

# Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at California State University, Channel Islands

May 2009

## Overview of This Report

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

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

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

## Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, MS with Intern*, BCLAD	21	19	2	
Single Subject, SS with Intern	21	21		
Education Specialist: MM Level I, with Intern	17	17		
Education Specialist: MM Level II	12	12		
Preliminary Administrative Services	15	15		

*\* Although CSUCI has an approved Multiple Subject Intern program, it does not currently offer the program.*

The site visit was completed in accordance with the procedures approved by the Committee on

Accreditation regarding the activities of the site visit:

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

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

**Institution:** California State University, Channel Islands

**Dates of Visit:** May 11-14, 2009

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** is based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel, and additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of the nine Common Standards and determined whether the standard was met, not met, or met with concerns. The CTC team found that all nine Common Standards are met.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for each of the programs. Following these discussions of each program reviewed, the team considered whether the program standards were met, met with concerns or not met. In the Multiple Subject, MS with Intern, and MS w/BCLAD program, the CTC team found that all program standards were "Met" with two standards, 9(a) and 16 (c) and (e) being "Met with concerns." In the Single Subject, Education Specialist: Mild/Moderate Level I, Mild/Moderate Level I with Intern, Education Specialist: Mild/Moderate Level II, and Preliminary Administrative Services Programs, the CTC team found that all program standards are "Met."

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Due to the finding that all Common Standards were met, and all Program Standards were met with the exception of two standards identified as 'met with concerns', the team unanimously recommends a decision of **Accreditation**.

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

Multiple Subjects	Education Specialist
Multiple Subjects	<u>Preliminary Level I</u>
Multiple Subject w/Intern	Mild/Moderate
Multiple Subject w/BCLAD (Spanish)	Mild/Moderate w/Intern
	<u>Level II</u>
Single Subject	Mild/Moderate
Single Subject	Administrative Services
Single Subject w/Intern	Preliminary Administrative Services

- (2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- California State University, Channel Islands be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Channel Islands continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### **Accreditation Team**

**Team Lead**

**Mel Hunt**  
St. Mary's College of California

**Common Standards Cluster:**

**Maggie Payne**  
California State University, Chico  
**Don Haviland**  
California State University, Long Beach

**Teaching Credential Program Cluster:**

**Mahmoud Suleiman**  
California State University, Bakersfield  
**Jeanie Riddell**  
University of California, Los Angeles  
**Lisa Kohne**  
Garden Grove Unified School District  
**Victoria Graf**  
Loyola Marymount University

**Services Cluster:**

**Dan Elliott**  
Azusa Pacific University

**Staff to**

**Cheryl Hickey, Consultant**

**Documents Reviewed**

- |                            |                                   |
|----------------------------|-----------------------------------|
| University Catalog         | Schedule of Classes               |
| Institutional Self Study   | Advisement Documents              |
| Course Syllabi             | Faculty Vitae                     |
| Candidate Files            | College Annual Report             |
| Fieldwork Handbooks        | College Budget Plan               |
| Follow-up Survey Results   | Program Assessment Documents      |
| Needs Analysis Results     | Portfolios                        |
| Field Experience Notebooks | Biennial Reports and Action Plans |

**Interviews Conducted**

	<b>Team Leader</b>	<b>Common Standards</b>	<b>Basic Credential Cluster</b>	<b>Advanced/ Services Credential Cluster</b>	<b>TOTAL</b>
Program Faculty	7	14	28	7	<b>56</b>
Institutional Administration	3	13	11	2	<b>29</b>
Candidates	10	17	47	18	<b>92</b>
Graduates	1	18	38	9	<b>66</b>
Employers of Graduates	1	14	30	6	<b>51</b>
University Supervisors	0	1	8	4	<b>13</b>
Advisors	0	0	11	2	<b>13</b>
School Administrators	3	0	25	6	<b>34</b>
Credential Analysts and Staff	10	2	6	2	<b>20</b>
Advisory Committee	0	8	27	8	<b>43</b>
Cooperating Teachers or Supervising Practitioners	6	6	19	4	<b>35</b>
Induction Coordinators	0	5	0		<b>5</b>
<b>TOTAL</b>					<b>457</b>

