructional strategies and sharing these strategies with faculty across the campus. CCTC members reviewing initial programs confirmed that candidates possess a solid pedagogical background and are adept at integrating technology. Responses from surveys indicated graduates felt prepared to "use an effective mix" of instructional strategies. However, far fewer graduates felt as confident teaching students with special learning needs. Likewise a minority of MS and SS graduates felt prepared to integrate computer technology.

Table 1.6: California State University Systemwide Evaluation of Graduates: Multiple Subject, Single Subject Educational Specialist (Note: G=MS and SS)

Effectiveness of Candidate Preparation: percent rating preparation as adequate or very well												
	SSU						CSU					
	2002		2003		2004		2002		2003		2004	
The new teacher was prepared to	ES	G	ES	G	ES	G	ES	G	ES	G	ES	G
Use an effective mix of teaching strategies and instructional activities	84	80	80	80	74	81	83	80	81	82	82	80
Meet the instructional needs of students who are English language learners	78	52	74	64	74	73	72	64	75	73	76	73
Meet the instructional needs of students from diverse cultural backgrounds	81	67	86	82	74	73	80	75	82	83	81	81
Meet the instructional needs of students with special learning needs*	69	42	74	55	61	49	70	52	72	63	72	61
Use computer applications to help pupils learn curriculum subjects	-	-	89	44	65	64	-	-	82	60	77	68

*SSU graduates in 01-02 and 02-03 came through a program in which many of them took the special education mainstreaming course after completion of the program.

Advanced

CCTC members reviewing advanced programs expressed candidates demonstrate adequate pedagogical knowledge.

As with content knowledge, advanced candidates use portfolios to demonstrate pedagogical knowledge. In their portfolios, candidates are assessed on their level of pedagogical knowledge. Reviewed candidate work samples demonstrated adequate knowledge of pedagogy and instructional strategies.

Candidates in the Reading Certificate program and Reading and Language Arts Specialist program demonstrate pedagogical knowledge in field experiences such as the Summer Reading and Writing Academy. Candidates assess student needs and recommend instructional strategies. Furthermore, candidates must clearly present about their work with each student to parents and students at the end of the three-week experience. Exhibits featuring the Summer Reading and Writing Academy were consistent in demonstrating adequacy of candidates' knowledge of pedagogy.

M.A. candidates demonstrate knowledge of pedagogy through their portfolio review and a capstone project. While knowledge of instructional strategies and the ability to clearly present information are highly valued in each project, the integration of technology is not a requirement. However, a review of sample capstone projects demonstrated that many are proficient in the use of technology as well as adequately possess knowledge of pedagogy.

Responses from interviews with candidates and graduates were consistent with finding candidate content knowledge adequate. Likewise, responses from surveys were consistent with evidence reviewed on site, with the lowest rating in the areas of technology

Table 1.7: Exit Survey for Advanced Credentials and M.A. in Education Students
Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low

Survey Items (Number of Respondents = 38)			***Mean***
Perf Exp 1	Design and implement pedagogy (Pre-Importance)	2.43	2.38
	Design and implement pedagogy (Mastery)	2.35	
	Design and Implement Pedagogy (SOE Impact)	2.40	
Perf Exp 2	Depth & breadth of content & pedagogical knowledge (Pre-Importance)	2.70	2.58
	Depth & Breadth of content & pedagogical knowledge (Mastery)	2.49	
	Depth & Breadth of content & pedagogical knowledge (SOE Impact)	2.51	
Perf Exp 3	Know & able to design, implement, and evaluate instructional practice & assess (Importance)	2.56	2.42
	Know & able to design, implement, and evaluate instructional practice & assess (Mastery)	2.32	
	Know & able to design, implement, and evaluate instructional practice & assess (SOE Impact)	2.45	
Perf Exp 9	Use tech to enhance teaching and active learning (Importance)	1.78	1.92
	Use tech to enhance teaching and active learning (Mastery)	1.94	
	Use tech to enhance teaching and active learning (SOE Impact)	2.05	

Professional and pedagogical knowledge and skills for teachers

Initial

CCTC members reviewing initial programs expressed candidates in the initial program demonstrate adequate professional and pedagogical knowledge and skills.

Portfolios are used to assess candidates' professional knowledge and skills, including foundations, development, the use of research, diversity, working with other professionals, and understanding school, family and community contexts. A review of the MS program portfolio data indicates more than 80 percent of candidates meet or exceed the performance expectations related to these professional knowledge and skills. A review of sample SS and ES I student portfolios did demonstrate an adequate level of professional knowledge and skills.

Additionally each program uses field experiences to assess candidates' professional knowledge and skills. A review of the disaggregated data, spanning over four semesters, indicates nearly all candidates demonstrated adequate professional knowledge and skills.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, recent MS program graduates expressed great confidence in working with diverse learners. Other MS candidates expressed appreciation for the opportunity to immediately put into practice the theories they are learning in the classroom. Every graduate also commended the program for instilling them with a solid pedagogical foundation. CCTC members reviewing initial programs confirmed that candidates possess a solid pedagogical background and are adept at integrating technology. Responses from surveys indicated graduates felt prepared to "use an effective mix" of instructional strategies. However, far fewer graduates felt as confident teaching students with special learning needs. Likewise a minority of MS and SS graduates felt prepared to integrate computer technology.

Table 1.8: California State University Systemwide Evaluation of Graduates: Multiple Subject, Single Subject Educational Specialist (Note: G=MS and SS)

Effectiveness of Candidate Preparation: percent rating preparation as adequate or very well												
	SSU						CSU					
	2002		2003		2004		2002		2003		2004	
The new teacher was prepared to	ES	G	ES	G	ES	G	ES	G	ES	G	ES	G
Organize and manage student behavior and discipline satisfactorily	70	65	71	62	71	58	77	65	79	68	79	68
Understand child development, human leaning and the purposes of school	-	-	85	83	78	79	-	-	83	79	82	76
Understand how personal, family & community conditions may affect learning	-	-	91	81	77	86	-	-	84	83	81	80
Learn about students' interests and motivations, and how to teach accordingly	-	-	89	86	79	79	-	-	84	81	82	77
Get students involved in engaging activities and sustain on-task behavior	-	-	84	77	77	66	-	-	82	80	81	75
Adhere to principles of educational equity in the teaching of all students	-	-	89	88	86	86	-	-	88	87	85	84
Use class time efficiently by relying on daily routines and planned transitions	-	-	86	84	82	71	-	-	84	83	85	81
Know about resources in the school and	-	-	72	42	64	48	-	-	71	56	68	52

community for at-risk students/families*												

*SSU graduates in 01-02 and 02-03 came through a program in which many of them took the special education mainstreaming course after completion of the program.

Advanced

CCTC members reviewing advanced programs expressed candidates in the advanced program demonstrate adequate professional knowledge and skills.

For candidates in the advanced programs, portfolios serve as a key assessment demonstrating professional knowledge and skills. In their portfolios, candidates are assessed on various elements of professional knowledge and skills, including professional growth, educational research, and educational foundations. Reviewed candidate work samples demonstrated adequate professional knowledge and skills.

Candidates in the Reading Certificate program and Reading and Language Arts Specialist program demonstrate professional knowledge and skills in studying case studies, developing curriculum and assessment, and in clinical experiences. For example, in the Summer Reading and Writing Academy, Reading and Language Arts Specialist candidates must use technology, current research and knowledge of students, families, and communities to properly supervise and coordinate the academy. Candidate work samples such as case study analysis demonstrated adequate professional knowledge and skills.

M.A. candidates demonstrate professional knowledge and skills through a capstone project. As stated in the 2005 Masters of Arts Degree Student Handbook, all projects should align with the Conceptual Framework. Furthermore, one cognate option allows candidates to submit a portfolio for National Board Certification. This cognate option has only been implemented in 2004, hence pass rate data is not available. However, a review of an array of capstone projects demonstrated adequate alignment with the Conceptual Framework as well as the professional knowledge and skills consistent with National Board for Professional Teaching Standards.

Responses from interviews with candidates and graduates were consistent with finding professional knowledge and skills adequate for candidates. Likewise, responses from surveys were consistent with evidence reviewed on site. For example, advanced program candidates on average gave SSU SOE high ratings with regards to their preparation to fulfill the Conceptual Framework vision statements.

Table 1.9: Exit Survey for Advanced Credentials and M.A. in Education Students
Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low
Survey Items (Number of Respondents = 38)

Vision Statements	To what extent has SOE prepared you to be an Agent of Individual Growth & Change	2.80	2.50
	" " Knowledge of content & methodology	2.37	
	" " Social, Emotional, Moral Growth	2.44	
	" " Inclusive Ed Practice	2.31	
	" " Use Inquiry, Observation, Study, Reflection	2.56	

Professional knowledge and skills for other school personnel

CCTC members reviewing programs preparing other school personnel expressed candidates in these programs demonstrate adequate professional knowledge and skills.

PASC I candidates demonstrate professional knowledge and skills through the field experience portfolio. The field experience portfolio and its accompanying rubric include standards related to knowledge of students, families, and communities, use of technology and using research to inform their practice. Candidates are tasked with studying their own school community, identifying an area of concern, researching related best practices and planning a course of action. A review of candidate work samples suggests an candidate proficiency in professional knowledge and skills.

PASC II candidates conduct a personalized, action-research project, demonstrating depth of content knowledge. Like the PASC I portfolio, the action-research project is aligned to and assessed according to program standards. Also similar to the PASC I portfolio, the action-research project requires candidates to tackle an area of concern with their school community. However, candidates in PASC II must lead their school communities in implementing their plans and assess the results. A review of candidate work samples suggests an adequate level of professional knowledge and skills.

PPS program candidates are assessed on their professional knowledge and skills through the practicum evaluation and a field experience evaluation. These experiences require candidates to put their knowledge of school, family and community contexts, research, and students into practice. Candidates must also use technology appropriate to their clinical situations. A review of the data provided and of candidate products suggests an adequate level of professional knowledge and skills.

As with M.A. programs for advanced level candidates, M.A. candidates for other school personnel demonstrate professional knowledge and skills through a capstone project. A review of sample capstone projects was consistent in demonstrating adequacy of candidates' professional knowledge and skills.

Responses from interviews with candidates and graduates were consistent with finding candidate professional knowledge and skills adequate. For example, PASC I candidates, drawing from their professional experiences, characterized administrators who graduated from SSU's Educational Leadership programs as being very competent and possessed strong professional skills. Likewise, responses from surveys were consistent with evidence reviewed on site.

Table 1.10: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of the current supervisors of program graduates who are working as school administrators pertaining to the quality of preparation the graduates demonstrate as beginning administrators Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1 N = 7							
	How well prepared do you feel this person was to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
1	Develop and act on an educational vision	7	43%	57%	0%	2.43	.53
2	Guide the instructional program in your school or district	7	43%	57%	0%	2.43	.53
3	Successfully manage the daily operation of your school or district	7	57%	43%	0%	2.57	.53
6	Ensure that your school or district consistently operates within the parameters of federal, state and local laws, regulations and policies	7	57%	43%	0%	2.57	.53

Table 1.11: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of program graduates who are currently working as school administrators pertaining to the quality of preparation they received in the SSU Educational Leadership administrative credential program Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1 N = 15							
	Once you finished your SSU administrative credential, how well prepared were you to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
1	Develop and act on an educational vision	15	67%	33%	0%	2.67	.49
2	Guide the instructional program in your school or district	15	47%	47%	7%	2.40	.63
3	Successfully manage the daily operation of your school or district	15	53%	47%	0%	2.53	.52
6	Ensure that your school or district consistently operates within the parameters of federal, state and local laws, regulations and policies	15	27%	73%	0%	2.27	.46

Dispositions

SSU outlines the dispositions in its Conceptual Framework. Candidates are made aware of these dispositions through course syllabi and major program assessments. Rubrics for field experiences, portfolios, and action-research projects in various programs include direct mention of these dispositions. For example, MS candidates are assessed on their demonstration of key educational values related to social justice within the summative program portfolio. Results

indicate nearly all MS candidates over the past four semesters exhibit these dispositions to an adequate degree. M.A. candidates are expected to demonstrate the dispositions listed in the Conceptual Framework as part of their capstone projects. A review of a sampling of these projects, suggest candidates meet this expectation. PPS candidates, along with other M.A. candidates must complete a Cultural Portfolio as part of EDMS 470. In this Cultural Portfolio, candidates come to appreciate diverse cultures as well as understand their own cultural perspectives.

Responses from interviews with candidates and graduates validated candidate embodiment of these dispositions. In various interviews, candidates honed in on the issues of diversity and how that was a key component of their studies. Furthermore, the CCTC and NCATE review teams were particularly impressed with the candidates' and graduates' passion for and dedication to teaching. Note that a survey issued to advanced program graduates verify these findings.

Table 1.12: Exit Survey for Advanced Credentials and M.A. in Education Students
Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low
Survey Items (Number of Respondents = 38)

Post	Passionate about being educators	2.41	2.34
	Promote social & emotional growth, caring, nurturing…	2.31	
	Genuine appreciation of the importance of a liberal arts education	2.40	
	Value the arts in learning	2.28	

Student learning for teacher candidates

Initial

CCTC members reviewing initial programs expressed candidates in the initial program demonstrate an adequate ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences that help all students learn.

Each initial program uses field experiences to assess candidates' ability to develop meaningful learning experiences and skills in assessment. A review of the four semesters worth of disaggregated data indicate nearly all candidates demonstrated proficiency in assessment and creating a positive educational environment.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, a resident teacher who worked with three ES candidates in the past found them to be creative. She specifically mentioned an effective assessment activity the candidate implemented in her class. Responses from surveys indicated a majority of graduates felt prepared to create meaningful learning experiences and assess and use assessments.

Table 1.13: California State University Systemwide Evaluation of Graduates: Multiple Subject, Single Subject Educational Specialist (Note: G=MS and SS)

Effectiveness of Candidate Preparation: percent rating preparation as adequate or very well												
	SSU						CSU					
	2002		2003		2004		2002		2003		2004	
The new teacher was prepared to	ES	G	ES	G	ES	G	ES	G	ES	G	ES	G
Get students involved in engaging activities and sustain on-task behavior	-	-	84	77	77	66	-	-	82	80	81	75
Monitor student progress using formal and informal assessment methods	-	-	86	75	82	78	-	-	82	79	79	79
Assess pupil progress by analyzing a variety of evidence including test scores	-	-	72	69	75	66	-	-	79	75	77	76
Adjust teaching strategies so all pupils have a chance to understand and learn	-	-	77	83	73	68	-	-	80	81	78	78
Learn about students' interests and motivations, and how to teach accordingly	-	-	89	86	79	79	-	-	84	81	82	77
Get students involved in engaging activities and sustain on-task behavior	-	-	84	77`	77	66	-	-	82	80	81	75

Advanced

CCTC members reviewing advanced programs found that candidates demonstrate an adequate ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences that help all students learn.

Each of the advanced programs uses field experiences to assess candidates' ability to develop meaningful learning experiences and skills in assessment. This is especially evident in the ESII and reading programs. Candidates must be able to accurately assess students and select the most appropriate course of action to facilitate learning. A review of this data indicated that nearly all candidates demonstrated adequate assessment skills and developed meaningful learning experiences.

Responses from interviews with candidates, graduates, and cooperating teachers were consistent with these assessment results. For example, reading program candidates expressed confidence in assessing reading abilities and was appreciative of the opportunity to immediately put into practice techniques learned in class. Responses from surveys indicated a majority of graduates felt prepared to create meaningful learning experiences, assess and use assessments.

Table 1.14: Exit Survey for Advanced Credentials and M.A. in Education Students
Ratings: 3 = High; 2 = High-Medium; 1 Medium-Low; 0 = Low
Survey Items (Number of Respondents = 38)

Perf Exp 3	Know & able to design, implement, and evaluate instruct practice & assess (Importance)	2.56	2.42
	Know & able to design, implement, and evaluate instruct practice & assess (Mastery)	2.32	
	Know & able to design, implement, and evaluate instruct practice & assess (SOE Impact)	2.45	
Perf Exp 8	Use knowledge, research, assess, reflect, etc. to imp teaching & student learning (Importance)	2.03	2.28
	Use knowledge, research, assess, reflect, etc. to imp teaching & student learning (Mastery)	2.37	
	Use knowledge, research, assess, reflect, etc. to imp teaching & student learning (SOE Impact)	2.44	

Student learning for other school personnel

CCTC members reviewing programs preparing other school personnel expressed candidates in these programs possess adequate skills in assessment and creating positive environments for student learning.

PASC II candidates demonstrate these skills in the action-research project. In order to meet the standards, PASC II candidates must appropriately assess their school community and establish a school culture that improves student learning. A review of candidate work samples suggests an adequate level of these skills.

PPS program candidates are assessed on these skills through the practicum evaluation and a field experience evaluation. These experiences require candidates to properly assess the needs of clients. A review of the data and of candidate products suggests an adequate level of assessment skills.

Responses from interviews with candidates and graduates were consistent with finding candidate assessment skills and ability to create positive learning environments adequate. For example, PASC I candidates expressed that their professors modeled creating a supportive, learning environment. In fact, several stated that the supportive learning environment is a major strength of the program. Responses from surveys were consistent with evidence reviewed on site.

Table 1.15: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of the current supervisors of program graduates who are working as school administrators pertaining to the quality of preparation the graduates demonstrate as beginning administrators

Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1
N=7

How well prepared do you feel this person was to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
Develop and act on an educational vision	7	43%	57%	0%	2.43	.53
Guide the instructional program in your school or district	7	43%	57%	0%	2.43	.53

Table 1.16: Sonoma State University Educational Leadership Program Survey of Current Supervisors of Program Alumni on Quality of Preparation

Survey of program graduates who are currently working as school administrators pertaining to the quality of preparation they received in the SSU Educational Leadership administrative credential program Scale: Well Prepared = 3 Somewhat Prepared = 2 Not Prepared at All = 1						
Once you finished your SSU administrative credential, how well prepared were you to:	N	Well Prepared	Somewhat Prepared	Not Prepared at All	Mean	SD
Develop and act on an educational vision	15	67%	33%	0%	2.67	.49
Guide the instructional program in your school or district	15	47%	47%	7%	2.40	.63

Overall Assessment of Standard

This unit's candidates and graduates in both the initial and advanced programs have demonstrated attainment of national and state standards in their course of study at Sonoma State University. Unit faculty, along with other SSU faculty and those teaching at partner schools, have designed learning experiences that prepares candidates well for their roles as professional educators, reflective practitioners, and educational leaders.