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

**Background information**

California State University, Channel Islands (CSUCI) is one of 23 campuses of the California State University system. The campus is located in Camarillo, California, a major agricultural area of Ventura County between Santa Barbara and Los Angeles. Ventura County is a suburban-rural county of 799,720 residents, and home to industrial and biotechnological firms, agricultural operations, and non-profit agencies and organizations. The CSUCI campus has a unique history in that it is located on the site of the former Camarillo State Hospital. The campus' Spanish

revival buildings were built in the 1930's and many have been renovated to allow for the transformation of the facilities to address the needs of a full scale educational environment.

CSUCI opened its doors in August 2002 when it enrolled its first upper division students. Its first freshmen class began August 2003. CSUCI received accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) in March 2007. This is noteworthy in that WASC requires at least one graduating class prior to accreditation. CSUCI earned WASC accreditation in the same year as their first graduating class.

Currently, there are 89 full time faculty members and approximately 205 (full time and part time lecturers) employed by the university. The fall 2008 enrollment was nearly 3,800 students. Continuing undergraduates represent 64 percent of all students; 13 percent are transfer students; 14 percent are first time freshmen; and 8 percent are post baccalaureate students. The campus student enrollment is 54.2 percent White, 25.3 percent Hispanic, 6.9 percent Asian American, 2.5 percent Native American, and 10.2 percent unknown.

Since its inception, the CSUCI campus was designed as the “campus of innovation.” As such, the mission of the university states:

*Placing students at the center of the educational experience, California State University, Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.*

Guided by the unique mission of the institution, the organizational structure for the institution is also unique. President Richard Rush has been with the institution since its inception in June 2001. Four Vice Presidents serve as the President's Cabinet. Academic Affairs at CSUCI are under the leadership of the Dean of the Faculty who reports to the Provost and Vice President of Academic Affairs. The Provost reports directly to the President of the University. Most of the academic departments are led by Program Chairs.

### **Education Unit**

The School of Education is the Education unit for CSUCI. Since the campus opened in 2002 with a total of 500 full time equivalent students, the University and the Educational Unit have grown significantly. The Education Unit began with 27 candidates in one credential program. Today, the institution offers five credential programs and serves over two hundred credential candidates.

In the Fall of 2007, the growth in the Education unit led to its designation as a school within the university. The unit is headed by the Senior Associate Dean and Director of the School of Education, Joan Karp. The Senior Associate Dean/Director of the School of Education reports directly to the Dean of Faculty and communicates regularly with the Dean of Faculty, Provost, and the University President. The Unit employs 11 tenure track faculty and 42 lecturers.

All credential programs are located at the main campus in Camarillo. All coursework in the Multiple Subject, Single Subject, and Educational Specialist Programs is on site at the Camarillo campus. The Administrative Services courses are offered at two local school sites; however, the program is administered from the Camarillo campus. The Administrative Services program was formerly located in Extended Education, but it is now offered through the School of Education.

The School of Education serves Ventura and southern Santa Barbara counties. Ventura county's 21 public school districts serve a P-12 student population that currently exceeds 145,000. Southern Santa Barbara County enrolls 24,605 of the 66,965 students in the entire county.

**Table 1  
Program Review Status**

<b>Program Name</b>	<b>Program Level (Initial or Advanced)</b>	<b>Number of Program Completers 2007-08</b>	<b>Number of Candidates Enrolled 2008-09</b>	<b>Agency or Association Reviewing Programs</b>
Multiple Subject including interns* and MS BCLAD	Initial	41	67	CTC
Single Subject including interns	Initial	12	47	CTC
Education Specialist M/M Level I including interns	Initial	10	42	CTC
Education Specialist M/M Level II	Advanced	2	20	CTC
Administrative Services: Preliminary	Advanced	5**	39	CTC

\* There are currently no MS Interns in the program

\*\*Represents 2006-07 data as 2007-08 data was not yet available.