C. NCATE Team Recommendation: **Standard Met**

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 2. Assessment System and Unit Evaluation

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

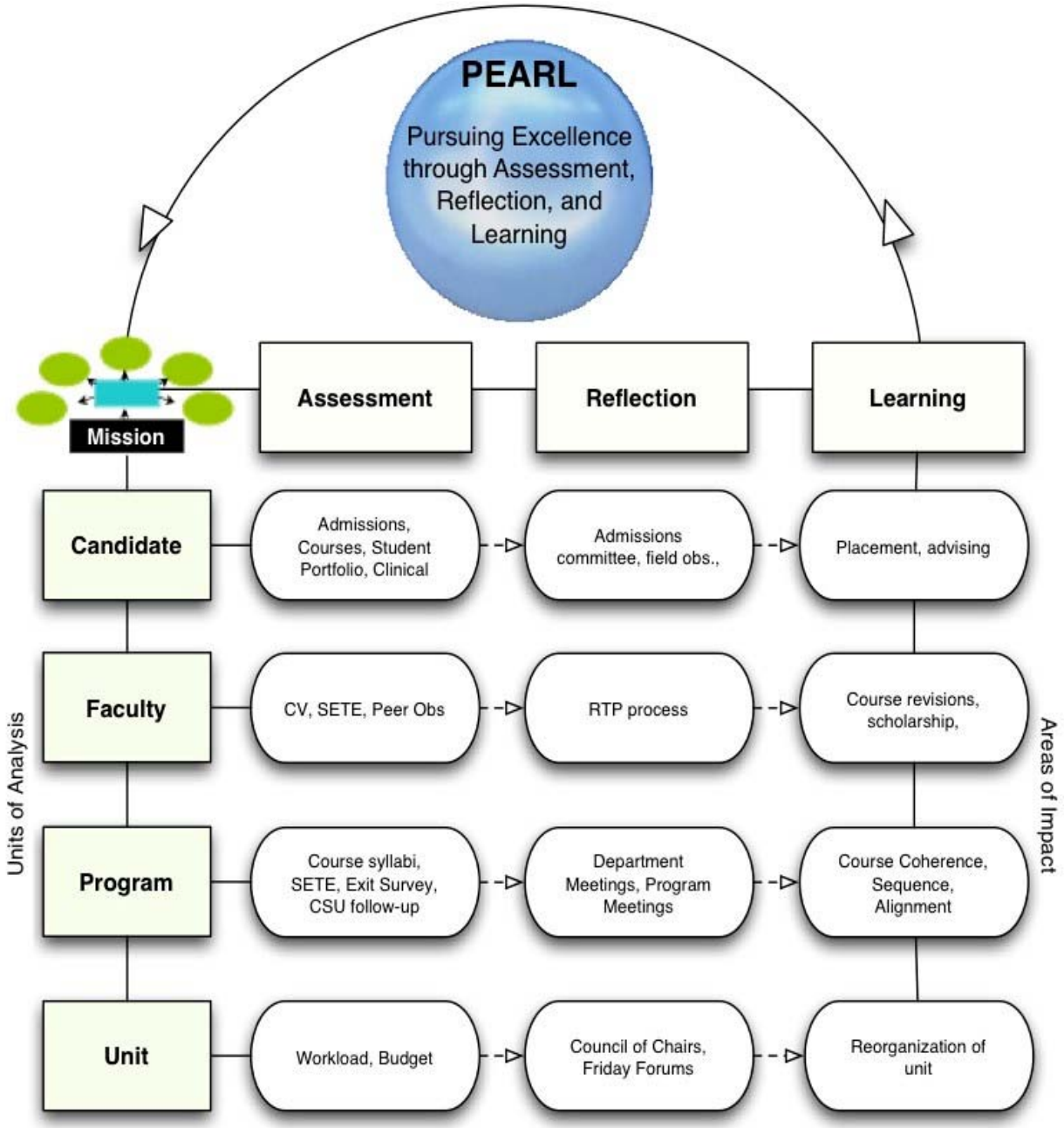
A. Level: Initial and Advanced

B. Findings

Assessment system

The School of Education at Sonoma State University (SSU) has an assessment system that integrates the conceptual framework with the knowledge, skills, and dispositions delineated by institutional, state, and professional standards. The conceptual framework document, provided as an exhibit, presents an alignment of the School of Education's performance expectations with the five vision statements of the unit. A matrix further shows the alignment of the SSU Performance Expectations for initial programs with the Teacher Performance Expectations (TPE) California Standards for the Teaching Profession. The Preliminary Administrative Services I and II programs are aligned with the California Professional Standards for Educational Leaders, which are closely similar to the Interstate School Leaders Licensure Consortium (ISSLC) Standards. The Master of Arts in Education with areas of emphasis in Curriculum, Teaching and Learning, Early Childhood Education, Educational Administration, Reading and Language Arts, and Special Education program use "portfolio expectations" that all are expected to meet regardless of the area of emphasis.

The unit assessment system is entitled PEARL: Pursuing Excellence Through Assessment, Reflection, and Learning. It is the overarching framework for the unit's assessment system and is used as the basis for making decisions about data collected by the unit, and when and why they collect it. It also includes the process of interpretation and evaluation of data and leads to decision making. The system has four units of analysis: 1) candidate evaluation, 2) faculty evaluation, 3) program evaluation, and 4) unit evaluation. The figure for PEARL (shown on next page) reflects these four units of analysis and illustrates the system of evaluation for each unit: assessment (gathering evidence), reflection (data analysis and synthesis), and learning (decision making/taking action based upon consideration of evidence). Built into the system is a feedback loop that ensures that data collection, analysis, interpretation, and decision-making will be an ongoing process.



In conceptualizing all aspects of their programs, faculty in the SSU School of Education think in terms of Into, Through, Completion, and Beyond. Into refers to the candidates' entry into a program, determined by a set of requirements applicants must meet; through includes the coursework, fieldwork, assessments, and other requirements that candidates encounter as they make their way through the program; and completion reflects the culminating activities and projects that candidates complete, and the assessments that they undergo, in order to finish the program and receive their credential or degree. Beyond involves the next steps after candidates complete the program, for

SSU faculty as well as the former candidates. For faculty, beyond usually involves continued assessment and evaluation of their programs through field studies and graduate and employer surveys; for the candidates, beyond involves their continuing professional growth—from a basic

credential program to an advanced credential program, from advanced credential program to M.A. program, and from the M.A. program to further professional development in the field of education. Thus, the notion of Into, Through, Completion, and Beyond epitomizes the SOE candidates' continuing intellectual and professional growth as well as each program's four major points of candidate and program assessment.

The unit's assessment plan that supports PEARL is program based. The assessment system emerged from a series of faculty meetings and retreats in which they identified critical assessments at each juncture of the candidates' program. Community members serving on Community Advisory Boards and faculty in residence participated in the retreats and assisted in addressing the SOE assessment plan. From these meetings, it was decided to assign faculty members to NCATE Standards Committees. The Standard Two Committee, which included a principal and faculty members representing each program in the unit, began developing PEARL, and taking inventory of the assessments already being conducted in the unit. Faculty members from each program area serving on the Standard Two Committee would take conceptualizations back to their programs. Program faculty then developed the assessment plan for their respective program area. This resulted in an Assessment Matrix for each program in the School of Education. Candidates were not involved in the development of assessment plans on a regular basis, but did attend retreats and provided input when available.

The unit has had a designated Director of Accreditation and Assessment for quite some time. This person holds responsibility for overseeing all assessment procedures and reporting to the dean and Council of Chairs. Following the meetings and retreats to develop the assessment system, the Standard Two Committee recommended to the dean that a permanent assessment committee to be chaired by the director be established. This committee, when approved by the SOE Council of Chairs and faculty, will have responsibility for oversight and maintenance of the assessment system. Currently, the Director of Accreditation and Assessment meets weekly with the Council of Chairs. It was reported by the dean and director that about half the meeting time with the chairs has been spent on assessment issues.

Initial Program Assessments

The assessment system for initial programs, aligned with the institutional standards (performance expectations) in the unit's conceptual framework and the California Teaching Performance Expectations, is designed to assess candidate's knowledge, skills, and dispositions at four transitions points – into, through, completion, and beyond. These four transitions points and associated assessments at each were described as follows:

Into: At the into point, candidates at the initial level are assessed according to the following criteria:

GPA of 2.75 for credential programs
Statement of purpose/writing sample
Letters of recommendation
Documentation of experience with school-aged children
Basic skills exam
Demonstration of subject matter competence
Academic prerequisites
Candidate interviews

Through: This intermediate or through level is characterized by ongoing assessments of key competencies. In addition to multiple assessments throughout the candidates' courses of study, the following assessments are used to determine passage to the field experience/student teaching phase of each program:

GPA of 3.0 with a minimum course letter grade (a grade of C- is not accepted by the California Commission on Teacher Credentialing)
TB clearance
Certificate of Clearance (fingerprinting)
Candidate progress review – dispositions assessment
Passage of California Basic Educational Skills Test (CBEST)
Demonstration of subject matter competence
Evaluation of early field experience
Portfolio presentation

Completion: Successful completion of initial programs is dependent on the demonstrated proficiency in:

GPA
Final evaluation of the field experience
Exit portfolios and culminating projects
Checklist of Completion of Requirements

Beyond: Follow-up of School of Education credential candidates occurs as follows:

California State University System Follow-up Assessment of Credential Candidate Performance (survey to graduates and their supervisors)
SOE Field Study – assessment of graduates outside of CSU Study
On-line exit survey

Assessment matrices for each program were available in the electronic exhibits. These documents, totaling about 85 pages, included the assessments at each transition point as noted above, a description of each assessment, the data source, the type of instrument that is used to collect the data, frequency of data collection, feedback loop action, time required, expense involved, and the responsible entity. Due to the volume of these documents, they are not included in this report.

In addition to the assessments listed above, candidates are required to do a number of assignments that are assessed for competency. Those assessments include an assignment related to content standards requirements, concept papers, case studies, lesson plans, unit plans, adaptation lesson plans, plans for assessing students, and critiques of texts and web sites.

The multiple subjects credentialing area uses LiveText for electronic portfolios. Candidates have the capability of entering their portfolio artifacts into LiveText and have them reviewed by faculty. Candidates can continue to improve upon their portfolios until "Portfolio Share Day", at which time they talk through their portfolio with faculty, community members, and other candidates in the program. Following the share day, faculty in the multiple subjects program are assigned four portfolios to review. The portfolios are reviewed using the program's rubrics and the results are entered into LiveText and analyzed and aggregated for each standard. Any student who fails the portfolio review has an opportunity to work further on the artifacts to pass through to student teaching. Aggregated data are shared with faculty in the program.

Candidates in the single subjects credentialing program prepare a hard copy portfolio that is reviewed by one faculty member teamed up with a community member (school person). The team spends one hour interviewing each candidate and reviewing his/her portfolio based upon the program's rubric. Each team asks the same questions of all candidates. Portfolios are scored on a pass/fail basis, which does not provide quantitative results showing how well candidates meet each Teacher Performance Expectation. Thus, the aggregated data in its present form (pass/fail) has limited use for interpretation for program improvement purposes. Candidates who do not pass either the interview or review process have an opportunity to repeat at a later time that which was failed. Data are reported on a pass/fail basis and shared with faculty in the program area.

Educational specialties (special education) candidates also submit a hard copy portfolio. They are introduced to portfolios during their first course. The review of portfolios is organized so that all faculty members in special education review all candidates' portfolios since there are a small number of candidates each semester. Faculty members review the portfolios using their prescribed rubric and score on a pass/fail basis, which does not provide quantitative results showing how well candidates meet each Teacher Performance Expectation. The aggregated data in its present pass/fail form has limited use for making decisions relative to program improvement. Again, candidates who fail the review process have an opportunity to redo his/her portfolio and resubmit. Data are shared with the program faculty.

Faculty in each program area have taken measures to assure consistency and fairness when reviewing candidate portfolios. The multiple subjects faculty have gone through inter-rater reliability tests prior to portfolio reviews. They each look at the same portfolio and score it. If there are discrepancies in scoring, they discuss the portfolio to come to agreement as to how it should be scored. LiveText provides for inter-rater reliability results to be reported. Faculty members in the single subjects program meet for an orientation prior to the portfolio reviews and interviews. If there is discrepancy in how the two team members assess a candidate, the department chair is asked to review and provide an opinion. The education specialist faculty reported that there have not been discrepancies in the assessment of their candidate's portfolios. In all program areas, fairness is also assured by allowing candidates who fail the process to resubmit their portfolio for review.

The dean and the Director of Accreditation and Assessment felt that the unit's assessments will be a predictor of future success of its candidates. The California Teacher Performance Expectations (TPE) used for candidate assessments are the same standards used to assess teachers in the Beginning Teacher Support and Assessment (BTSA) Program during the first two years of teaching. The California State University System instrument to survey graduates of teacher education programs and their employers is aligned with the California Teacher Performance Expectations as well. This survey provides feedback to the unit as to how well its graduates are doing. Further collection of data will help to determine if these predictions do run true.

Advanced Programs Assessments

Assessments for advanced candidates at each assessment point include:

Into: At the into point, candidates at the advanced level are assessed according to the following criteria:

Professional Education Specialist (ES II)

ES I credential

Previous experience
Reading Certificate
Minimum GPA of 3.0
Basic credential required
Reading and Language Arts Specialist Credential
Minimum GPA of 3.0
Reading certificate required
Master of Arts in Education
Candidate interview
Minimum GPA of 3.0
Bachelor's degree
Basic credential (for Ed. Leadership, Reading, and Special Education)
PASC I
Admission interview
Supervisor recommendation
Minimum of two years previous experience
Basic teaching credential
Minimum of 2.75 GPA
PASC II
PASC I credential
Two years of experience by the completion of PASC II program
Teaching or service credential
Minimum of 3.0 GPA

Through:

Professional Education Specialist (ES II)
Supervised development of the Professional Induction Plan
Applied field project proposal
Applied field project final report
Non-university based activity
Professional portfolio review
Complete candidate competency checklist
GPA of 3.0 or better
Student progress review
Course competency
Classroom observations by field mentor
Reading Certificate
Individual course requirements and assessments
Clinical competence
Documentation of successful field work
Reading certificate exit conference
Documentation of three years teaching experience
Minimum GPA of 3.0
Documentation of completion of reading certificate coursework
Reading and Language Arts Specialist Credential
Individual course requirements and assessments
Clinical competence
Documentation of successful field work

Reading special credential exit conference
Minimum GPA of 3.0
Documentation of completion of reading specialist credential coursework

Master of Arts in Education
Student and advisor progress meetings
Attendance at M.A. information meeting
Completion of course work
Program portfolio

PASC I
Fieldwork progress and completion
Evidence of course competency
Minimum of 3.0 GPA

PASC II
Induction plan approval
Evidence of course competency in EDEL 596A and 596B
Maintain passing grade in all courses

Completion:

Professional Education Specialist (ES II)
Professional portfolio review
Culminating assessment of the Professional Induction Plan
Verification of completion of two years full-time special education teaching experience or the equivalent
Complete Online Level II program exit interview
SOE Online Level II Survey of Graduates

Reading Certificate
Certificate competency
Program exit evaluations
Graduate survey

Reading and Language Arts Specialist Credential
Reading Specialist Credential exit conference
GPA of 3.0 or better
Documentation of completion of course work

Master of Arts in Education
Capstone activity proposal
Capstone activity meetings with committee members
Capstone activity
Capstone presentation
Student survey

PASC I
Portfolio
Exit interview paper
Problem presentation at exit interview
Oral defense of personal theory of leadership

PASC II
Induction plan
Exit interview
Action research presentation

Beyond:

SOE Field Study – assessment of graduates on a three year rotation
On-line exit survey

The portfolio reviews for the M.A program are done by the candidate's graduate committee. The portfolio is the "advancement into candidacy" step in the M.A. program. The candidate will share his/her portfolio with his/her committee chair to determine if it is ready to be presented to the entire committee. When the chair determines the portfolio is ready, the candidate passes his/her portfolio to each committee member. They determine if it is of quality to conduct a portfolio review meeting. Because of this procedure, there is a 100% pass rate. If a candidate does not pass the portfolio review, he/she will not enter candidacy to complete the M.A. program. Once a candidate is admitted to candidacy, she/he may begin working on the capstone project – a thesis, cognate project, or individualized examination. The capstone project is advised by the candidate's chair. When a candidate has completed the project, his/her graduate committee conducts a presentation/defense meeting. This must be successfully completed for a candidate to complete the M.A. degree.

Other advanced credentialing programs require portfolios that are reviewed by faculty members in each respective program area. Most portfolios are based upon field experience studies and activities. PASC I candidates develop a portfolio based upon their field problems, and PASC II candidates develop their portfolio based upon their induction plan.

In addition to candidate assessments, the unit collects data from other sources that can be used to improve programs and operations. Assessments and evaluations include the CSU follow-up survey of teacher credentialing completers and their supervisors, candidate exit surveys, the SOE Field Study, student evaluations of instruction, Title II pass rate data, final student teaching evaluation data, and candidate exit interviews. Additionally, programs have Community Advisory Committees from whom feedback is received.

Data collection, analysis, and evaluation

A variety of assessments and evaluations are collected and analyzed to manage and improve programs and unit operations. These assessments can be divided into several categories as follows: internal and external multiple assessments, traditional competency testing, course performance assessments, candidate self-assessments, and reflections. Specific examples of data collection for initial credentialing candidates include: GPAs, CBEST, CSET, and RICA test scores, satisfactory scores on early field placements, portfolio review of artifacts, student teaching final evaluations, graduate follow-up surveys, employer surveys, exit surveys, and field studies (focus groups). Examples of data collected for advanced credentialing candidates and graduate students include: GPAs, satisfactory ratings on portfolio reviews, completion of field experiences, and satisfactory completion of the capstone project.

The schedule for collecting data is spelled out in each program area's assessment matrix according to the into, through, completion, and beyond designations. Collected data are summarized by the department chairs, dean, or Director of Accreditation and Assessment and provided to the dean. The dean presents the data to the Council of Chairs and Director of Accreditation and Assessment. The chairs then distribute the data to their faculty members. Results of assessments are discussed during the Friday Faculty Forums and departmental faculty meetings. Data were found to be presented in tables, pie charts, bar graphs, and in narrative form.