### **The Visit**

Because of the Mothers Day holiday, this visit did not begin on Sunday as is typical for Commission accreditation site visits. Rather, the visit began on Monday, May 11, 2009 at noon and was completed in the afternoon on Thursday, May 14, 2009. The team members convened at the hotel on Monday for a team orientation meeting at which time they had the opportunity to meet with the President of the University, Richard Rush. The team was then transported to the campus. The institutional representatives provided an overview of the institution, its programs, and the document room, and the team attended a reception for recent program completers at which time they were provided an opportunity to begin interviewing constituencies. A team meeting was held on Monday evening, and data collection continued through Wednesday, with the team members conferring with one another frequently. On Wednesday morning, a Mid Visit report was presented to the Dean and other institutional representatives. On Wednesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The Exit Report was held on campus at 11 a.m. on Thursday, May 14, 2009. There were no unusual circumstances affecting this visit.

# Common Standards

## Standard 1: Educational Leadership

## Standard Met

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

### Findings

Since its inception in 2002, the School of Education (SOE) at CSUCI has fostered the collaborative development of a shared mission for its credential programs. The mission is also manifested in the community through the SOE's close relationship with two local charter schools. The SOE's conceptual framework of *Believing, Knowing and Connecting* fully supports the implementation of California's standards and curriculum frameworks as has been demonstrated by the actions of the SOE's administration, faculty, staff and students.

CSUCI has adopted a flat administrative structure in place of the traditional department structure. However, the campus administration has recognized the unique needs of the SOE, thereby creating a School headed by a Senior Associate Dean and Director. The exception made for the SOE is a key demonstration of the sensitivity by the university to the needs of credential programs at the institution. Starting with the President, the central administration expresses strong support for the mission of the SOE.

The collaborative nature of the SOE is demonstrated by the inclusion of staff as full participants in regular faculty meetings that govern the unit. Relevant staff members participate in admissions decisions regarding applicants to the credential programs. The SOE also collaborates actively with the local P-12 community, through both its Advisory Board and direct contact by faculty and administration with the P-12 school system.

The SOE uses a distributed model to ensure that candidates have met every requirement at each stage from admissions to credential recommendation. The Credential Office monitors the admission portion of the process. The Field Placement Office takes over verification of field placement standards. Once courses are completed, the Credential Office monitors completion of all remaining credential requirements. Recommendations are made by trained analysts with signature authority from the Commission.



**Standard 2: Unit and Program Assessment and Evaluation****Standard Met**

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

**Findings**

Interviews with faculty and document review indicate that the SOE has an assessment system for ongoing program and unit evaluation and improvement. While the depth of this system varies across programs, all programs have key assignments or assessments to collect data. Biennial reports as well as conversations with program faculty demonstrate that programs are systematically engaged in collecting, analyzing, and acting on data related to candidate qualifications, proficiencies, and competence, as well as program effectiveness. Multiple faculty were able to describe how data have informed changes in practice at the program level.

The assessment system has been developed as far as is practical at this point. Although the standard is met, faculty members were clear in describing the next steps and timelines for refining their system. For instance, faculty in the Multiple and Single Subject programs described their plans to map course assignments to specific TPEs.

The SOE demonstrates a commitment to moving forward on the continual refinement and growth of their assessment system. The unit is scheduled to begin work in Fall 2009, with its community partners, to revise the SOE student learning outcomes as a precursor to having programs map their assignments to these revised outcomes. The Biennial Reports due in 2011 will provide a means to document and assess the full implementation of the system and make decisions about the central coordination of the system.

**Standard 3: Resources****Standard Met**

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

**Findings**

University administrators expressed a strong commitment to educator preparation, which is demonstrated through higher per-FTE funding than other disciplines, the maintenance of a tenure-track faculty line in the budget until hiring becomes financially feasible, the creation of a SOE with a designated Senior Associate Dean/Director, and the relocation of faculty offices to a newly renovated floor. An additional significant commitment is to provide ongoing funding to support the administration of the new state-mandated teaching performance assessment, despite the current financial situation. In addition to the three well-equipped classrooms designated for Education courses, the SOE has a memorandum of understanding with Broome Library for four

additional classrooms, which are used for methods classes due to their close proximity to the library's curriculum materials.

Assigned time is provided for coordinators of the Multiple Subject, Single Subject, Education Specialist, and Administrative Services programs. Funding earmarked for the Credential Office is included in the SOE budget, as are salaries and benefits for the Director of Field Placement, the Credential Office Manager, the credential analysts and the support coordinators. Assigned time has also been provided for curriculum development. Cooperating teacher stipends of \$25 per unit are included as a line item in Education budget's operating expenses. All university supervisors are paid the state rate for mileage for field supervision.

Two resources deserve special note: the CSUCI Broome Library and Academic Technology Services. There is a unique collaboration between the CSUCI Library, the SOE faculty, and the Ventura County Office of Education. They partner on events, collection acquisition, and teaching. The library is responsive to the research needs of university faculty and focused on outreach to the community. The university also provides a variety of technology and multi-media support services, including individual support for websites, use of Blackboard, and special projects, as well as workshops and a Help Desk.

In lieu of a set funding model, the university practices an approach to budgeting based on program needs. The Senior Associate Dean and Director of the School of Education uses input from the faculty to develop a budget projection based on identified needs. The Dean considers the budget projections from all the departments in creating an overall budget for instructional needs campus-wide, which is then shared with the Academic Affairs Fiscal Policies Committee, the Vice President for Academic Affairs and Provost, and the Strategic Budget Committee. This is a transparent and inclusive process that has served the School of Education well.

## Standard 4: Faculty and Instructional Personnel

## Standard Met

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

### Findings

Faculty include tenure track, full-time and part-time lecturers, and supervisors. Tenure-track faculty hold appropriate terminal degrees, have teaching and/or administrative experience in P-12 schools, and engage in scholarship activities related to their teaching and academic preparation. The hiring process for tenure-track faculty includes on-campus group interviews. An interdisciplinary panel of CSUCI faculty evaluates candidates to determine not only their disciplinary and pedagogical expertise, but also their ability to collaborate with faculty from other disciplines. Selection of part-time faculty is based on the experience and expertise of the candidate in the content area as well as evaluations and recommendations from both school districts and previous employers. In addition to meeting the minimum requirements of a Master's degree in education, applicants for part-time positions must demonstrate a minimum of three years teaching or administrative experience that is relevant to the teaching and/or supervision assignment.

Faculty maintain a high level of involvement in schools and districts in the community as a way of staying current in content, pedagogy, and school contexts. This involvement is reflected in their scholarship and service activities. They model a variety of methodologies, including case studies, problem solving, constructivism, and integration of technology.

Knowledge of issues and practices related to schooling in a diverse society is reflected in the faculty's strong commitment to social justice, access, and equity. This commitment is clearly understood and echoed by candidates, graduates, and P-12 partners and evidenced in course activities and assignments. The faculty members represent diversity of nationality, culture, gender, ethnicity, sexual orientation and language.

Course syllabi include learning activities and assignments that require their candidates to make use of academic standards and frameworks, and help them to develop a realistic understanding of California K-12 accountability systems, such as STAR testing and the California High School Exit Examination.

In addition to schools and districts, faculty maintain a high level of involvement with two professional development schools, University Preparatory School and University Charter Middle School. They collaborate with P-12 teachers and other personnel through grant writing, shared research, consulting, advisory board membership, professional development activities, and the

like. They also invite the collaboration of P-12 partners as speakers and instructors and on focus groups and advisory boards.