Information technologies used to maintain the unit's assessment system include PeopleSoft, LiveText, Excel, and WebCT. PeopleSoft is the university's database containing all candidate records. LiveText is the electronic portfolio software used by the multiple subjects candidates. Excel is used to store and analyzed data for most programs. WebCT is used for the online exit surveys completed by candidates.

Issues with candidates are handled within the School of Education. If a candidate has a complaint about his/her fair and equitable treatment, they file a grievance with the University Ombudsman's Office. The ombudsman's office keeps a record of formal complaints and their resolutions.

C. Use of data for program improvement

The dean meets with the Director of Accreditation and Assessment and the Council of Chairs on a weekly basis. The dean indicated that about half of their time is spent discussing assessment issues. Results of assessment are shared in these meetings with the expectation that the chairs will take the results back to their faculty. It was also noted by the chairs that discussions occurred after each portfolio review for initial credentialing programs. These discussions focused on fairness of assessments, processes, and what the results told them about their respective programs.

The CSU graduate survey report received by the unit is reviewed each year. The dean meets with the president and provost to discuss the results and determine areas of strength and challenge. The dean then meets with the Director of Accreditation and Assessment who subsequently leads discussion about the results in a regular meeting of the SOE Council of Chairs. The results of this report are shared with community advisory committees, university-based student teaching supervisors; the multiple subject program also shares these results in an annual meeting between program faculty that administer teacher teams from their student teaching sites. The dean also presents the study results at the university-wide Teacher Education Council. The dean must also submit a Teacher Education Evaluation Accountability (TEEA) Report to the CSU Chancellor indicating strengths and challenges, changes implemented, and planned changes.

Examples of program improvements reported in the TEEA Report and the unit's NCATE Institutional Report and verified through interviews included:

- Restructuring of the School of Education: The School of Education faculty worked together to reorganize for more efficient and effective use of resources and for more disciplinary cohesion.
- Candidate feedback in the Multiple Subjects Program led to an increase in the units for math and science methods classes (increased from two units to three). Program faculty also restructured field experiences to the CORE model for better candidate support.
- Graduate feedback resulted in the addition of a two unit social studies methods course in the Multiple Subjects Program.
- In Educational Leadership, exit interviews revealed that candidates felt the weakest part of their program was in school finance. Based on this feedback, the program hired a new tenure-track faculty member with expertise in school finance. A school law and finance course was divided into two courses.

- Candidate feedback in exit interviews in the Single Subjects Program indicated there was too much repetition of the same information, which caused the program to examine the content of each of its courses, and to realign and rearrange course content to provide reinforcement without overkill and to fill identified gaps.
- Graduate surveys resulted in the Single Subjects Program to add a three unit course on Teaching Adolescents with Special Education.
- A new position, Director of Field Placements, was added in order to ensure greater efficiency in placing student teachers and more consistency across programs.
- In Special Education, in response to feedback regarding redundancy in assignments, the program faculty initiated a review of all assignments across courses in an effort to build scope and sequence of candidate learning.

Overall Assessment of Standard

The unit has an assessment system under the auspices of PEARL: Pursuing Excellence through Assessment, Reflection, and Learning. Each program at the initial and advanced levels has created an assessment plan/matrix that identifies their assessments (candidate and unit and program operations) at each of the unit's transition points – into, through, completion, and beyond. The knowledge, skills, and dispositions of candidates are primarily assessed through common competency testing, portfolio reviews, and field placement evaluations. Information technology used to maintain the assessment system include the use of PeopleSoft, LiveText, Excel, and WebCT. The unit collects data from several internal and external sources that can be used for the improvement of programs and unit operations. Several examples of program changes resulting from data collection were cited.

C. NCATE Team Recommendation: **Standard Met**

D. Areas for Improvement:

New

The initial credentialing programs in Single Subject and Education Specialist do not aggregate portfolio data in a manner that depicts how well candidates meet the Teacher Performance Expectations, which limits its use for making program improvement decisions.

Rationale: Faculty in the Single Subject and Education Specialist Credentialing Programs assess candidate portfolios using a pass/fail method. While this provides a holistic overview for the candidate and program faculty, it does not provide quantitative data indicating how well each candidate met each of the Teacher Performance Expectations, nor does it provide an opportunity to aggregate data for each TPE.

E. State Team Decision: Standard Met

STANDARD 3. Field Experiences and Clinical Practice

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

A. Level: **Initial and Advanced**

B. Findings

Collaboration between unit and school partners

School partners are involved in the design, delivery and evaluation of field experience and clinical practices through Community Advisory Boards composed of administrators, mentor teachers, former program graduates and university supervisors. Each initial and advanced program area has its own Community Advisory Board which meets once a semester to review and develop field experience policies, review programs and provide feedback to the unit on community and school needs. Community Advisory Board minutes from a variety of programs indicate involvement in field experience/clinical practice issues such as documenting student learning through collecting and reflecting on student work samples, increasing the number of hours of field experience and the unit's conceptual framework.

In addition to the Community Advisory Boards, the unit faculty and administration collaborate with school partners in many different settings, both on campus and at school sites. Representatives from school districts have been involved in the development of the Multiple Subject, Single Subject, Education Specialist, Reading, and Administrative Services programs providing input and feedback during the development phase of program adoption. Much of the interaction between university and schools revolves around the programs and candidates. Additional opportunities to impact field experience and clinical practice design, delivery and evaluation are afforded mentor teachers through their participation in those experiences. Mentor teachers in interviews spoke of their close working relationship with the unit faculty and their ability to make suggestions to the unit. Evaluation of both initial and advanced candidates is a mutual undertaking between the mentor teacher/site based mentor/mentor counselor, and university supervisor.

The unit has partnerships with schools and other educational agencies in the service area of Sonoma, Napa, and Mendocino counties and parts of Marin, Lake, and Solano counties where student teachers/interns in all basic credential programs and candidates in advanced credential programs are routinely placed for field experiences and clinical practice. Potential sites or classrooms for placement are identified by each program through contacts with district administrators and site supervisors, and candidates are placed with mentor teacher/site based mentor/mentor counselors identified to have the knowledge, skills and dispositions required by each program. In addition, some sites are identified by university supervisors during the course of their supervision visits to candidates in placement or by university faculty conducting in-service programs in districts. Many sites have been receiving student teachers and interns and advanced credential candidates for a substantial numbers of years and have established long-term working partnerships with specific programs. Student teachers/interns and advanced candidates

regularly provide feedback to program faculty regarding the quality of their placement in schools.

The Multiple Subject program utilizes the CORE (Collaboration for Renewal of Education) model which places a participant observer and student teacher together as a pair with in a classroom with one university supervisor oversees all candidate pairs from the unit. The unit and the cooperating school work together to ensure the quality of the field and student teaching experiences; the university supervisor oversees the agreement. The Single Subject Program places its student teachers through a Placement Faire to which designated site schools send principals and teachers to give an overview of the school and meet with prospective student teachers. Prospective candidates submit placement request forms to their advisors at the end of the faire. Before a candidate's final placement is determined, the Director of Field Experiences and school administrator discuss the prospective candidate's "fit" with that site. Final placement is determined after a candidate interview by the site administrator.

Interns are currently employed by schools and are working on their credential for their current position during their employment. Their field experiences occur at their place of employment. Initial credential interns have a BTSA (Beginning Teacher Support and Assessment) mentor who supports the interns' work. Interns in the Administrative credential program are assigned a site mentor who supports the intern administrator.

Advanced candidates like interns are teachers or administrators in their own classrooms/schools. Their field work takes places at their place of employment. Advanced candidates have both a school-based mentor and program faculty supervisor who provide feedback and guidance as the advanced candidate meets program standards and grows as an educational leader.

Design, implementation and evaluation of field experiences and clinical practice

During Fall '04 the unit had formal agreements with 82 public school districts and 59 alternative or private settings. Because most of the unit's candidates already are post-baccalaureate, initial candidate field experiences and clinical practice take place over a two to three semester period. Each program has its own structure and system for field experience which compliments the program's course sequence and utilization of the partner schools in the area. The following chart indicates the field experience and clinical practice components of each program.

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Multiple Subject, MS BCLAD, Blended	220 hours 40 hours CCTC requirement and EDMS 476F	400 EDMS 482F	620 hours
Single Subject	100 hours 40 hours CCTC requirement and EDMS 443A	225 EDSS 458	325 hours
Education Specialist-I	40 hours CCTC requirement including EDSP 430	360	390 hours
Education Specialist-II	No	No	No Candidates are fully credentialed teachers
Reading Certificate	45 hours EDRL 521 A	85 hours EDRL 527 A	130 hours
Reading and Language Arts Credential	45 hours EDRL 521 B	85 hours EDRL 527 B	130 hours
PASC-I	EDEL 587 EDEL 580A	10 hours/week (Interns Full Time) 40 hours/week EDEL 587	750 hours
PASC-II	No Candidates are practicing school Administrators	EDEL 590 A /B Candidates are practicing school Administrators	Candidates are practicing school Administrators
School Counseling	100 hours COUN 510 A/B COUN 520 A/B	600 hours COUN 514 A/B	700 hours

Multiple Subject program candidates have an early participant observer field experience during the initial phase of the program, followed by their student teaching experience in phase two. The Multiple Subject candidates are placed at CORE sites which are assigned the same university supervisor year after year. Each semester several candidates—ideally eight (four participant observers and four student teachers)—are placed in pairs in classrooms. University supervisors serve as liaisons between the school and university, develop the schedules for mentor and candidates' observations, and facilitate on-site seminars led by the university supervisor or mentor teachers. Supervisors are expected to be at their CORE sites one day each week

Single subject program candidates begin the program with an early observation and participation field experience in phase one with an accompanying university-based seminar. The full-time student teaching experience in phase two is also accompanied by an on-campus seminar. In phase one, candidate involvement in the classroom evolves from observation, to assisting the mentor teacher, to teaching a few lessons. For phase two student teaching, the candidate generally remains in the same department with the same teacher(s), but may also work with another teacher. Supervisors observe student teachers at least every other week and conduct three-way conferences at the beginning, midpoint, and end of the student teaching semester.

Education Specialist I student teaching occurs in the final semester of the candidate's course of study. Student teaching is full-time for 12 weeks. A university supervisor observes the student teacher approximately once every two weeks and completes a 6-week and 12-week comprehensive evaluation of the student teacher in collaboration with the candidate and the mentor teacher. At the advanced level, Education Specialist II candidates, by law, must be teachers in their own classrooms. There is no formal field placement or supervision process for these candidates. They carry out course assignments and action research in their own classrooms. Site-based mentors oversee the candidates and the university monitors the development and completion of their action plans.

For both the Reading certificate and credential programs, candidates' required field experience takes place in a summer reading academy. During this four-week field experience, Reading Certificate candidates assess and teach individuals and groups of children and/or adolescents for 10-15 hours per week and participate in clinical conferences with clinical faculty, certificate colleagues, and specialist credential candidates. Reading Specialist Credential candidates provide resources and assist in overseeing the work of Certificate candidates. Certificate candidates' experience help them to learn how best to work with students, while Specialist Credential candidates gain experience supervising in reading instruction and program development. Candidates at both levels are supervised by unit reading faculty.

In the Preliminary Administrative Services Credential program (PASC I), field experiences begin early in the program and continue two semesters of coursework. In most cases, candidates perform their fieldwork in the district or school setting in which they work. Candidates develop an action plan comprised of authentic administrative activities that are aligned with CCTC standards and participate in a culminating experience involving the candidate's school or district demonstrating the candidate's ability to apply the CCTC standards to an administrative issue or problem. The PASC II program candidates select a site/district mentor. The university faculty mentor and site mentor meet to discuss the responsibilities of the district mentor and to explain the objectives of the program. The faculty mentor visits the site to discuss the induction plan at its development stage, at approximately the midpoint of the program, and during the exit interview where the district mentor and the faculty mentor determine whether the plan has been successfully completed. In addition, faculty mentors hold mentoring sessions throughout the year with individual and groups of students to discuss students' induction plans and any issues or problems that have arisen.

The School Counseling year-long supervised internship allows the advanced candidates to integrate knowledge and skills in K-12 school settings under supervision by a practicing school counselor with a Master's Degree in counseling, holding a valid PPS credential.

The unit's field experiences in the teaching credential programs are designed to foster candidate development by providing the opportunity for increasing involvement with students in classrooms and through the candidates' programs. Candidates begin their field experiences with observation and tutoring and progress to teaching several individual lessons before taking full responsibility for several classes. Program handbooks and mentor teacher guides contain suggested timelines and activities as candidates move towards full classroom responsibility. In interviews candidates commented on the success of the transition period from observer to teacher indicating that they felt extremely comfortable when they moved to full classroom responsibility.

At the advanced level, candidates utilize their own classrooms and schools, developing lessons, action plans and experiences which allow them to integrate their class work knowledge into real application in their school setting.

Field experiences are devoted to providing opportunities for candidates to develop the knowledge, skills, and dispositions outlined in the unit's conceptual framework. Expectations and requirements of all field experiences are aligned with the appropriate California Commission on Teaching Excellence standards (CCTE), Teaching Performance Expectations (TPE's) as well as the performance expectations and dispositions in the unit's conceptual framework. Observation and assessment instruments used in the initial programs are aligned with the TPE's. Current candidates, recent graduates, and mentor teachers all indicate that they had an in-depth understanding of the elements of the conceptual framework that articulated the vision and desired outcomes for all candidates.

At the advanced levels, the unit prepares school administrators and school counselors. These programs prepare candidates to assume leadership roles in the profession and engage in professional practice to support students' learning and well-being. These skills and practices are linked to the California Administrative Competencies and The Council for Accreditation of Counseling and Related Educational Programs.

Candidates are expected to demonstrate acquisition and application of technology knowledge in their field experiences and clinical practices; demonstration of the use of technology to support teaching and active, authentic learning is one of the unit's performance expectations. Technology applications are embedded into coursework in all programs and technology tasks are aligned with the ISTE standards. Candidates use technology to support their teaching in the classroom and to enhance their learning at the university. Currently MS candidates maintain digital portfolios. Interviews with SS university supervisors indicate that other programs are also moving towards the digital platform. Candidates use WebCT as a means to discuss issues related to their field experiences, post reflections and receive feedback on their field and clinical experiences. At the advanced levels, candidates must demonstrate technology skills as a part of their program's performance indicators. Mentor teachers and building administrators spoke highly of all candidates' technology skills, indicating that they serve as models of best practices for other teachers at their field experience/clinical practice sites.

Basic credential candidates develop and demonstrate competence in TPE's that address creating learning experiences that are meaningful, engaging, and developmentally appropriate and comprehensible to all learners. Through their field experience and clinical practice they demonstrate competence in differentiated instruction. Candidates develop lessons and units of instruction demonstrating competence in implementing, reflecting on and modifying lessons to enhance student learning and connecting student characteristics (language proficiency, special needs) to instructional planning. Development of these competencies is reflected in candidates' portfolios and work samples. Advanced candidates demonstrate their competencies through applied field projects, case studies and portfolios demonstrating their professional and leadership growth.

Candidates are placed at field experience and clinical practice sites that provide for optimal professional growth. Mentor teachers must have state certification in the credential area being supervised; tenure or a minimum of three years teaching experience, including one year in the school setting; evidence of exemplary accomplishment as a teacher, administrator, or counselor; and recommendation by administrator and by program faculty. Program and mentor handbooks provide information concerning the candidates' coursework, intended outcomes, and the structure of the field placements along with specific expectations for candidates, site supervisors and university supervisors. University supervisors conduct three way meetings at the beginning of each semester with the candidate and site supervisor to discuss the handbooks, performance criteria, evaluation instruments and to provide additional training as needed. Interviews with site supervisors indicate that university supervisors are very accessible and work collaboratively with the site supervisors throughout the candidates' placement. Candidates evaluate the site supervisors at the end of each semester. Candidates in interviews spoke highly of the caring nature of their site supervisors.

University supervisors are selected on the basis of their experience teaching, administering, and/or counseling in schools. They are accomplished professionals with expertise in teaching as evidenced in faculty vitae exhibits. Successful teaching, administrative, or counseling experience are criteria for all tenure-track faculty to supervise. University supervisors are evaluated by both resident teachers and candidates. Information gathered through candidates and building administrator interviews indicate that university supervisors are often on site, easily accessible, highly collaborative and extremely supportive of candidates.

MS and SS candidates in Phase 1 Participant Observation combine academic coursework with two days per week at their field placement site. Candidates learn and practice techniques for planning, instruction, evaluation and classroom management and how to guide and develop student's reading writing and language abilities and to adapt instruction appropriately for diverse learners. Phase II in the second semester consists of an intensive student teaching assignment accompanied by a weekly seminar with all student teachers. MS/SS candidates at least spend two weeks taking over the full time responsibilities of the classroom teachers. Education Specialist candidates have similar experiences. University supervisors observe candidates approximately once every two weeks and complete a mid term and final comprehensive evaluation in collaboration with the candidate and mentor teacher.

University supervisors provide continual support for candidates including observation, one-on-one and group meetings, ongoing evaluation, and correspondence via email and WebCT throughout candidates' clinical practice. In addition to meeting with the student teachers and site supervisors on a regular basis, university supervisors also meet with each other at designated times during the semester to discuss their observations and for the purpose of their own professional development as supervisors of clinical practice.

Advanced candidates have a faculty member who serves as the fieldwork supervisor. The program supervisor guides and assists the candidate in developing a field work action plan and provides feedback and guidance through informal conversations and at least two formal site visits per semester. These candidates also have school-based mentors who provide continuous feedback on their progress in meeting the standards and growing as an educational leader. At the end of the program, the school-based mentors complete an assessment of the competency of the candidate.

At all levels, candidates spoke highly of the collaboration between both school-based mentors and university personnel indicating that all were accessible and very willing to support candidate learning in any way needed.

Candidates' development and demonstration of knowledge, skills and dispositions to help all students learn

Throughout their field experiences and clinical practice, candidates are mentored, monitored, and assessed to insure that they develop and demonstrate the knowledge, skills, and dispositions delineated in the unit's conceptual framework and the CCTC and national standards upon which their program requirements are based. Entry into clinical practice must be accompanied by meeting certain requirements. The following chart indicates both the clinical practice entry and exit requirements for each program.