The commitment to faculty development is evidenced through formal and informal support. Tenure-track faculty receive \$1,200 per year for faculty development activities, including professional travel. Other means of support include mini-grants and three-day writing groups to support faculty scholarship, as well as the opportunity for faculty to work with undergraduate student research assistants through the teaching of a research course as part of their academic load. One-on-one advising, workshops and speakers are provided by the Director of Faculty Development. In addition, there is considerable peer mentoring done by senior faculty both within the SOE and across disciplines.

The SOE follows a process that is standard across the University for evaluating tenure-track faculty. This process begins with a Professional Development Plan in the first year. For consideration of tenure and promotion in the third and sixth years, faculty submit a portfolio documenting accomplishments in teaching, scholarship and service. This process is repeated every five years thereafter. A similarly systematic evaluation process is in place for full-time and part-time lecturers, including yearly peer observations and student evaluations. These processes are clearly communicated to both tenure-track and part-time faculty when they arrive on campus. Support and advice are provided by the Director of Faculty Development, the Office of Faculty Affairs, the Untenured Faculty Association, and informally by faculty across the disciplines. The result of this support is that no faculty member has been denied tenure in the seven years of the university's existence.

## **Standard 5: Admission**

## **Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

### **Findings**

The SOE and each of its professional programs have sound admissions processes in place. Candidates are screened using multiple measures (applications, writing samples, letters of recommendation, etc.) and in a way that ensures accepted candidates have the necessary pre-requisite experiences. In several cases, a strong group interview process is designed to assess dispositions as well as professional communication skills; the process explicitly collects information related to sensitivity to diverse populations.

The Credential Office staff is uniquely involved throughout the admissions process as partners with program faculty. Faculty commented that this structure allows the process to incorporate staff's rich and often nuanced understanding of candidates in the decision-making process. The unit's innovative and home-grown "Credential Tracker Advisor" data system provides for online applications and sends candidates weekly emails to remind them of what application pieces they may be missing. The system tracks candidates during the entry process, manages scores, and

informs the support staff as to the progress by applicants toward full admission status. The system provides for comments by various faculty advisors as applicants progress toward full admission. This system is an innovative way to facilitate convenience and access.

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

## **Standard Met**

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

### **Findings**

The personnel in the Credential Office and the Field Placement Office are provided with the resources needed to advise and assist candidates at the critical transition points of the program. The offices also collaborate with faculty who provide the primary academic advising to candidates in their coursework. The Credential Office staff also actively monitor and disseminate information to the faculty and administration on CTC actions that may change various requirements and procedures.

The CSUCI technology staff have supported the development of a *Credential Tracker Advisor* data system that allows faculty and staff to access a candidate's current status on all admissions requirements. In addition, the program allows advisors to enter notes about each contact with a candidate, helping to ensure that advice is consistent. The database tracks each candidate through the credential recommendation process.

The unit makes appropriate professional judgments about candidate retention at several stages in the program from the prerequisite coursework through the completion of the program. Appropriate remediation is provided, and the program implements retention policies when necessary.

Supported by both the *Credential Tracker Advisor* data system, by paper documentation in student files, and the campus academic record system, the SOE credential programs have accurate and timely information to evaluate student progress at the point of recommendation for the credential.

## Standard 7: Field Experience and Clinical Practice

Standard Met

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

### Findings

Educators from throughout Ventura and southern Santa Barbara counties have been involved in the development of all aspects of CSUCI's teacher preparation programs since the original conception of the university. The School of Education Advisory Committee now meets semi-annually and provides feedback on School of Education matters, including field-based experiences. Evaluations of teacher candidates, university supervisors and cooperating teachers are administered each year, and the CSU Exit Survey and System-wide Evaluation of First-Year Teachers provide opportunities for candidates to evaluate the quality of their field experiences in the programs.