Program	***Entry Requirements***	***Exit requirements***
Multiple Subject	*GPA 3.0* *Completion of Phase I coursework* *Demonstration proficiencies through Candidate Work Sample 1 aligned with TPE's and PE's*	*Successful completion of digital portfolio and sharing process* *successful self, mentor teacher and supervisor evaluations*
Single Subject	*GPA 3.0* *Completion of Phase I coursework* *Demonstration proficiencies through portfolio/interview*	*Successful Professional portfolio completion* *3 way conference* *resident teacher and supervisor evaluation*
Education Specialist I	*GPA 3.0* *Completion of Phase I requirements for program*	
Reading Certificate	*GPA 3.0* *Completion of block 1 & 2 coursework* *Completion of summer Academy field experience*	*Maintain B average* *Successfully complete coursework* *Successfully complete field component*
Reading and Language Arts Specialist certificate	*GPA 3.0* *Completion of Reading Certificate* *Complete Summer Academy Level II*	*Maintain B average* *Successfully complete coursework* *Successfully Complete Summer Academy Level II*
PASC I	*Admission interview* *Teaching or other service credential with minimum 2 yrs experience* *GPA 2.75* *Development of fieldwork action plan*	*Culminating paper and presentation* *Portfolio* *Exit interview* *Site mentor fieldwork evaluation*
PASCII	*PASC I license*	*Approval and sign off of*

	2 years full time administrative experience *teaching or services credential with minimum 3 years experience* *induction plan*	*induction plan completion by program faculty and site supervisor*
Counseling	*Successful completion of Pre Practicum COUN520A and either COUN 520A or 520B*	*Site supervisor evaluation* *Evaluation based on School Counselor Competency checklist*

In all field experiences, candidates are assessed at different points depending on their credential program; but all programs, at a minimum, evaluate candidates at three points: 1) prior to their clinical practice, 2) throughout their clinical practice, and 3) in a final evaluation after completing their clinical practice. The entry and exit points constitute critical assessments: without successfully passing the entry assessment, candidates may not begin the final field experience; without successfully passing the exit assessment, candidates will not be awarded their credential.

All entry, ongoing clinical practice, and exit assessments are aligned to the performance expectations and dispositions as well as the relevant standards. Each program conducts the entry and exit assessments differently. However all programs use some form of portfolio assessment. All initial level portfolios must demonstrate evidence of subject matter competency, skills and dispositions and accomplishment of the TPE's. At the advanced level, experiences are sequenced to parallel the candidate's development of knowledge base, professional skills and dispositions. Advanced candidate portfolios demonstrate the candidate's successful acquisition of knowledge base, professional skills and dispositions and ability to turn theory into action. Action plans developed by these candidates provide further evidence of their successful acquisition and application of their leadership skills.

According to the Director of Field Experience, approximately 99 percent of initial candidates complete their programs successfully. Interviews and program handbooks indicate that if candidates are unable to successfully complete their field experience or clinical practice, provisions are made for an extension of the assignment. The decision for extending the assignment is made collaboratively between the university supervisor, the mentor teacher and the program coordinator. The program coordinator is responsible for the final decision. If candidates are unsuccessful with their portfolio assessment, candidates receive support and additional experiences to aid their successful demonstration of performance expectations. At the advanced levels, candidates receive input throughout the development of their portfolio/action plan preparation and any deficient areas are noted and addressed before the portfolio is assessed. Evaluation assessments and exit criteria assessments indicate that many programs have 100 percent success rates for their candidates.

Candidates have many opportunities in clinical practice to reflect and receive feedback on their practice. Performance expectations often require candidates to reflect on their growth as a professional. Sample reflection pieces in candidate portfolios, interviews with mentor teachers, and classroom visitations support the candidates' use of reflection. Reflections and feedback are also an integral part of candidate conferences with mentor teachers and university supervisors, on line discussions. Candidates at the initial and advanced level must compile portfolios that best represent their achievement of their program's performance expectations. Reflection is a critical

part of this process. Program seminars during the clinical practice also provide candidates with opportunities to reflect on their progress and the progress of others. In interviews mentor teachers, building administrators, and employers spoke highly of candidates' reflective examination of their practice.

Candidates in all programs have field experiences and/or clinical practice that involve working with diverse students. Several TPE's require candidates to demonstrate their ability to work in diverse classrooms and with diverse students. The unit maintains data outlining the diverse characteristic of the unit's 50 partner schools in the areas of free and reduced lunch, English learners and ethnic minority. Through coursework, field experiences and clinical practice, candidates develop an understanding of the importance of diversity in teaching and learning. They learn to develop curriculum and establish an environment that values diversity. They learn ways to adapt instruction to meet the needs of all students and acquire and demonstrate dispositions that value equity and fairness for all students. Field experience and clinical practice sites are selected based on a number of criteria, especially diversity. School sites with twenty-five percent diverse students are the goal for all candidates. MS students are placed in CORE sites characterized by diversity. Single subject candidates field experience and clinical practice may be more or less diverse depending on candidate placement. Any candidate not placed in a diverse classroom must spend time observing and teaching in a classroom where a diverse population exists. Candidates, mentor teachers and university supervisors indicate that an additional benefit of time in a more diverse additional classroom is the opportunity to observe, interact and teach with additional mentor teachers. Advanced program candidates conduct their field experience in the place the candidate is employed. As in the initial programs, some sites are more diverse than others. Course syllabi at the advanced level support the development of the knowledge skills to work with diverse populations. Candidates are expected to interact with varied populations in their own schools and districts as well as learn from the experiences in others.

Overall Assessment of Standard

The unit in collaboration with its school partners, designs implements and evaluates field experiences and clinical practices so that candidates at the initial and advanced levels have opportunities to develop the knowledge, skills and dispositions identified in the unit's conceptual framework. Field experiences and clinical practice take place in diverse settings. Assessment and evaluations indicate that candidates meet professional, state and institutional standards.

C. NCATE Team Recommendation: **Standard Met**

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 4. Diversity

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

A. Level: Initial and Advanced

B. Findings

Diversity is a primary goal integrated throughout all programs in the School of Education. It is clearly articulated in the unit's conceptual framework and carried through all vision and mission statements. The School of Education has a vision to prepare teachers and educational leaders who will promote social, emotional and moral growth in their students. Additionally, candidates engage in educational practices that respect human differences and aim to educate all learners.

The School of Education's commitment to diversity is infused into the Conceptual Framework which affirms multiple linguistic, cultural, racial, ethnic, physical and learning differences. Candidates are encouraged to examine multiple social, cultural, economic, and political perspectives to embrace key values that include social justice, anti-bias, and democracy. The unit continues to work to recruit a more diverse student teacher population.

Design, implementation, and evaluation of curriculum and experiences

The School of Education is committed to provide candidates with coursework that reflects a commitment to creating curriculum and public school policy that guarantees access to all learners by providing candidates with experiences in public schools that reflect the diversity of California.

Graduates of the School of Education demonstrate proficiencies related to diversity. For example, they are able to design, implement, and evaluate instructional practice and educational assessments responsive to the full range of individual differences—social, linguistic, cultural, and ethnic. They are culturally knowledgeable and appreciative of the diversity among learners and they arecommitted to anti-bias principles, social justice and democratic practices. They are able to demonstrate these proficiencies through coursework - where they learn how to develop an understanding of the importance of diversity in teaching and learning, and include ways to adapt instruction to meet the needs of all students, and value equity and fairness for all students.

Through coursework candidates learn what diversity means. They also develop competencies to work with students with different backgrounds. Competencies include field experiences, case studies, and planning for instruction with a focus on diversity. The activities linked to syllabi show how these requirements are assessed. Some include the use of rubrics that provide necessary feedback to candidates. The following provide some examples of the many ways the various programs address and assess these expectations and dispositions.

- Case study with English Language learners
- Language Arts SDAIE Unit
- Group presentation addressing family income, children's health, juvenile justice
- Social Science lesson plan examining various issues related to equity
- Issues in mathematics

Candidates are provided multiple opportunities through coursework to ensure they are prepared to teach students with language differences and exceptionalities. The programs provide

opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Language Learners. The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade appropriate or advanced curriculum content comprehensible to learners.

Candidates learn why and how to consider students' prior knowledge, experiences, ability and interests as they plan academic instruction. They learn to select and use appropriate instructional materials and technologies and differentiated instructional strategies to meet the needs of special populations in the general education classroom. Candidates prepare special plans for students who have exceptional needs and adapt instruction in the regular settings to meet the needs of all learners.

Candidates participate in systematic and culminating field experiences that allow them further experiences in diverse contexts, and to implement the competencies they have gained in meeting the needs of diverse student populations. Clinical assignments provide appropriate opportunities for candidates to work with diverse student learners.

Placements are selected based on a number of variables including socioeconomics, ethnicity, English Language learners, special education classes, and underserved schools Student teaching supervision is carried out by professionals who have P-12 experience, understand the conceptual framework and pay particular attention to the way candidates interact with diverse learners in diverse environments. Issues of diversity are widely discussed and addressed during the seminars and field experiences.

Various assessments provide evidence about proficiencies related to diversity and the candidate's ability to work with a diverse population. Candidates are consistently evaluated during their program to assess their dispositions and abilities to work with diverse candidates and colleagues. Other examples of assessments include electronic portfolios, which address issues of diversity and address candidates' knowledge and skills regarding content areas and instructional strategies. Candidates receive both written and oral feedback from supervisors and/or mentor teacher at the field sites. Feedback is both formative and summative providing candidates opportunities for reflection on content information as well as on student engagement and learning.

Experiences working with diverse faculty

The School of Education is committed to diversity in its faculty, both temporary and permanent. Most faculty bring urban and multicultural experiences for preparing candidates to become educational professionals in diverse settings. Many have taught in schools with highly diverse populations and have knowledge and experience in matters related to the preparation of candidates who will work with diverse students.

The following table (4.1) reflects the gender make-up of the faculty for the past four years representing faculty for the School of Education.

Table 4.1 Fall 2001 – Spring 2004 Gender Make-up of SOE Faculty

	Part-Time Head Count	Lecturer FTE	FT Lecturer (included in Head Count)	Tenure-Track Head Count	Tenured Head Count	FERP Head Count (sem working)	T-TT Female	Temp Female	T-TT Male	Temp Male	Temp Black	T-TT Asian Pacific Islanders	Temp Asian Pacific Islanders	T-TT Hispanic	Temp Hispanic	T-TT White	Temp White	Temp Ethnicity Unknown
F01	40	14.52	3	9	17	2	11	24	14	17	1	3	1	2	3	21	33	2
S02	36	12.5	4	8	14	2	10	26	12	10	1	2	1	1	3	18	31	1
F02	47	15.37	2	9	17	3	11	35	15	12	3	2	1	3	5	21	35	3
S03	42	14.13	3	10	14	1	11	30	13	12	1	2	2	3	3	19	34	2
F03	40	14.48	3	11	14	1	13	34	12	6	1	2	1	3	3	20	29	6
S04	42	14.09	1	12	15	1	12	30	15	12	2	2	1	3	3	22	34	2

Good faith efforts over recent years have been made to recruit diverse faculty. In all searches, the unit has advertised in appropriate national journals or publications including the *Chronicles of Higher Education*, but finding qualified finalists willing to relocate because of the high cost of living in California remains a challenge. As a result, while candidates may not have the optimum opportunity to interact with higher education faculty from diverse backgrounds, they do interact with faculty who have vast life experiences with diversity. In fact, eight are fluently bilingual English-Spanish; one is fluently bilingual Korean-English; and three are fluently multilingual, including German, Portuguese, French, and Italian. Cultural diversity is also reflected in the experiences faculty have had living and working in a variety of states and countries with populations ranging from inner city urban ethnic to Native American to rural poor. The School of Education has also been recognized throughout the University as the leader in working to increase the diversity of faculty, staff and candidates compared to the other schools.

Experiences working with diverse candidates

The School of Education faculty and administration are very active in projects designed to diversify the teaching force through recruitment and early preparation of candidates for a career in teaching. Data indicate that the ratio of the diversity of the candidates in the programs in the School of Education compares with the diversity of the students on the campus as a whole.

The unit demonstrates ongoing efforts to recruit minority candidates through eight (8) specific programs. All of these programs have the primary goal of identifying and recruiting candidates who are racially, ethnically, linguistically and/or culturally under-represented in the teaching force. The table below shows the diversity among the candidates and how they are promoted through project goals:

Name of Project	Goals of Project
Teacher Diversity Project	Identify, recruit, and support students— racially, ethnically, linguistically, and culturally under-represented in the teaching force, especially people from low-income backgrounds, and those with special needs. Includes courses at high school, community college, and university level.
Project Quest	Designed to prepare under-served students to become teachers in ethnically diverse Solano County. The first two years of the program are met through Solano Community College, and then students transfer to Sonoma State University and complete degree in American Multicultural Studies and Multiple Subject Credential program.
Americorps/Project Scholar/Cool School	Faculty in the School of Education work with a more diverse group of candidates tutoring one-on-one in Project Scholars and in the Cool School after school program.
Project PITA	Support program for new or emergency credentialed teachers and for those seeking a regular or bilingual Spanish credential. Offered scholarships, professional growth opportunities. Funding for this five-year project ended 2004.
Project BECA	Extensive support program for bilingual teacher candidates. Established through a U.S. Department of Education Title VII grant. Funding for this five-year project has been extended through 2005.
Working Collaboratively	In practically every course in all our programs, candidates are required to work in

Name of Project	Goals of Project
	groups to achieve common educational goals.
Blended and Integrated Programs	School of Education works closely with University Subject Matter programs—Hutchins School of Liberal Arts and American Multicultural Studies—Both subject matter programs place emphasis on diversity.
West Contra Costa Special Education Intern Program	Special Education Internship program to increase the racial, ethnic, gender and socioeconomic diversity of its special education candidates. Program intent is to support diverse pool of special education teachers in a community of wide-range ethnic, cultural, linguistic, and socioeconomic diversity.
Educational Leadership Program	To increase the racial, gender, ethnic, and socioeconomic diversity of its candidates, this educational leadership program has structured its course offerings on weekends to allow candidates to attend from greater geographic distances, thereby including a variety of diverse groups including lower socioeconomic, rural Latino, and Native American participants.

The table below illustrates the demographics of students in the School of Education compared to the Institution at large:

University	**Enrollment**	**Male**	**Female**	**Caucasian**	**Minority**	**Unknown**
Undergraduate (FT)	5321	1985	3336	3646	993	682
Undergraduate (PT)	1342	519	823	742	218	382
Graduate (FT)	574	154	420	355	74	145
Graduate (PT)	565	173	392	354	63	148
Unit	**Enrollment**	**Male**	**Female**	**Caucasian**	**Minority**	**Unknown**
Undergraduate (FT)	31	2	29	16	9	6
Undergraduate (PT)	NA	NA	NA	NA	NA	NA
Graduate (FT)	338	91	247	217	47	74
Graduate (PT)	233	55	178	149	27	57

Experiences Working with Diverse Students in P – 12 Schools

The School of Education is committed to field-based teacher/educational leader preparation that provides ample opportunity for candidates to develop knowledge, skills, and dispositions for working with diverse populations. Methods classes and field experiences place candidates in a variety of settings to help them develop knowledge, skills and dispositions for working with all learners. Candidates work in special needs classes, small group English Language classes, and inclusion settings providing multiple settings in which to gain experience. Field and clinical placements in local schools are carefully selected in order to guarantee that the candidates have experience with diverse student populations.

Coursework throughout the credential programs require candidates to observe, interact with, and learn from diverse students in their field placements. Peer and site supervisors feedback are a key component of these requirements. In fieldwork assignments, candidates participate in case studies with English Language learners, observations of diverse students; program and professional portfolios, interviews with parents from backgrounds unlike their own. Candidates in special education programs work with students with special needs who also represent cultural, ethnic, linguistic, gender, socioeconomic and geographic diversity, as well as disability specific differences.

The table below reflects percentages of students at the various school sites for both initial and advanced programs who are socio-economically disadvantaged, English Language learners and/or ethnic minority.

County	District	School	# of SSU Candidates	Percent of Student Enrollment: Free/Reduced Meals	English Learners	Ethnic Minority
Sonoma	Cotati-Rohnert Par	Rohnert (Waldo) Elementary	12	40.7	31.3	54.8
Sonoma	Mark West Union Elem	Mark West Elementary	11	21.4	9.9	24.2
Sonoma	Cotati-Rohnert Par	Monte Vista Elementary	10	13.8	10.1	34.3
Napa	Napa Valley Unified	Bel Aire Park Elem	10	70.1	39.5	62.6
Marin	Novato Unified	San Ramon Elementary	10	15.2	10.0	29.3
Sonoma	Petaluma Jt Union High	MaryCollins School,Cherry Valley	10	15.9	3.7	16.0
Sonoma	Windsor Unified	Cali Calmecac (Ch #162)	10	56.4	62.6	78.6
Sonoma	Bellevue Union Elementary	Meadow View Elementary	9	82.0	66.2	78.5
Sonoma	Petaluma City Elem	McNear Elementary	9	13.5	12.7	19.4
Sonoma	Petaluma City Elem	Penngrove Elementary	9	11.5	7.9	18.1
Sonoma	Roseland Elementary	Sheppard Elementary	9	86.5	59.0	84.5
Sonoma	Santa Rosa Elementary	Brook Hill Elementary	9	75.7	56.0	82.4
Sonoma	Bellevue Union Elem	Bellevue Elementary	8	90.0	68.6	76.6
Sonoma	Bellevue Union Elem	Kawana Elementary	8	89.8	63.5	80.7
Sonoma	Cotati-Rohnert Par	Creekside Middle	7	8.8	6.5	25.3
Sonoma	Cotati-Rohnert Par	Mountain Shadows Middle	6	27.0	15.9	34.6
Sonoma	Petaluma Joint Union High	Casa Grande High	6	11.2	12.5	27.5
Sonoma	Cotati-Rohnert Park Unified	Technology High School	5	0.0	0.9	22.8
Sonoma	Petaluma Joint Union High	Kenilworth Junior High	5	18.4	14.9	30.8
Sonoma	Petaluma Joint Union High	Petaluma High	4	9.0	7.5	18.2
Sonoma	Roseland Elementary	Roseland University Prep	4	89.0	88.0	89.0
Sonoma	Santa Rosa High	Carrillo (Maria) High	4	2.6	3.6	14.1
Sonoma	Santa Rosa High	Hilliard Comstock Middle	4	26.5	27.4	51.4
Sonoma	Windsor Unified	Windsor High	4	20.1	10.4	32.2
Sonoma	Santa Rosa High	Montgomery High	3	8.2	8.2	27.3
Sonoma	Santa Rosa High	Piner High	3	11.6	13.7	38.2
Sonoma	Santa Rosa High	Slater (Herbert) Middle	3	17.6	19.9	30.8
Mendocino	Ukiah Unified	Zeek (Frank) Elementary	3	62.0	26.3	41.2
Sonoma	West Sonoma County Union High	Analy High	3	8.6	3.3	13.3
Napa	Calistoga Joint Unified	Calistoga Junior-Senior High	2	54.4	29.7	61.5
Napa	Napa Valley Unified	Napa Valley Language Academy	2	63.0	62.9	65.7
Marin	Novato Unified	Sinaloa Middle	2	5.5	3.4	13.8
Sonoma	Santa Rosa High	Allen (Elsie) High	2	14.5	29.4	64.4
Sonoma	Santa Rosa High	Cook (Lawrence) Middle	2	22.7	32.6	70.7
Sonoma	Santa Rosa High	Santa Rosa Middle	2	22.7	22.7	38.4
Mendocino	Ukiah Unified	Oak Manor Elementary	2	72.6	28.9	45.1

County	District	School	# of SSU Candidates	Percent of Student Enrollment: Free/Reduced Meals	English Learners	Ethnic Minority
Mendocino	Ukiah Unified	Yokayo Elementary	2	59.2	23.8	37.2
Sonoma	Cloverdale Unified	Cloverdale High	1	22.1	5.3	22.1
Sonoma	Cloverdale Unified	Jefferson Elementary	1	48.9	35.3	43.4
Sonoma	Cotati-Rohnert Park Unified	Rancho Cotate High	1	11.2	7.2	28.7
Mendocino	Fort Bragg Unified	Redwood Elementary	1	85.9	27.8	38.7
Sonoma	Healdsburg Unified	Healdsburg High	1	14.6	9.2	37.0
Lake	Kelseyville Unified	Kelseyville Primary	1	77.5	37.5	50.2
Lake	Konocti Unified	Burns Valley Elementary	1	91.1	14.2	31.0
Lake	Konocti Unified	Oak Hill Middle	1	82.4	7.1	31.3
Mendocino	Leggett Valley Unified	Whale Gulch Elementary	1	0.0	0.0	17.9
Sonoma	Mark West Union Elementary	Mark West Middle	1	25.0		33.0
Marin	Novato Unified	San Marin High	1	8.1	4.0	19.6
Sonoma	Oak Grove Union Elementary	Willowside Middle	1	19.4	5.7	19.8
Sonoma	Petaluma City Elementary	McDowell Elementary	1	55.5	53.9	66.9
Sonoma	Roseland Elementary	Roseland Charter School	1	67.8	41.9	80.1
Marin	San Rafael City High	San Rafael High	1	25.3	16.5	55.7
Sonoma	Santa Rosa Elementary	Fremont (John) Elementary	1	57.8	35.3	55.4
Sonoma	Sonoma Co. Office of Education	Special Education	1	3.5	7.9	29.0
Sonoma	Sonoma Valley Unified	Sassarini Elementary	1	54.0	46.2	53.3
Sonoma	Sonoma Valley Unified	Sonoma Valley High	1	15.2	14.7	30.5
Mendocino	Ukiah Unified	Pomolita Middle	1	57.8	19.6	46.4
Contra Costa	West Contra Costa	Seaview Elementary	1	36.5	18.2	67.0
Sonoma	West Sonoma County Union High	El Molino High	1	19.6	4.9	15.7
Sonoma	West Sonoma County Union High	Laguna High (Cont.)	1	16.2	17.8	31.7
Sonoma	Windsor Unified	Windsor Middle	1	21.4	11.1	27.8

Overall Assessment of Standard

Diversity is infused through all programs in the School of Education. This includes experiences, knowledge, skills and dispositions infused in the curriculum and clinical field experiences. Based on the core values of the school and institution identified in the Conceptual Framework and articulated throughout all courses, candidates are exposed to numerous experiences working with diverse populations in the public schools.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 5: Faculty Performance and Development

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

A. Level: Initial and Advanced

B. Findings:

Qualified Faculty

The professional education faculty in the School of Education are highly qualified, having earned doctorates or having demonstrated exceptional expertise in the fields of their specialization. There are 58 faculty members in the unit. Of those, 26 are full-time tenured or tenure-track faculty, and 32 are adjunct faculty. Documents show that 100% of the unit's tenured or tenure track faculty have earned doctorates in the appropriate discipline. Adjunct faculty have a master's degree and have special qualifications in the areas in which they teach (e.g. extensive bilingual education, experience with technology, service learning or special education expertise.

Documents in the unit indicate that faculty are classified as resident or adjunct faculty. Within the resident faculty are: School of Education tenured or tenure-track faculty; Educators-in-Residence, exemplary teachers from area schools who were selected to work as full-time faculty for a year, with the possibility of an additional year extension; cross-campus tenured or tenure-track faculty who teach and supervise student teachers in the School of Education (generally in the Single Subject Credential Program), including, currently, one faculty member from the departments of music, modern languages, kinesiology, and art; and faculty in the Faculty Early Retirement Program and other retired faculty. In the adjunct category are lecturers who are full-time and have been employed in the unit for several years, and part-time faculty who teach and/or supervise student teaching and administrative interns.

Faculty in the unit also include educational professionals who work in the schools with whom the university collaborates in designing and delivering programs. Documents indicate that field supervisors are both site-and university-based. Site-based supervisors include resident teachers (called mentor teachers in the Multiple Subject program), site administrators, school counselors, and other school employees, while university supervisors include tenured and tenure-track faculty, full-time instructors, and adjunct faculty. Educators-in-residence faculty also supervise student teachers. A *Program and Mentor Handbook* is provided for candidates, site supervisors, and university supervisors. Site supervisors whether employed by the university or by a collaborating school district, must meet specific requirements for their roles and responsibilities.

All programs have published standards established by program faculty and community advisory boards for selection of district site supervisors. Evidence found in the unit indicate that the requirements for district site supervisors include at minimum California State certification in the credential area being supervised, tenure in the school setting, evidence of exemplary accomplishments as a teacher, administrator, or counselor; and recommendation by the program. Site supervisors are evaluated by candidates and university supervisors, which allow each

program to monitor the site supervisor's performance. Documents in the unit also show that university-based clinical faculty who supervise candidates at the initial and advanced levels are well qualified. Faculty vitae and other documents found in the unit indicate that the university-based clinical faculty have all had successful teaching, administrative, counseling and other professional experience in P-12 settings The school-based clinical faculty who supervise candidates at the initial and advanced levels have had teaching experience in their respective fields of specialization.

Discussion with unit administrators and a review of resident and adjunct faculty vitae reveal that they are highly qualified. A *School of Education Policy Manual* is provided to all resident and adjunct faculty to acquaint them with unit and University policies and procedures. Faculty in the unit are hired in one of three departments: Literacy Studies and Elementary Education (LSEE), Curriculum Studies and Secondary Education (CSSE), and Educational Leadership and Special Education (ELSE). However, faculty in the School Counseling and Adapted Physical Education are not a part of the School of Education, but are faculty in the Counseling Department in the School of Social Science and the Kinesiology Department in the School of Science and Technology, respectively. Two tenured/tenure-track faculty in the Counseling Department teach in the counseling degree and credential program and one faculty member teaches the Adapted PE program in the Kinesiology Department. Table 5.1 shows the total number of faculty in the unit by department.

Table 5.1 Number of Faculty by Department

	Resident Faculty				Adjunct Faculty	
Number of Resident and Adjunct Faculty By Department	T-TT	EiR	C-C	FERP/Retired	Lect	PT
Curriculum Studies and Secondary Education	7	1	4		1	9
Educational Leadership and Special Education	6				1	5
Literacy Studies and Elementary Education	7	1		2	4	12
Totals	20	2	4	2	6	26

Faculty in the unit have contemporary professional experiences in school settings at the levels that they supervise. These experiences are documented in each of the faculty member's vitae. Faculty members have an average of 12 years of teaching and/or administrative experience in the K-12 system. Faculty hold or have held certification in the areas in which they supervise candidates. Interviews with faculty confirm that they remain current in their disciplines through their research, service, and consultant work in the schools. Documents also show that during the past four years, faculty have conducted 72 workshops at schools and conferences. The *Participation in Public Schools* survey of 20 faculty members, shows that at least 16 (80%)) have credentials, 16 (80%) have experience supervising student teachers, and/or directing or participating in other professional activities in the public schools.

Modeling Best Professional Practices in Teaching

Faculty at the initial and advanced levels in the unit model best professional practices in teaching. Faculty vitae show that they possess exceptional expertise in their teaching fields and model innovative and research-based practices in teaching that are consistent with the University's mission statement and the unit's conceptual framework. Documentation and interviews with candidates, field supervisors, alumni, and school personnel indicate that faculty

model best professional practices using a wide variety of quality instructional strategies, methods, techniques, and practices. Faculty at the initial and advanced levels model the best practices through their ongoing pursuit to gain new knowledge. These efforts and strategies are enhanced by the faculty member's academic preparation, their scholarship agendas, professional development opportunities, and through their reading of the current pedagogical literature. Interviews with supervising teachers, graduates, school based administrators, site supervisors, and candidates at the initial and advanced levels indicate that the unit's faculty are exemplary teachers who are knowledgeable about the subject matter that they teach and continuously seek ways to improve their teaching and the candidate's learning.

Faculty in the unit incorporate appropriate proficiencies in their courses as delineated by the CCTC standards (TPE or CSTP) for the credential program in which they teach. Faculty use a variety of teaching methods and strategies in the classroom and in diverse field settings. These strategies are designed to engage all students in a collegial community of learners. Interview discussions with graduates, faculty, and candidates, as well as a review of course syllabi, and an examination of multiple documents reveal that the faculty at the initial and advanced levels provide detailed descriptions of the types, styles, and modes of instruction they use to prepare teacher candidates and other school personnel to achieve learning. For example, course syllabi and other documents show that faculty model for candidates a range of instructional methods, strategies, and techniques, and incorporate in their classes case studies, cooperative learning, experiential learning, guided discovery, project based learning, simulations, brainstorming, peer coaching, dialogue, inquiry learning, action research, critical analysis, concept mapping, peer group learning, reflective thinking, role playing, differentiated learning and action research. These strategies, techniques, and methods are designed to foster reflective, critical, problem-solving, and critical thinking skills that faculty expect candidates to implement in their own classrooms.

Interviews with faculty, candidates, and program graduates indicate that the unit's conceptual framework is shared and discussed with them. An examination of course syllabi show that faculty use innovative and varied instructional approaches in order to address the needs of all learners. Moreover, faculty integrate technology and appropriate performance assessments in their courses. Evidence of multiple methods of assessment, including performance based assessments can also be found in course syllabi.

As described in Standard 4, faculty in the unit bring multicultural experiences to prepare candidates to become educational professionals in diverse settings throughout the Sonoma State University service area, California, and the nation. The ethnic and gender make-up of the faculty for fall 2004 is represented in the table 5.2 below.

***Table 5.2: Diversity of the faculty from AY01-02 - present*.**

	Part-Time Head Count	Lecturer FTE	FT Lecturer (included in Head Count)	Tenure-Track Head Count	Tenured Head Count	FERP Head Count (sem working)	T-TT Female	Temp Female	T-TT Male	Temp Male	Temp Black	T-TT Asian Pacific Islanders	Temp Asian Pacific Islanders	T-TT Hispanic	Temp Hispanic	T-TT White	Temp White	Temp Ethnicity Unknown
F01	40	14.52	3	9	17	2	11	24	14	17	1	3	1	2	3	21	33	2
S02	36	12.5	4	8	14	2	10	26	12	10	1	2	1	1	3	18	31	1
F02	47	15.37	2	9	17	3	11	35	15	12	3	2	1	3	5	21	35	3
S03	42	14.13	3	10	14	1	11	30	13	12	1	2	2	3	3	19	34	2
F03	40	14.48	3	11	14	1	13	34	12	6	1	2	1	3	3	20	29	6
S04	42	14.09	1	12	15	1	12	30	15	12	2	2	1	3	3	22	34	2

Reports in the unit show that Sonoma State University and its region are demographically diverse. The diversity goals for candidates are articulated and infused in the unit's conceptual framework and are consistent with the University's mission statement. Therefore, faculty in the unit are committed to preparing candidates to teach all learners in P-12 schools. Documents provided by the unit show that faculty are engaged in projects that are designed to diversity the teaching force and prepare candidates for multicultural experiences. These projects include, but are not limited to: *Teacher Diversity Project*, *Project Quest*, *Project Pita*, and *Project BECA*. Interviews with faculty, administrators, and candidates reveal that candidates representing the dominate culture, work collaboratively in courses with fellow candidates who belong to traditionally under representative groups. As shown in course syllabi, faculty include diversity and multicultural topics, projects, and assignments in their courses. Interviews with candidates, graduates, and school personnel further reveal that faculty in the unit are responsive to the needs of the diverse candidates they serve and to the community**.**

A review of a sample of course syllabi show that there are several courses that emphasize diversity. For example, in EDUC 417 (School and Society), candidates acquire basic knowledge related to the impact of issues, race, class, gender, politics, history, the law, and culture on ethnic minorities. In this class, students make a presentation on multiculturalism, bilingualism and special needs. Candidates are also assigned readings on *Ethnic Minorities and Education: Issues of Race and Culture*, including "*Improving Education for All Children*." In EDMS 470 (Multicultural Pedagogy) topics are included on culture, race and ethnicity. In small groups, candidates develop multicultural teaching strategies based on teaching an integrated curriculum to address the diverse needs of students in terms of race, culture, language, and special needs.

Consistent with the unit's conceptual framework, there is substantial evidence to indicate that faculty use technology to prepare candidates and other school personnel to achieve student learning. Interviews with faculty confirm that all candidates are expected to meet all the CCTC standards (TPE or CSTP) for the credential program in which they teach. These standards include technology. Interviews with faculty at the initial and advanced levels, as well as a review of course syllabi, and web sites for departmental programs reveal that faculty use technology in a variety of ways to enhance their teaching and candidates' learning. Documents show that faculty have incorporated distance technology as an additional component in face-to-face instruction and in distance learning project. Faculty infuse technology in their courses by assigning research project activities requiring internet searches. They also use the web to offer courses on-line, use Blackboard software to make available to candidates course syllabi,

assignments, projects, quizzes, tests, and Internet links. Interviews with faculty indicate that they also include Web-CT in their courses to promote candidates' use of technology. Interviews with candidates and graduates indicate faculty use SmartBoards in their courses. Faculty also use features such as PowerPoint, Inspiration, Kidspiration, Webquest, and FrontPage. Course syllabi and faculty web sites show detailed information concerning the incorporation of technology in courses.

Interviews with candidates at the initial and advanced level indicate that they use e-mails to communicate with and receive instruction from faculty. A review of selected course syllabi reveal that candidates are required to engage in threaded discussions via WebCT and/or communicate directly with faculty using email and listserves. Faculty members develop PowerPoint presentations for their courses, develop research projects and other assignments that require the candidates' use of technology. Sample PowerPoint presentations created by candidates for various courses are displayed in the unit.

Evidence of multiple methods of assessment, including performance based assessments can be found in course syllabi. Faculty use multiple sources of data to assess candidate performance and to model appropriate assessment processes. Course syllabi show that faculty assessment methods include the use of objective and essay examinations. In addition, faculty use writing assignments, action research, classroom reflection, individual and group projects, portfolios and presentations to assess candidates' performance. Interviews with faculty confirm that a variety of assessments methods focus on reflection, critical thinking, problem solving, and candidate dispositions.

Documents in the unit show that there are numerous professional development opportunities available to faculty to perfect their skills in the use of technology. Faculty have received grants to increase the technological resources made available to them and candidates. Grants also provide opportunities for faculty to integrate technology in teacher preparation courses and use the technology to advance the best practices that develop from them. A *School of Education Summary of Grants from 2000-2004* show faculty awards of 1.6 million for 2002-2003 and 1.1 million for 2004-05.

Teaching effectiveness is a priority for faculty in the unit. As stated in the *Sonoma State University Faculty Handbook*, the University recognizes the autonomy of each department or equivalent unit in the conduct of periodic evaluation of tenured, faculty employees. It notes that the periodic evaluation is separate and distinct from performance review evaluation. Performance review evaluations result in recommendations concerning reappointment, tenure, and promotion. The purpose of the evaluation is clearly delineated in the handbook. The Reappointment, Tenure, and Promotion (RTP) review for resident faculty, and yearly review for lecturers, provides formal assessment of faculty teaching. In addition to analyzing SETE scores and qualitative student evaluations (and, for tenure-track faculty, submitting two peer evaluations), faculty are required to write a reflection of their teaching performance, which examines the positive effects of their teaching on candidate performance and the challenges they face.

All faculty members must have at least two of their courses per year evaluated by candidates using Student Evaluation of Teaching Effectiveness (SETE) forms that are distributed to candidates at the end of each course. The SETE's focus on 14 areas of teacher effectiveness, including the instructor's enthusiasm for teaching, helpfulness, preparedness, communication

skills, diversity of viewpoint, and competence. Documents show that scores for the teaching performance of faculty in the unit are consistently high.

Reports of unit's exit and graduate surveys, as well as comments from graduates indicate that they are very positive about the quality of instruction they received in their degree programs, that they view the intellectual challenge of the program positively, and that they feel prepared for their chosen field of study. Other SETE evidence of teacher effectiveness show a high degree of candidate satisfaction with the instruction that they have received by unit faculty over a four year period. On a scale of 1-5, with 1=ineffective, 2=somewhat ineffective, 3= moderately effective, 4=effective, 5= very effective, the mean faculty scores were consistently well above four.

Documents show that as part of PEARL, the unit-wide assessment system, faculty participate in analysis of several assessments, including a candidate exit surveys, the CSU graduate survey, and the field study of graduates. All of these assessments provide feedback on faculty knowledge and expertise, as well as their exceptional teaching.

Other evidence of faculty modeling the best practices in teaching is supported by awards that faculty in the unit have received for excellence. In the last five years, two faculty members in the unit have received top honors in the community college and university division of the Excellence in Education Award, sponsored by the Santa Rosa Chamber of Commerce. Faculty have also been nominated for the Sonoma State University Excellence in Teaching Award. A School of Education faculty member is serving as the Director of the University's Center for Teaching and Professional Development. Faculty in the unit also receive other state, regional, and national honors for excellent teaching, outstanding service, and research/creative work.