The Director of Field Placement plays a central role, together with program faculty, in building and maintaining the collaborative relationships with school community partners to inform the selection of school sites, clinical personnel, and site-based supervisors. The SOE outlines criteria for selecting both clinical and site-based supervisors. Partners indicated that they felt consulted and included at each step of the way. This relationship is a reflection of the School's commitment to collaboration and partnering with the community.

The SOE has a partnership with two professional development charter schools: University Preparation School (UPS) and University Charter Middle School (UCMS). UPS was founded in 2001, concurrent with the founding of the SOE, and UCMS in 2006. UPS has a focus on dual language immersion, second language acquisition, and cultural development; it provides a unique opportunity for Multiple Subject candidates to gain fieldwork and student teaching experience in a rich and collaborative setting. The SOE notes, and interviews with external partners confirm, that the SOE is intentional in its placement of candidates, with one of the two student teaching placements required to be in a culturally or linguistically diverse setting. The curriculum is designed so that methods courses are taken concurrently with fieldwork to enhance the relevance and understanding of research-based practices.

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

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

**Findings**

The SOE specifies, as minimum qualifications for selection, that cooperating teachers and supervising administrators must have successfully demonstrated their skills and must hold an appropriate California teaching or administrative credential for the area in which they are performing their services.

In collaboration with K-12 partners, the SOE faculty have developed a set of criteria for cooperating teachers that includes “modeling a variety of teaching strategies for their student teachers that meet the needs of their diverse student population and that address state adopted content standards and curriculum frameworks.” Although the selection processes vary between programs, each program relies on the close relationships between the Placement Director or supervisors and the school site teachers.

All cooperating teachers are oriented to the supervisory role through the written information provided in the Field Experience Handbook and through meetings with university supervisors. While the SOE has developed and is piloting a Cooperating Teacher training module for elementary school sites with multiple placements, that level of training is not consistently provided for every Cooperating Teacher. Candidates in the programs are given an opportunity to formally evaluate both their university supervisor and cooperating teacher at the end of each semester. Cooperating teachers evaluate university supervisors and university supervisors evaluate cooperating teachers. These evaluations are reviewed by the Director of Field Placement and used to determine future placements. In addition, university supervisors are evaluated once a year by the Field Placement Director and the alternating semester by their peers.

**Standard 9: Assessment of Candidate Competence****Standard Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

**Findings**

Data from Biennial Reports, candidate files, and interviews with faculty indicate that candidates have achieved the knowledge and skills needed to serve as effective educators and administrators. For the Multiple and Single Subject programs, the PACT and the student teaching experience serve as the key assessments in this area. Candidate scores indicate they have attained the requisite skills and knowledge. Similarly, in the Education Specialist program, an end of program performance assessment shows candidates have acquired the necessary skills and knowledge.

Educational Leadership candidates are assessed through four key assessments: 1) course grades and instructor comments from coursework; 2) evaluations from university and site supervisors; 3) reflective essays keyed to each of the California Professional Standards for Educational Leadership; and 4) field work portfolio. The Education Specialist II program employs an induction portfolio, program portfolio, and focus groups to assess candidate learning. In all cases, interviews with principals, district leaders, and County Office of Education personnel confirmed Biennial Report data. Interviewees agreed that CSUCI graduates are held in high regard for their content knowledge, professional skills, and commitment to collaboration.



**Multiple Subject Credential  
Multiple Subject Internship Credential  
Multiple Subject with BCLAD (Spanish)**

**Findings on Standards:**

The Multiple Subject Credential Program enrolls approximately sixty candidates each year. Although CSUCI has an approved Multiple Subject Internship credential program, it does not currently offer this option. The program utilizes the cohort model and offers BCLAD emphasis. The scope and sequence of the teacher preparation program includes a set of required courses and fieldwork assignments that seek to build necessary knowledge and skill bases in prospective teachers to work effectively in the unique diverse K-12 schools throughout the service area and beyond. The program offers a BCLAD option to prepare bilingual teachers to meet the needs of public elementary schools. The program structure and design also include a set of teacher performance assessments based on the SB 2042 teacher preparation standards and use the PACT model for teacher performance assessments. The institution is in the process of refining the implementation of the newly adopted PACT TPA model and it is anticipated that additional information about these efforts will be included in next biennial report.