Modeling Best Professional Practices in Scholarship

Faculty in the unit model best practices through active engagement in scholarly work in their fields of specialization. Faculty regard scholarship as an integral part of their role in preparing tomorrow's education professionals. The scholarly work of faculty is based on the mission of University and the unit, and is documented in many ways at the initial and advanced levels. Faculty vitae show that scholarship activities include publications in professional scholarly journals, and through presentations at professional conferences at the local, regional, national and international levels. There is substantial evidence that faculty engage in scholarship in traditional venues such as publication of books, chapters in books, and articles in refereed journals, as well as non-refereed approaches that include the application of research in classroom settings.

Detailed faculty vitae and sample displays of faculty publications indicate that faculty at the initial and advanced level show that they engage in pedagogical scholarship, are committed to their own professional and intellectual development, and have established a scholarly reputation in their specialized fields. Data provided by the unit show that during the past four years, full-time tenured or tenure track faculty's scholarship activities have been numerous. Faculty have published 81 scholarly publications. In addition, the faculty are involved in grant writing activities, securing internal and external grants. Over the past four years, 16 of 20 faculty members have secured federal, state, and internal grants that have enabled them to conduct research, explore best instructional practices, create websites and streamed video lessons, and collaborate with colleagues within and beyond the institution. Table 5.3 below illustrates faculty scholarly activity over the past four years.

Table 5.3 Faculty Scholarly Productivity

Total # faculty surveyed	**# faculty who published**	**% faculty who published**	**Total # publications**	**# who made conference presentations**	**% who made conf. pres.**	**Total # conf. pres.**	**# faculty who had grants funded**	**% faculty who had grants funded**	**Total # grants**
20	15	75	81	19	95	219	16	80	94

During 2000-2004, documents in the unit show that full-time faculty made more than 219 presentations at local, regional, national, and international conferences, and association meetings. Faculty members made presentations on such topics as, *Improving investments in professional development: Lessons from 5 districts* (American Education Finance Association), *The effect of school resources on instructional practices and student outcomes: Does money matter redux* (Teacher Compensation Conference of the Consortium for Policy Research), *Methods to evaluate distance learning.*

Documentation in the unit and interviews with faculty reveal that they collaborate with colleagues at the university, with colleagues at other colleges and universities, and with K-12 educators to conduct research another scholarly work. Table 5.4 show collaborations in scholarship by faculty over a five year period-1999-2004.

Table 5.4 Faculty Collaboration Summary 1999-2004

Collaborations with School of Education Colleagues Grants written/received—20/11 Articles or chapters published—9 Software published—2 Conference papers presented—33 Videolessons published—10 Conference planned—1
Collaborations with Colleagues in Other Colleges/Universities Grants written/received—8/3 Articles or chapters published—13 Conference papers presented—38 Videolessons published—20
Collaborations with P-12 Educators Grants written/received—8/3 Conference papers presented—5 Conference papers presented with credential candidates—1 Videolessons published—10
Current Collaborations Grants—3 Articles/chapters—7 Books—4 Conference papers—10 Guest Editors of a Journal—2

Modeling Best Professional Practices in Service

Faculty demonstrate the modeling of best practice by providing service to the unit, university, and greater community. Faculty also provide leadership to professional organizations at local, state, national, and international levels by serving as officers or board members for local schools and professional organizations, and as program chairs for national conferences.

Service to a faculty member's department, college, university and profession are all highly regarded in the unit. Consistent with the unit's mission, the faculty at the initial and advanced levels serve on a wide variety of committees at all levels in the University and unit. Initial and advanced programs have advisory committees composed of members of the community and faculty from other units in the university who attest to the extensive involvement of faculty in service related activities.

Interviews with administrators, and school based personnel report that faculty are regularly solicited by individuals and organizations from the field to serve as educational consultants. A review of faculty vitae and knowledge gained through interviews reveal that faculty provide off-campus activities to a large number of schools and school districts.

The faculty are also members of a number of professional organizations. Many serve in leadership positions within those organizations, which provide further evidence that faculty, are committed to service and are well respected by their peers. Evidence submitted by the unit show that faculty served on over 229 universities, school, or departmental committee activities during the 2004-2005 academic year.

Service activities are also reflected by participation of the faculty at the initial and advanced levels on various professional committees. Faculty vitae show that they are not only active participants, but hold membership and leadership positions. For example, during the 2004-2005 academic year, a member of the School of Education is serving as Chair of the University Faculty. Faculty vitae also show that they serve the campus community in a variety of leadership roles. Interviews with faculty indicate that they have been elected to leadership positions on university committees**,** have served on boards and committees in the local community, and/or represent the university on other prestigious committees.

Consistent with the unit's mission, faculty in the unit are involved in collaborating with public school teachers and administrators to improve instructional delivery systems by conducting action research and providing professional development opportunities on a wide range of topics. Faculty are actively involved with the professional world of practice in P-12 schools. Faculty services to the unit, university, as well as local, national, and international communities are varied. Tables 5.5 and 5.6 illustrate the extent of faculty service on campus committees and membership in professional organizations.

Table 5.5 Faculty Campus Committee Participation

	# of Faculty who serve on committee	**% of faculty surveyed**	**Total # of Committees**
University	19	95	68
School	18	90	80
Department	17	85	81

Table 5.6 Faculty Membership in National/State Professional Organizations

# Faculty w/Memberships in Professional Organizations	% Faculty w/Memberships in Professional Organizations	Total # Memberships
20	100	102

Collaboration

The faculty members in the unit are involved in a variety of collaborative activities with faculty in the other colleges within the university. Evidence from multiple sources substantiate that faculty in the unit are engaged in collaborative endeavors with the professional learning community and seek opportunities to work with others within the unit, university, and community in order to improve candidate learning and preparation. Faculty members conduct workshops, serve on community advisory boards, and participate in a variety of activities that foster collaboration in P-12 settings. In addition, they are also involved with their partners in the surrounding P-12 public schools and the broader professional community. Faculty members from the unit have collaborated with faculty members from units across the campus and in surrounding P-12 public schools in the area of grant writing. In their efforts to include their cross-campus colleagues and
P-12 public school partners, faculty report during interviews that they have approached and included them in a number of grant writing opportunities.

Interviews with faculty members from the units outside the School of Education are also involved in collaborative efforts as participants on committees which make decisions concerning the programs in the unit. Finally, as a less formal example of collaboration, the department heads and faculty members from units across campus indicate that there is informal communication process in place that allows faculty to freely communicate with their colleagues in other units in order to deal with specific needs of the candidates.
All of these collaborative activities demonstrate that the faculty members in the unit are working hard to strengthen their relationships with the university, colleagues, P-12 public school partners, and the broader professional community in order to improve the experiences of the unit's teacher candidates and other school personnel.

Exhibits found in the unit, review of faculty vitae and interviews with faculty reveal that they collaborate with colleagues to address issues related to program planning, implementation, and evaluation by participating in department and unit faculty meeting, participating in campus-wide meetings (Single Subject Advisory Committee, Multiple Subject Hutchins Blended Program Committee, and the Teacher Education Council) and work with colleagues in other activities across programs to facilitate the teaching and supervision of candidates. Further documentation show that faculty in unit collaborate with colleagues to pursue their scholarly research agendas, which included, but is not limited to conducting research, writing grants, presenting at conferences, publishing articles, chapters, and books. Faculty in the unit collaborate with colleagues to facilitate the teaching and supervision of candidates.

Faculty in the unit also collaborate with colleagues to address issues related to program planning, implementation, and evaluation. For example, faculty collaborate in departmental, unit faculty meeting, campus-wide committees, and with the P-12 community. Although limited, minutes were found from meetings of the Single Subject Advisory Committee (SSAC), the Multiple

Subject Hutchins Blended Program Committee, and the Teacher Education Council. Minutes were also found from the faculty's involvement with Community Advisory Boards.

Unit Evaluation of Professional Education Faculty Performance

All full-time and adjunct faculty members involved in teaching in the unit are evaluated with regard to their teaching performance in the classroom. Both groups of faculty members are evaluated using the S.E.T.E. evaluation system.

Faculty at the university are evaluated systematically according to the guidelines written in the Memorandum of Understanding (MOU) between the CSU system and the California Faculty Association (CFA). The evaluation process includes two types of faculty review: performance reviews and periodic evaluations. Performance reviews are conducted annually following the first year of probationary (tenure-track) appointment. Performance reviews require detailed reporting of performance using a standard SSU Reappointment, Tenure and Promotion dossier format, and include extensive documentation of scholarly activities and accomplishments. School of Education departments have policy and procedures corresponding to the SSU policy. These performance reviews are important sources of information for those who make promotion and tenure decisions. The written evaluation of the dossier provides the faculty with important feedback regarding their performance and expectations for their performance.

Decisions regarding tenure and promotion are based on independent recommendations from department, school, and university RTP committees and the Dean of the School of Education. Final RTP decisions are made by the President of the University.

RTP evaluations involving peer, committee, and administrative review in the following manner:

1. Annually for probationary faculty
2. At six-year intervals for tenure and promotion

The domains in which tenure-track faculty are evaluated are defined by the University. They include effectiveness in academic assignment (i.e. teaching and supervision), scholarship, and service.

Under the MOU reached by the CSU Board of Trustees and the California Faculty Association, tenured and tenure-track professors must be evaluated by students in two classes each year using the Student Evaluation of Teaching Effectiveness (SETE), an instrument developed by University faculty committees and approved by the University. The SETE contains 14 items evaluating the instructor, such as "made course requirements clear," "showed concern for students" and "increased my understanding of the subject." Because University policy states that effective teaching is necessary for tenure, the SETEs play a significant role in promotion and tenure decisions. Candidates rate faculty on a scale of 1-5 with 5 as superior.

In addition to the SETE, evaluations of full-time faculty also include peer review in the form of classroom visits by faculty colleagues to observe instructional practices, and self-review of one's teaching effectiveness. All faculty members who have supervisory responsibilities are evaluated by the candidates they supervise and by the resident teachers or other field professionals with whom interns or student teachers are placed. This evaluation is returned to the department chair.

Evidence found in the unit indicate that faculty are also evaluated on their scholarly and artistic achievement, and are expected to contribute service on department, college, and university committees, advise candidates, sponsor student organizations, participate in faculty mentor programs, and assume leadership positions both in the university and in their professional and scholarly communities, and provide service to organizations in the community.

Faculty who are six years beyond receiving tenure (generally those who have achieved the rank of Full Professor) are evaluated in the SSU policy and the corresponding School of Education policy. Areas for this review are identical to RTP review: teaching/supervision, scholarship, and service. The School of Education RTP Committee oversees this process following the SOE.

Adjunct faculty and Educators-in-Residence are evaluated each year and are required to do SETE evaluation in each course they teach. Evaluation of their supervision is done routinely in student teaching seminars. These evaluations, together with course syllabi are reviewed by the department chair. Decisions about whether to rehire adjunct faculty and Educators-in-Residence are made by the department chair based on this documented evidence. Those found to be performing below expectations are not hired in subsequent semesters.

RTP and Periodic Review procedures include recommendations from peer review committees and administrators at all levels when improvement in teaching, scholarship, or service is needed. Frequently, department chairs confer with faculty to assist them in taking action to bring about change. The SSU Center for Professional Development is a primary resource for faculty seeking assistance in improving teaching effectiveness and/or scholarly production.

The dean of the unit and other administrators at the University indicate that formal policies and procedures related to the evaluation of full-time and adjunct faculty member's performance are in place to assist the faculty in their efforts to improve their teaching, scholarship, and university/public service. These reviews are designed to acknowledge a faculty member's good work, point out areas of improvement, identify the most productive uses of the faculty member's talents and expertise, and identify opportunities to energize all faculty members to reach new levels of achievement. From interviews conducted with administrators and faculty members, it is evident that the faculty members in the unit have been successful in their efforts to meet the demands of the faculty evaluation process.

Unit Facilitation of Professional Development

There are professional development activities provided each year to the faculty in the unit. As was ascertained in interviews with faculty and administrators in the unit, the topics for the vast majority of these activities come from the faculty. A number of the faculty stated during interviews that they view professional development not only as an opportunity to keep themselves abreast of the latest happenings in their various fields, but as a valuable source of information and training that can be used to enlighten their pre-service teacher candidates and graduate candidates.

Faculty members in the unit are involved in a number of activities for professional development. These experiences range from learning more about issues related to their candidates' preparation to the increased use of technology in their teaching. In each case, the faculty members stated in interviews that they viewed these experiences as valuable ways for improving their knowledge as well as the candidates' knowledge.

The Center for Teaching and Professional Development (CCPD) provides support for faculty members who seek assistance with innovative uses toward teaching and professional development activities. For example, during the fall of 2004, over 40 faculty members and administrators attended a forum sponsored by the CCPD on the use of WebCT. During the spring of 2005, two tenure track, and 2 adjunct faculty members from the School of Education will attend the Eight CSU Symposium on University Teaching, which will be held at Cal Poly, Pomona. In addition to the numerous activities sponsored by the CCPD, the School of Education provides systematic and comprehensive opportunities for professional development of the faculty. Resources are available to assist faculty to meet their individual and collective needs. Support includes grants for professional development research and projects; workshops designed to enhance quality of instruction, seminars, forums, and retreats to enrich the intellectual vitality of the college culture. Faculty professional development in the unit includes these major components:

- SOE Technology Support Center
- Assigned Time for New Faculty
- Sabbatical Leaves
- CSU Research Grants
- SOE Dean Support for Faculty Professional Development
- Workshops, Seminars, Meetings, Retreats
- Travel Reimbursement

The School of Education Technology Center promotes faculty technology education through one-on-one and/or group mentoring. The center is open to faculty and students, and has been a major resource for the Multiple Subject Program implementation of digital portfolios. The center is the outgrowth of technology mentoring that has been provided for School of Education faculty through PT3 grants. The Digital Bridge grant provides funding for mentoring and guidance in the use of applications and hardware that facilitated candidate success in our credential programs. Currently, the Light Bridge grant continues assisting faculty through its collection of a streamed video best practices library.

The School of Education provides first year, tenure-track faculty with teaching loads that are reduced by three units (one course). This practice is designed to provide new faculty the time to develop their courses and to begin their scholarly and service activities.

Sabbatical leaves in the California State University system are designed to enhance faculty members' professional growth and contributions to the University and its students. Faculty are eligible for sabbatical leaves every seven years. Documents show that the California Sate University distinguishes between sabbatical leaves and difference in pay leaves, which fulfill the same function as sabbaticals but are pad differently. Table 5.7 indicates the number of sabbaticals granted in the School of Education for the last four years.

Table 5.7 Sabbaticals Awards-2001-2005

Effective Year of Award	Number of Difference-In-Pay Awards	Number of Sabbatical Awards
2001-2002	2	1
2002-2003	0	1
2003-2004	1	1
2004-2005	0	1

Overall Assessment of Standard

The School of Education at Sonoma State University, with 100 percent of the full-time tenured or tenure faculty holding doctoral degrees have exceptional expertise and professional contemporary experiences to qualify them for their assignments in the unit. All clinical faculty (site-based and university-based) have experience teaching in P-12 schools and are certified or licensed in the areas they supervise or teach. Interviews and multiple data sources indicate that faculty in the unit are exemplary. Interviews with teacher candidates, faculty, alumni, and school-based personnel also indicate faculty at the initial and advanced level value candidates' learning and model the best practices in teaching, infusing technology and diversity throughout their courses. There is substantial evidence to show that faculty engage in scholarly research activities and use a variety of instructional strategies, techniques, and methods, as well as performance assessment tools to enhance their teaching and promote the teacher candidate's learning.

Faculty in the unit participate in a number of activities which involve them in collaborative efforts with faculty members from other colleges across the university. In addition, the unit utilizes a systematic faculty evaluation process to address the areas of faculty teaching performance, scholarly activities, and service to the university and the greater community. Faculty evaluate the effectiveness of their teaching approaches and make changes as deemed appropriate based on feedback from multiple. Faculty are actively involved and engaged as a community of scholars and learners. They develop relationships, collaborate with colleagues in other units of the institution, local school districts and other universities to conduct research, write grants, make presentations, and publish. Faculty have numerous opportunities to assist them with their professional development. They are evaluated on their teaching, scholarship, and service systematically according to the guidelines written in the Memorandum of Understanding between the CSU system and the California Faculty Association. The unit has policies and practices that encourage all professional faculty to be continuous learners and scholars.

C. NCATE Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 6: Unit Governance and Resources

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

A. Level: Initial and Advanced

B. Findings:

Unit leadership and authority

The School of Education is one of five academic schools in the division of Academic Affairs at Sonoma State University and is organized in parallel fashion to the other four academic schools: the dean is the administrative head, with department chairs as faculty/academic leaders and the Administrative Manager as staff leader. The interim dean of the School of Education, Dr. Martha Rapp Ruddell, reports to the provost for academic affairs, Dr. Eduardo Ochoa, and is responsible for the administration of three departments in which reside basic credential programs and advanced certificate or credential programs, and five Master of Arts in Education concentrations. The dean provides academic leadership, hires faculty and staff, encourages and evaluates faculty and staff professional development, oversees unit assessment, establishes and maintains contact with P-12 school districts and agencies, and promotes grant and other scholarly activities. The dean is charged with: providing administrative leadership, maintaining fiscal affairs in an appropriate manner, maintaining curriculum standards in the school, maintaining professional relationships with instructional faculty, candidates, and non-academic staff, and developing alumni and community support. The School of Social Sciences, which houses the Pupil Personnel Services credential and School Counseling M.A. program, is headed by Dean Elaine Leeder; the School of Science and Technology, with houses the Adapted Physical Education credential, and is headed by Dean Saeid Rahimi. The organization and structure of the School of Social Sciences and the School of Science and Technology are similar to the School of Education in terms of leadership and authority, budget, personnel, facilities, and resources.

The primary governing body of the School of Education is the Council of Chairs consisting of the dean and the three department chairs; the director of graduate studies and director of accreditation and assessment frequently join the Council of Chairs meetings. The Council meets two to three times a month to discuss coordination of programs, scheduling, budget, policy issues, space allocations, and program and unit assessment. While the Institutional Report states that the Council of Chairs agendas and minutes are disseminated via email and posted on the SOE website, the minutes and agendas were not apparent on the website.

In addition to the Council, the dean meets weekly with the Unit Coordinating Team consisting of the administrative manager, the administrative analysts, and the student services coordinator. The Unit Coordinating Team meetings focus on issues related to staff training and development, maintenance of the School of Education website, credentials processing, information dissemination, School events planning, and the general operation of the School, including problem solving and strategic planning.

Administrative coordinators handle all of the procedural work associated with scheduling courses and oversight of faculty teaching load, managing the paperwork for reappointment, tenure, and promotion cycles each year, coordinating the recruitment, hiring and evaluation of faculty, correspondence with candidates and others, and all the work of each department. A School of Education Handbook for Chairs provides information and forms to be used for handling such department issues as the hiring and evaluation of part-time faculty, grade appeals, grievances, and reporting of faculty teaching load.

Program Advisors for Multiple Subjects, Multiple Subject BCLAD, Single Subject, Reading, Education Specialist Level I, Education Specialist Level II and Administrative Services are elected by their program faculty, recommended by the department chair, and approved by the dean. Program advisors coordinate program admissions and advising, oversee program planning, implementation, evaluation, and revision, schedule courses and assign faculty, and constitute the Program Advisory Committee. The director of graduate studies oversees the graduate programs, monitors and schedules the core courses of the M.A. program, and chairs the graduate committee. In 2003-04 the School initiated the position of director of field placements to centralize and streamline student teacher placement which was previously done by each program.

The SOE Curriculum Committee oversees curricular decisions including decisions regarding education coursework and programs offered through Extended Education. This committee consists of three elected faculty representatives from each department and an additional non-voting member from the Council of Chairs. The University Teacher Education Council (TEC) is the university-wide body that oversees all of issues related to teacher education. The TEC is co-chaired by the university Provost and the dean of the School of Education. Each dean and a faculty member of the four schools involved in teacher preparation serves on the Council. Additionally, each department in the School of Education has one member on the Council; a community member from a K-12 district or the Sonoma County Office of Education has a two-year term of membership. While the Institutional Report states that TEC agendas and action items for the TEC are posted on the SOE website, they were not apparent on the website.

The university has developed a webpage for all policies and procedures, which includes information about grading policies and recruiting and admissions policies. These policies seem consistent with those referenced in the University bulletin. Academic calendars, catalogue, bulletins, publications, and advertising seem to be current and accurate. This information is maintained on the university and SOE websites, and also available on a CD-ROM. Grading policies are referenced on policy website and in the SOE policy manual.

Student Services is responsible for managing the procedural aspects and record keeping for candidate application, admission, retention, and completion of programs. The credential analysts process final recommendation of credential candidates to the State of California. Student Services works in tandem with faculty and programs for seeing candidates through programs. Faculty and programs make decisions about program admission, retention, and completion; Student Services sends notifications, accepts paperwork, and oversees formal records. Staff of the Teacher Diversity Project (TDP), Project Quest, and other recruitment programs work with the coordinator of student services to provide information, recruit new candidates to the teaching profession, and support students during their enrollment in Education programs. In addition, the coordinator of student services oversees recruitment and application information on the School of Education website, and verifies accuracy of information in program handbooks and program

brochures. The coordinator is also responsible for communicating with various university departments to ensure that information about student resources and services on the SSU website is accurate.

The P-12 community collaborates with the faculty to design, implement, and assess the credential and graduate programs. Each program and/or department has its own community advisory committee, comprised of P-12 teachers and administrators, who provide advice on program changes, standards, and assessment findings; these committees were involved in the discussions that led to the development of the School of Education conceptual framework. The Multiple and Single Subject Programs regularly consult with faculty outside of the School of Education through the Single Subject Advisory Committee and Elementary Subject Matter Preparation Subcommittee concerning subject matter preparation programs and the teaching of some of the specialized courses in art, music, and foreign language education.

Unit Budget

The School of Education's state-appropriated funds are comparable to other schools in the university. Funds for instruction, faculty, curriculum, clinical work and work with K-12 schools showed an increase of 8.36% from 2000-2001 academic year to 2002-2003, commensurate with an increase in the Full Time Equivalent Students (FTES). In the three years following (2002-2003 through 2004-2005), due to California State mandated budget reductions to the CSU, the School of Education experienced a 12.61% decrease in instructional funding. A recent 5.4% decrease in the 2004-05 FTES target was implemented to reduce costs.

Table 6.1 School of Education Budget Summary 2000-2005

Year	Instruction Budget	Staff Budget	Total Budget
2000-2001	2,219,769	446,420	2,666,189
2001-2002	2,249,917	453,843	2,703,760
2002-2003	2,405,389	466,680	2,872,069
2003-2004	2,224,532	466,632	2,691,164
2004-2005*	2,135,981	467,412	2,603,393

*Adjustment made for 2004-05 budget reductions.

A comparison of the general fund budget for the School of Education and other academic schools at Sonoma State University shows an equitable allocation across schools in relation to budget and FTES. For example, in 2003-2004, the School of Education portion of the academic schools' total budget was 11% to support 9% of the FTES. In comparison, the School of Arts & Humanities received 28% of the academic school's budget while supporting 28% of the FTES.

Table 6.2 Academic Schools - Budget & FTES Comparison 2000-2005

Academic School Budgets/FTES	Arts & Humanities	Business & Economics	Education	Science & Technology	Social Sciences	Total
Total Acad School Budgets 2004-05	6,580,336	2,778,553	2,603,393	6,232,968	5,515,527	23,710,777
% of Acad Schools Budget	**28%**	**12%**	**11%**	**26%**	**23%**	
FTES 2004-05	1,894	795	547	1,660	1,766	6,662
Cost per FTES	3,474	3,495	4,759	3,755	3,123	
% FTES	**28%**	**12%**	**8%**	**25%**	**27%**	
Total Acad School Budgets 2003-04	6,993,495	2,898,199	2,691,164	6,648,704	5,718,063	24,949,625
% of Acad Schools Budget	**28%**	**12%**	**11%**	**27%**	**23%**	
FTES 2003-04	1,973	862	635	1,672	1,841	6,983
Cost per FTES	3,544	3,362	4,238	3,977	3,106	
% FTES	**28%**	**12%**	**9%**	**24%**	**27%**	
Total Acad School Budgets 2002-03	7,368,693	2,990,880	2,872,069	6,995,345	6,087,775	26,314,762
% of Acad School Budgets	**28%**	**11%**	**11%**	**27%**	**23%**	
FTES 2002-03	1,953	869	613	1,664	1,781	6,880
Cost per FTES	3,773	3,441	4,686	4,204	3,418	
% FTES	**28%**	**13%**	**9%**	**24%**	**26%**	
Total Acad School Budgets 2001-02	7,175,602	2,758,151	2,703,760	6,713,472	5,795,097	25,146,082
% of Acad School Budgets	**29%**	**11%**	**11%**	**27%**	**23%**	
FTES 2001-02	1,836	761	553	1,581	1,666	6,397
Cost per FTES	3,908	3,623	4,886	4,247	3,479	
% FTES	**29%**	**12%**	**9%**	**25%**	**26%**	
Total Acad School Budgets 2000-01	6,985,557	2,701,330	2,666,189	6,671,240	5,688,314	24,712,630
% of Acad School Budgets	**28%**	**11%**	**11%**	**27%**	**23%**	
FTES 2000-01	1,750	697	482	1,550	1,662	6,141
Cost per FTES	3,991	3,873	5,528	4,305	3,423	
% FTES	**29%**	**11%**	**8%**	**25%**	**27%**	

Personnel

Faculty members in the School of Education are either resident or adjunct. Resident faculty include tenured and tenure-track (probationary) faculty, participants in the Faculty Early Retirement Program (FERP), Educators-in-Residence, cross-campus faculty, and emeritus faculty. Adjunct faculty members include lecturers (full-time adjunct), part-time instructors, part-time supervisors, and part-time combined instructors/supervisors. In the fall 2004 semester, the School of Education faculty membership were distributed as:

Table 6.3 Resident and Adjunct Faculty

Resident Faculty		**Adjunct Faculty**	
Type	**Number**		
Tenured	11	Lecturer	6
Tenure-Track	9	Part-time Instructor	14
FERP	1	Part-time Supervisor	5
Educator-in-Residence	2	Part-time Instructor/ Supervisor	2
Cross-campus	4		
Emeritus	1		
Total	28	Total	27

Sonoma State University tenured and tenure-track faculty teach 12 Weighted Teaching Units (WTUs) per semester and additionally perform the equivalent of three WTUs of work in student advising, governance, committee work, university and community service and scholarly activity. Weighted teaching units are used for teaching courses and/or supervision of student teachers, interns, or school administration candidates. Current practice is a 2:1 ratio for supervision; two student teachers are assigned for one WTU. The MOU between the California Faculty Association (CFA) and the CSU stipulates that "The parties agree to continue the current practice regarding the calculation of Weighted Teaching Units. . . ." (Section 20.1,d.) Programs monitor student teaching supervision assignments so that no faculty members supervise an inordinate number of student teachers. Faculty members may also have part of their duties designated as "assigned" or "released" time, both of which are addressed below.

The Educator-in-Residence program was established in 1994 to create a unique partnership between the Sonoma State University School of Education and school districts in the university service area. The Educator-in-Residence program allows exemplary faculty in area schools to serve as resident faculty in the School of Education for a year with a potential extension to two years. Educators-in-Residence remain employed by their school district. In return, the School of Education reimburses the district for the cost of hiring an educator from recent School of Education credential recipients to teach in place of the Educator-in-Residence. Educators-in-Residence plan and teach courses collaboratively with School of Education faculty, teach courses individually, and supervise student teachers. Their course/supervision load is equivalent to tenured/tenure-track faculty, with the additional three WTUs for student advising; attending all program, department, and School meetings; and committee work

Full-time adjunct faculty teaches 15 WTUs and may have one semester to three-year contracts, depending on their length of service and contractual perquisites. After a contractually stipulated period of effective service, temporary faculty qualify for three-year contracts given that teaching or supervision for which they are qualified is available, and not being done by tenured or probationary faculty.

Part-time adjunct faculty teach from 3 to 12 units and tend to be assigned to courses and to field supervision that probationary or tenured faculty are drawn away from due to assignment to other Departmental or School functions—for example, assigned time for special projects, student teacher placement, or special advising, or released time for grant funded activity or faculty leadership in governance.

The School makes effective use of part-time faculty. Department chairs meet with adjunct faculty routinely to insure that these faculty stay informed about issues necessary for the effective performance of their duties, especially with respect to supervision of student teachers and administrative interns. Staff is well qualified and sufficient for the running of the Education program.

Unit facilities

The School of Education is situated in Stevenson Hall on the main campus of Sonoma State University. This building contains the faculty, staff, student services and administrative offices along with classrooms, the Technology Support Center, and conference rooms. The Reading Lab, Stevenson 3082, is used for reading instruction. This classroom contains reading instruction materials housed in locked cabinets as well as substantial instructional technology equipment. In the fall of 2003, the School of Education moved into its newly remodeled suite of offices in Stevenson Hall.

Most education classes meet in Stevenson Hall, near faculty offices, although some meet in other buildings. Salazar Hall contains three smart classrooms for which the SOE has priority access; each classroom is equipped with a large-screen LCD projector, computer, and DVD, CD, video player, and a cart with 20 laptops available for use in the room. The building is equipped for wireless and Ethernet access to the Internet.

Other key facilities on campus include the Schulz Information Center which houses the main University Library and Information Technology Resources, and the SOE Technology Support Center. Staffed by three instructional technology assistants, the Technology Support Center assists faculty and students in integrating technology and instruction, in using WebCT for on-line course delivery, development of e-portfolios, development of websites, and other instructional technology related activities.

Unit resources including technology

The School of Education has received a number of technology-related grants that assist the education program. Building the Digital Bridge is project funded by the U.S. Department of Education's program, Preparing Tomorrow's Teachers to Use Technology. The project consortium is led by the School of Education at Sonoma State University. Building the Digital Bridge has been the result of a collaboration of Sonoma State University, seventeen K-12 school districts, two county offices of education, two public education agencies, and four corporations: Apple Computer, Hewlett-Packard, Intel, and Microsoft. Building the Digital Bridge is focused on the restructuring of teacher education programs at Sonoma State. The grant seeks to assist faculty in integrating technology into instruction by utilizing web-based learning environments, multimedia learning resources, technology-rich course materials, and technology teaching tools as a regular component of all courses. As part of the Building the Digital Bridge Project, 1000 master teachers in local school districts who supervise and assist in the training of teacher education students also receive training and support in technology-infused learning via the web to support Sonoma's teacher education students in their field placements.

A second grant, Light Bridge, employs California's Internet2 to pilot and establish revolutionary practices in preparing future teachers to be adept and sophisticated in using technology in the

classroom. The goals of Light Bridge are to: strengthen teacher education programs through the development of rich video content offered via the next generation of the Internet; establish a student teacher support and supervision system that assures high quality support and assistance at a distance; and disseminate teacher education video content, online resources, and the student teacher support and supervision system. Light Bridge is partially funded by the U.S. Department of Education's program, Preparing Tomorrow's Teachers to Use Technology (PT3), and is one of fifteen catalyst grants awarded by the U.S Department of Education for 2001-2005.

The SMART program (2004-2006) is funding the development and implementation of the Del Norte M.A. program, which utilizes video conferencing and web-based curriculum. An NSF grant explores the effects on professional development on the scaling up of research, while numerous ongoing grants in the area of mathematics support development and implementation of mathematics curricula; and a grant for the California Reading and Literature Project funds professional development institutes. Project BECA (1999-2004) supported bilingual teaching credential candidates and Project PITA (1999-2005) continues to support candidates seeking basic elementary, secondary, or bilingual Spanish credentials.

The unit uses the People Soft software package to maintain student and financial records. Additionally, the unit uses LiveText for the Multiple Subjects program for assessment activities and e-portfolios.

While the unit has innovative programs in technology, sufficient support for faculty and staff, and sufficient technology resources in terms of hardware and software, there was no evidence of a unit-wide plan for coordinating and planning for instructional technology, and regularly evaluating its use. Additionally, the previous unit-wide technology committee was disbanded and there has not been a formal committee to take its place.

The university library is a new and technologically rich facility. The library is located centrally in the midst of the resident halls, is completely wireless, and has 200 workstations. Wireless laptops are available for checkout. One librarian is designated as the liaison to the SOE, and she meets regularly with the faculty and department chairs to ascertain their library needs. The library assists the Education unit by offering drop in workshops for individual undergraduate students in Education, or by providing course-integrated instruction to an entire class. The library has 650,000 volumes and 10,000 on-line journals which can be accessed 24/7 by library patrons. The library staff assist Education faculty in the use of WebCT in putting courses together or in getting copyright clearances. The library participates in several interlibrary loan programs, including Link Plus which consists of 40 libraries.

Overall Assessment of Standard

Commitment to the Education unit is an institutional hallmark of Sonoma State University. The leadership of Sonoma State University clearly demonstrates a strong commitment to the training of educators, and has made the allocation of resources to the Education unit a priority. The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards. While the governance of the unit is well structured and efficient, the evidence suggests that systematic communication of governance decisions and agendas is lacking. While the technology resources for the unit are commendable and assist candidates to

meet standards there was no evidence of a structure for sufficient ongoing technology planning and evaluation, aligned with the unit's governance structure.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement:
New

1. The unit lacks systematic processes to communicate governance agendas and decisions.

Rationale: While the unit has an adequate leadership structure with appropriate authority, budget, personnel and resources, there is no systematic process for communicating information about governance-related committees, procedures, and decisions. Meeting agendas and minutes are not regularly and systematically shared with the faculty, staff, and candidates.

2. The unit lacks a formal structure to ensure that processes, procedures, planning, and assessment of technology are aligned with the governance structure of the unit.

Rationale: While the unit has strong technology resources, the lack of a formal structure, such as a written technology plan that is supported by the unit's governance structure does not ensure the ongoing planning and assessment of the unit's technology activities. The unit has a number of exemplary programs and partnerships in the area of technology, many of these are funded by grants. However, there is no written evidence of a plan for the ongoing implementation of these programs, including their staffing. While the unit has a number of active committees that support the governance structure, the unit-wide technology committee was disbanded and was not formally reconstituted. It is not clear that technology issues are adequately addressed at the committee level of governance.

E. State Team Recommendation: Standard Met

Internship Issues for State Report:

Common Standards 1 and 2 – Leadership and Resources
The Sonoma State University School of Education has an official agreement with each school district in which an intern is employed. Each district provides each intern with a support provider, and when needed, additional resources.

Common Standard 4 – Evaluation
The Teacher Education Committee oversees and coordinates teacher education programs for the unit. Each program has a community advisory board consisting of program faculty and staff and school district personnel. The community advisory board serves as the official liaison between the unit and the school districts that participate in internship programs. These boards also review program design, candidate and school district needs, program implementation and assessment, and program improvement.

Common Standard 5 – Admission
Admission of intern candidates is coordinated by the Student Services department. Each internship program evaluates internship candidates to make certain that they meet admission criteria and the evaluation includes an inventory of prior experiences that prepare them for the increased responsibilities of an internship position.

Common Standard 6 – Advice and Assistance
Upon acceptance, intern candidates are sent a letter which details requirements and deadlines as well as a specific listing of the courses and sections in which the intern must enroll during the first semester of the program. During the supervised fieldwork portion of the program regularly scheduled required meetings are held with the interns when each candidate receives up-dates on the status of his/her progress in the program, and there are opportunities for interns to seek guidance with their particular situations. Specific handbooks for the credential program are provided to each intern candidate. The handbook outlines the program and professional expectations and responsibilities and charts the course for completion of the credential program.

Common Standard 7 – School Collaboration
The selection of the site support provider is made with the assistance of the site leadership.

Common Standard 8 – District Field Supervisors
Field Supervisors take on a special role for interns already teaching in schools. The university provides supervisors with regular training opportunities.

PROGRAM STANDARDS
Multiple Subject Credential
Multiple Subject Internship Credential
Multiple Subject BCLAD Emphasis Credential
Multiple Subject Blended Program

Findings on Standards
After review of the institutional self study report, the program document, supporting documentation, a visit to a cooperating school site, and the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards except Standard 14 are met for the Multiple Subject Program. Standard 14 is met with concerns.