The program has clearly established collaborative relationships with local schools, the Ventura County Office of Education, and other stakeholders and constituencies. In order to balance the development of foundational knowledge and pedagogical skills in teacher candidates, the program provides various opportunities for candidates to engage in reflective practice, complete fieldwork, and implement instructional plans in diverse learning/teaching situations. To fulfill this goal, a Professional Development School was established concurrently in conjunction with the establishment of the CSUCI program. The University Preparation School (UPS) provides the vast majority of candidates an excellent lab setting for candidates to develop a balanced knowledge and skills.

Candidates in the program are offered a wide range of opportunities to learn various theoretical constructs and models and draw practical implications that address the needs of diverse learners. The program provides coursework that addresses various learning theories and models, instructional treatments and strategies, as well as curricular and assessment approaches. While completing fieldwork requirements, candidates engage in making connections, and applying what they have learned as they are placed in elementary classrooms. Throughout the program, candidates are provided with opportunities and anchor activities based on the teacher performance expectations assessments and events within the context of the diverse schools.

As candidates complete the program requirements, they engage in increasingly complex learning and pedagogical tasks and activities including writing academic papers, cooperative projects, presentations, classroom and online discussions, exams, reflections, lesson plans and units. During fieldwork, candidates are assessed formatively and summatively through reflective reports, field notes, supervisor evaluations, and student teaching evaluation based on various elements of the TPEs and the teacher performance assessments using the PACT model. Candidates are appropriately mentored and guided to successfully complete required assignments and tasks.

Based on careful review of the program documents (including the biennial report) along with supporting evidence and documentation, conducting multiple interviews with current candidates and program completers (including BCLAD students), partners, supervisors and cooperating

teachers, county office personnel, faculty and staff, program personnel, district partners and employers, the team determined that:

- All Multiple Subject BCLAD program standards are met.
- All Multiple Subject program standards are met with the exception of the following standards, which are **Met with Concerns**.

**Standard 9a**

Although candidates are familiar with current technology, there is not clear evidence that they are taught how to integrate the use of hardware, software, Internet, and other multi-media into curriculum and instructional strategies to support student learning.

**Standard 16c**

Although the documentation identifies criteria to be used to select collaborating teachers, interviews do not show that these criteria are consistently implemented.

**Standard 16e**

University supervisors and cooperating teachers meet to discuss expectations and responsibilities, however, there is not evidence that the program sponsor enables cooperating teachers to complete training in teacher development.

## **Single Subject Credential Single Subject Internship Credential**

### **Findings on Standards:**

The Single Subject program currently serves 47 students in a cohort model where students take all their courses on the CSUCI campus. Candidate satisfaction with their program runs consistently high: One candidate reported that he is receiving a “private school education at a public school price.”

A rigorous course of prerequisites includes instruction in several important areas: Language acquisition for English learners, students with special needs, equity and diversity, and adolescent development. The credential program is designed as two similar 16-week semesters in which coursework (Methods, Special Needs Learners, and Student Teaching Seminar) is frontloaded during the first 8 weeks, and student teaching is conducted during the next 8 weeks. The second semester is similar, with courses in Methods, English Learners, and Student Teaching Seminar. All courses are driven by the three components of the University’s vision and SOE’s Conceptual Framework: *Believing, Knowing, and Connecting*. It is clear that students embrace the culture of collaboration they see evidenced in their instructors. The program has clearly established collaborative relationships with local schools and districts, with the Ventura County Office of Education, and with other members of the community. In order to balance the development of teacher candidates’ foundational knowledge and pedagogical skills, the program provides multiple opportunities for candidates to engage in reflective practice, to complete fieldwork and clinical experience, and to implement instructional plans in diverse learning/teaching situations. To assist in fulfilling this goal, and concurrent with the establishment of the credentialing programs, the University established a Professional Development School nearby. The schools were established as professional development charter schools, with a curricular focus on dual immersion, Second Language acquisition, and cultural development for all students, including English speaking students.