Standard 14 – Preparation to Teach Special Populations in the General Education Classroom The team found inconsistency with respect to element 14(a); candidates lack systematic exposure to the major categories of disabilities. Coursework is reported to include exposure to categories of disabilities but do not consistently do so in practice. Candidates are unable to name major disabilities. Although all student teaching seminars at least consider the topic of special populations, the content varies widely across sections and/or school sites. All remaining elements of Standard 14 are met. Candidates are well versed in the need to treat students as individuals and have a repertoire of strategies for differentiation. They understand the referral process and experience at least one IEP meeting at the school site.

The Multiple Subject Credential Program at Sonoma State University is a well-conceived program, which offers candidates excellent professional preparation. The faculty is comprised of enthusiastic educators, who emphasize an inclusive philosophy and reflective practice. Graduates are knowledgeable about the curriculum of the elementary school, including the K-12 state adopted academic content standards. Candidates, graduates, and employers commend preparation to deliver comprehensive systematic instruction in Reading/Language Arts. The curricular structure of prerequisites, Phase I, and Phase II includes thoughtfully articulated field experiences and coursework designed to develop candidates' teaching competence. The program has an effective field placement process, which emphasizes collaboration by concentrating placements at selected CORE school sites. Qualified master teachers mentor candidates through student teaching, partnering with a talented corps of university supervisors, comprised primarily of teaching faculty from the School of Education. The program's innovative Digital Portfolio effectively assists candidates in assessing their own competence. Together, the mentor teachers and university supervisors assess candidate competence formally before program completion.

Strengths:
High quality faculty are praised by candidates, graduates, peers, and district partners for excellent teaching and mentoring.

The CORE model of field placement, using concentrated placement of participant observers (Phase I) and full time student teachers (Phase II) at professional development schools, is highly successful in fostering collaboration. Peers and mentors observe and debrief lessons; candidates value the support and the ongoing constructive feedback. School personnel appreciate the professional development opportunities for their faculty and additional assistance for their K-8 students.

The Educator in Residence program brings excellent current field perspective to the program candidates and faculty.

Concerns:
None noted

Single Subject Credential
Single Subject Internship Credential

Findings on Standards
After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers, supervising practitioners, and visits to cooperating school sites, the team determined that all program standards are met for the Single Subject Program.

Sonoma State University's School of Education Single Subject Program enrolls students well prepared in their subject matter areas. The prerequisite, Phase I and Phase II curricular structure is thoughtfully articulated with field experiences and coursework designed to develop candidates' teaching competence through an intelligent, incremental, faculty and practitioner-based support system. The program's innovative Phase I portfolio review process, conducted by a joint team of education faculty and school district partners, effectively assesses the candidates' progress in meeting credential requirements and their readiness for student teaching (Phase II). District administrators and teachers participating in the portfolio review process uniformly praise the program faculty for including them in this important critical assessment feature. The program has an effective field placement process, which matches candidates with appropriate subject matter and grade level assignments at sites where experience working with students from a variety of backgrounds and ability levels can be obtained. Qualified master teachers mentor candidates through student teaching, partnering with a talented corps of university supervisors, comprised of full-time and part-time education and subject matter faculty. Together, the master teachers and supervisors assess candidate competencies formally by reference to the Teaching Performance Expectations before program completion.

Interviews with individual students, with classes, and with employers confirm the Single Subject Program's success in preparing candidates to infuse educational technology, and to differentiate instruction for different ability groups, for special needs students and for English Language Learners.

Collaboration with school district constituents and cooperation with the academic Schools and Departments contributing to teacher education on campus are important features of SSU's Single Subject program. The Community Advisory Board, comprised of area teachers and administrators, meets regularly to provide the program with informed input on contemplated changes, new initiatives, and on-going policy and practice. CAB members interviewed praised the program faculty and administration for responsiveness to the members' ideas and concerns and for a readiness to implement resulting decisions. The Single Subject Advisory Council

enhances communication and cooperation between the School of Education and other campus Schools and Departments.

Without dissent, current students and recent graduates interviewed applauded the program faculty for being excellent teacher educators, professors who model effectively the methods they espouse; professors who care about their progress and who are always available to them for instruction and advice—and, importantly, professors who very often keep in touch with their graduates in a continuity of professional friendship and support.

Strengths:

Students uniformly praised the high quality of the dedicated scholar-teacher faculty, for excellent teaching, mentoring, and advising.

Collaboration with school district partners operates on a variety of levels, including candidate portfolio reviews, advisory committee communication, innovative programs like the planned University Center School at Elsie Allen High, and the on-going work of inducting new teachers into the profession.

The program has a well-articulated curriculum that balances coursework and fieldwork.

Concerns:
None noted

Reading Certificate
Reading and Language Arts Specialist Credential

Findings on Standards
After review of the institutional report, the program report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Reading Certificate. For the Reading and Language Arts Specialist Credential, Standard 16: Advanced Clinical Experiences is met with concerns. All other standards are met.

> **Standard 16 – Advanced Clinical Experiences** requires that all Reading and Language Arts Specialist Credential candidates need specific clinical experiences with students who have severe reading difficulties, as well as beginning readers. Interview evidence and documentation indicate that not all candidates participate adequately in these experiences. Candidates have been given choices in students they work with in their field experiences. This process results in inconsistencies in candidate experiences.

Both the Reading Certificate and the Reading and Language Arts Specialist Credential are graduate programs designed to provide advanced professional preparation in the field of reading and language arts so that teachers may work more effectively with P-12 students, other teachers, administrators, and community members. The program design utilizes an infused model of

content delivery in which standards are integrated throughout the coursework to better facilitate learning. Collaborative scholarship is also a fundamental feature of the program design.

The themed blocks of coursework allow candidates to experience the inter-relatedness of theory, pedagogy, and practice. Candidates are well prepared to assess student reading progress, provide preventive and intervention instruction, and improve classroom literacy instruction. Candidates are well prepared, with a wide range of research based teaching strategies. They become literacy leaders at their school sites and in their school districts.

In both programs, candidates begin the coursework in the spring semester with an emphasis on theoretical models and processes of reading. Then the Summer Reading Clinic provides intensive clinical experiences for both Reading Certificate and Credential candidates. Children from local schools benefit from the reading and language arts interventions. Candidates benefit from the supervised experiences with diverse readers, as well as the collaboration and seminars with colleagues. In the fall semester, candidates return to the classroom and continue blending theory and practice in a comprehensive manner to complete their programs.

Strengths
Candidates praised the faculty for their ability to provide instruction that bridges the gap between theoretical instruction and application. Faculty are highly qualified and highly accessible to the candidates.

Candidates reported that, through the use of inquiry in all courses, they challenged their personal views of literacy and learning. Subsequently, they changed for the better as teachers of reading.

Concerns
None noted.

Adapted Physical Education Specialist Credential

Findings on Standards:
Upon review of the institution's response to the appropriate Program Standards, interviews with University administrators, faculty, supervising practitioners, graduates, and candidates, the team finds the following: All program standards are fully met for the Adapted Physical Education Specialist Credential Program.

Following a review of documents and upon completion of a substantial number of interviews, the team determined that the program is highly regarded by the candidates, the supervisors and current practitioners. All interviews revealed a personal level of gratitude and appreciation for the dedication and competence of the faculty and the program. Both graduates and candidates agreed that they are well prepared for their teaching assignments and in their ability to provide services to their current students and to the community through outreach activities.

The Adapted Physical Education Specialist curriculum and practicum is both rigorous and demanding. All Faculty members have high expectations in both pedagogy and practice. These expectations are clearly defined and embedded in all aspects of the program. Fieldwork is ongoing and integrated throughout the program. Supervisors are carefully selected and provided

with ongoing support. Communication between the University, supervisors, employers and students is open ended, collegial and facilitates service to the students and the educational community. Candidates and graduates state that their preparation is meaningful, comprehensive and provides the skills necessary to become successful Adapted Physical Education Specialists.

Strengths:
Candidates and graduates universally expressed their appreciation of the dedication, compassion and expertise of the faculty and in the design of the program. Interviews revealed that candidates gained a deeper commitment to this discipline through their participation in two adjunct programs, "Saturday Sidekicks" and "Bike Camp." Both programs were developed by the current faculty and integrated into their coursework.

A significant number of candidates indicated that this program was a "turning point" in their lives and were eager to share their positive revelations with others. Candidates, graduates and field supervisors commented on the high quality and substance of their field experiences.

Concerns:
None noted

Education Specialist: Mild/Moderate Level I Including Internship
Education Specialist: Moderate/Severe Level I, Including Internship
Education Specialist: Mild/Moderate Level II
Education Specialist: Moderate/Severe Level II

Findings on Standards:
Based on the Institution's responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, university administrators, and employers, the team finds the following: All standards are fully met for both the Mild/Moderate and the Moderate/Severe Level I and Level II credential programs. All standards are fully met for the Mild/Moderate and the Moderate/Severe Level I Internship Credential Programs

After reviewing documents and conducting numerous interviews, the team determined that Education Specialist credential candidates are well prepared for special education teaching positions. Faculty are highly qualified and committed to best practices in teacher preparation and special education. Teacher candidates report initial and ongoing advisement, with faculty responsive to their needs during the program and after they graduate. Faculty have excellent collaborative relationships with school districts in both the traditional and intern programs; graduates are highly regarded by employers. The Level II program provides advanced curriculum and also meets individualized needs of new teachers through action research field projects, on-site support, and networking with peers on-line. The projected hiring of two new faculty next year should assist in addressing the significant workload of the three full-time faculty and sustain the implementation of highly effective programs. Finally, the programs are evaluated on an ongoing basis, with findings informing program practices.

Strengths:
The candidates and graduates interviewed consistently expressed appreciation for the accessibility of faculty, their high level of professionalism, and the personalized nature of the program. They stated the program prepared them well as special educators. Employers and field supervisors/support providers were pleased with the close partnerships and the quality of the credential candidates. Specific program strengths include:

- Advisement of candidates, particularly on an informal basis
- Content on assessment, behavior management, and collaboration
- Use of case studies and action research projects
- Relevant, hands-on experiences with specific tools for the classroom
- Faculty responsive to student's needs at Level I and Level II
- Intern program design that fosters school-university collaborative relationships, and ongoing classroom support
- Working with families from diverse backgrounds

Concerns:
None Noted

Pupil Personnel Services Credential: School Counseling with Internship

Findings on Standards
Upon a review of the institutional report, program document, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers, advisory board members, and supervising practitioners, the team determined that all program standards are met for the School Counseling and School Counseling Internship Credential Programs.

Faculty in the School of Social Sciences, in collaboration with the School of Education, encourages all candidates to adhere to high standards of professional conduct through course syllabi, classroom activities, professional modeling and personal mentoring. Reflective and experiential instructional strategies, along with solid theoretical grounding, provide students with opportunities to assess personal strengths, areas for remediation and targets to attain in their professional growth. A cohort—based programmatic structure affords students an opportunity to experience a learning community within the School of Social Sciences and still feel a part of the School of Education. Through action research involving the community, students are able to exercise leadership skills, while building a sense of community through classroom seminar discussions, presentations, sample guidance activities and discussion of peer comments.

The School Counseling program has achieved a high degree of credibility and visibility within the University's service region. School counseling candidates are sought by administrators from elementary and secondary schools, often voicing unsolicited praise to program faculty and the Counseling Department for providing highly competent practicum and field experience level students to their schools. Program faculty are housed in the School of Social Sciences, but are all familiar with the Pupil Personnel Services program standards, as well as the related professional standards for the preparation of school counselors. Three core faculty members, including the Department Chair, have a school counseling background, and other counseling faculty teaching in the program bring related professional experience and skills in clinical

psychology and marriage and family counseling. All counseling faculty demonstrate an understanding of the professional role of the school counselor and the scope of professional practice, helping students to understand differences and similarities with other counseling programs in the school. School counseling candidates are therefore clear in their understanding of the profession, including the importance of their CACREP accreditation.

Strengths
There are numerous strengths in the school counseling program at Sonoma State University. Most salient is the rich collaboration with the public schools in the service region. Candidates and faculty collaborate in diverse communities helping to develop programs, participating in model projects such as the Support Personnel Accountability Report Card (SPARC), a model program sponsored by the California Department of Education and the Los Angeles County Office of Education. The School Counseling Program's collaboration with the Migrant Education Advisor Program and local school districts should be commended as an innovative and service-oriented collaborative that is actively promoting an increased representation of Hispanic/Latino candidates in the school counseling program.

Program faculty should also be commended for their action research efforts involving counseling candidates, including writing grants and collaborating with the public schools in developing evidence-based projects, faculty are professionally active with professional presentations and refereed publications, books and book chapters.

Sonoma State University faculty should be commended for modeling collegiality, diverse instructional strategies, self-assessment and reflection, and professionalism. The faculty is to be commended for their commitment, dedication and inclusivity of diverse students.

Concerns
None noted

Preliminary Administrative Services Credential
Preliminary Administrative Services Internship Credential
Professional Administrative Services Credential

Findings on Standards
After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, the dean, department chair, employers, members of the advisory board, and supervising practitioners, the team determined that all program standards are met for the Preliminary, Preliminary Intern, and Professional Administrative Services Credential programs.

The Preliminary, Preliminary Intern, and Professional Administrative Services credential programs are provided as integral parts of the educational leadership program which also offers students the opportunity to pursue a Master of Arts degree. The present educational leadership program has evolved over the past four years with each of the credential programs providing evidence of offering a rigorous, coherent sequence of courses that address the new administrative

standards. The Intern program follows the same design as the Preliminary Administrative Services Credential program, with a special adaptation of the field experience that includes special university and site mentoring of the candidates. The Professional Administrative Services Credential program has been revised to meet current administrator needs consistent with changing models of instructional delivery throughout the State. All three programs have a strong balance of theory and practice, with real world consideration of complex educational problems.

The Preliminary Administrative Services credential program is centered on the theme of leadership in concert with a concern for social justice and equity as expressed in the School of Education's Conceptual Framework. While there is a thematic approach to the program, courses are discrete and provide technical administrative skills and competencies for the candidates as affirmed by employers of the graduates. A recent change in the program led to the formation of a course that addresses school law exclusively and has allowed for a greater, in-depth treatment of school finance, which is now wedded to appropriate topics included in a variety of courses. This came about as the result of requests of students and ongoing program evaluation. The technical skills provided candidates are reinforced in practice through a strong field work component that runs concurrently with the course work. The program also provides candidates with a strong knowledge base in aligning the curriculum with State Standards and the demands of No Child Left Behind.

Field work is a collaborative effort of University faculty, a field work supervisor, and a site supervisor. All candidates complete a field work portfolio addressing each of the standards, complete a synthesis paper, and participate in an exit interview attended by University faculty, the field work supervisor and the site supervisor at the candidate's school or district office site. All must provide their approval before the candidate can be recommended for a credential. The same process is required for the adapted field work for Intern candidates.

The Professional Administrative Services Credential Program is rated by current students and recent graduates as being highly relevant to their current work experiences and as meeting their professional needs. The program flows from an induction plan to a series of student oriented seminars on the most current issues and problems facing them as administrators, through an assessment seminar and the preparation and presentation of an action research project.

Strengths

All students report that a major strength of each of the programs is the cohort model meeting on Monday nights or on weekends. This has resulted in facilitating the building of professional networks and support systems as well as the fostering of relevant group work. Students also report that a significant strength of the program is the faculty who have strong content knowledge coupled with practice. Faculty are also commended for the great support they offer students, not only as they go through the program but also after they graduate as well.

The Preliminary, Preliminary Intern, and Professional Administrative Services Credential Programs are strong and continue to be responsive to meeting the needs of today's school administrators.

Concerns:

None noted.

Professional Comments

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

Multiple Subject
Many candidates report excessive duplication between the Multicultural Pedagogy course and the Social Studies course.

Faculty are encouraged to carefully consider the pace of innovation and allow consolidation of the many recent changes.

Candidates and mentor teachers request more consideration and practice of classroom management strategies, particularly during the Phase I participant observation.

Candidates and mentor teachers expressed concern regarding perceived inconsistency in expectations and frequency of visits by university supervisors.

Some candidates request more consistent written communication regarding various opportunities and deadlines.

Single Subject
Master teachers are currently oriented to program practices and responsibilities through a comprehensive handbook and university supervisors' regular communications. As resources become available and as logistical realities allow, the program might consider a more thorough and systematic approach.

Adapted Physical Education
As the program is certain to grow, it will need additional resources to meet the demands and to maintain the positive view held by the students, practitioners and employers.

Reading and Language Arts Specialist
Candidates would benefit from more in-depth and hands-on experiences with formal reading assessment tools. This would enable them to build a stronger knowledge base of both formal and informal assessment measures and their appropriate uses.

Education Specialist
The faculty are commended for their commitment in preparing highly qualified candidates to serve students with disabilities. They have high expectations for teacher candidates, offer a rigorous and demanding program of study and focus on research-based literature that links theory with practice. They are reflective about their practices, and facilitate the development of special educators who are reflective practitioners. Program graduates consistently express appreciation for their preparation in serving students with disabilities from diverse backgrounds.
Faculty may want to consider the following program suggestions:

- Support providers and university supervisors should have distinct roles in the intern program. In isolated cases the roles of the district support provider and the university supervisor appear to be performed by the same person.

- The internship evaluation form is designed to include three signatures to document the performance of the intern. Some inconsistency was noted in obtaining all of the appropriate signatures
- Increase offering of courses (e.g., summer offerings) and creative formats (e.g., hybrid courses) whenever possible so that teacher candidates can complete the program in a timely and cost-efficient manner.

Pupil Personnel Services: School Counseling

The School Counseling program at Sonoma State University is a strong, CACREP Nationally accredited program. Program faculty and unit leadership may wish to consider offering the Child Welfare and Attendance authorization, as many of the required standards are addressed in the program. This may strengthen the program graduates' professional standing and their ability to meet the needs of the schools.

The team commends continuing efforts to increase ethnic representation among faculty and candidates in the program.

Administrative Services (Preliminary and Professional)

This past year the educational leadership program added a faculty member with special expertise in school finance. This has benefited the program greatly, augmenting its resources in this important content area. Since this position is soon to be vacated, it is recommended that the position be filled for the coming academic year to allow for the continuing strength of the program.

It is also recommended that faculty consider whether or not embedding school finance within a variety of courses is the most efficacious way of addressing this content area.

It is also recommended, based on student suggestions, that, for the Professional Administrative Services Credential program, a session on the preparation of the master schedule be considered.