Candidates are offered a wide range of opportunities in which to learn a variety of theoretical constructs and models, and to draw practical implications that address the needs of all learners. The program provides coursework that addresses learning theories, instructional treatments and strategies, and multiple approaches to curriculum and assessment. One strength of the program is the iterative way candidates engage with information around English learners, students with special needs, and methods (both general and subject-specific) – participating in preliminary instruction that is then deepened as they are actually in classrooms applying their learning. Course assignments require students to demonstrate their ability to design lessons that engage students, to teach content standards, and to continually assess the progress of all types of learners.

While completing fieldwork requirements, candidates make connections between theory and practice, and apply what they have learned as they are placed in middle school (first semester) and high school (second semester) classrooms. Participating in Student Teaching Seminar is seen as a crucial component of students’ experiences, in some cases, a “lifesaver”. Although candidates report satisfaction with their cooperating teachers, it might be beneficial to have a more systematized system of selecting and preparing cooperating teachers. Candidates uniformly report a very high level of support and direction from their university supervisors.

Throughout the program, candidates are provided with opportunities and anchor activities based on the teacher performance assessments and events within the context of the diverse schools. As candidates complete the program requirements, they engage in increasingly complex learning and pedagogical tasks and activities. Portfolios demonstrate, for example, academic papers, cooperative projects, presentations, classroom and online discussions, exams, reflections, lesson plans, and complete units. During fieldwork, candidates are assessed in formative and summative ways through reflective reports, field notes, supervisor evaluations, and documented student teaching evaluations based on the TPEs and several domains of the PACT. Candidates are appropriately mentored and guided to successfully complete the required assignments and tasks as they are assessed using the PACT.

Based on careful review of the program documents (including the biennial report), along with supporting evidence and documentation, conducting multiple interviews with pre-program students, current candidates, program completers, University supervisors, cooperating teachers, county office personnel, faculty and staff, program personnel, district partners and employers, the team concludes that all program standards are **Met**.

## **Education Specialist Credential and Education Specialist Internship Credential Mild/Moderate Level I and Level II**

### **Findings on Standards:**

The California State University, Channel Islands (CSUCI) Education Specialist Program in Mild/Moderate Disabilities is consistent with the values of the CSUCI School of Education Conceptual Framework: *Believing, Connecting, and Knowing* with a particular emphasis on *equity, inclusion, and social justice*. In addition, the program promotes the principles of the Teacher Education Programs: Commitment to the development of content knowledge, diversity, scholarship/teaching/active learning, excellence across all areas, and active involvement with the surrounding community.

The Education Specialist Program is organized in such a way that candidates are provided with a developmentally sequenced program so that they will be successful special educators in both general and special education settings. In particular, the goal of the program is to prepare special educators who can meet the needs of diverse learners with disabilities from various linguistic, cultural and ethnic groups. The Level II program extends this preparation so that graduates who complete both the Level I and Level II are well-qualified professional special educators.

The program is designed to serve part-time and full-time candidates who participate in either student teaching or intern assignments while simultaneously completing coursework. The program emphasizes the benefit of being in the field while also completing coursework so that candidates can be reflective about their practice. Before entering the Education Specialist Program, all candidates complete either pre-requisite or pre-service coursework. These five courses are designed to provide a foundation in the following areas: service and adaptations for students with disabilities and English learners, learning theory and development, organization of schools, equity and diversity, and observation and guiding of behavior. A particular strength of the intern program is the use of a start-up coach who assists interns in “getting started as an intern.”

The fieldwork experience of all candidates involves evaluation by cooperating teachers and university supervisors at the mid-term and end-of-term using the Student Teaching Evaluation Form. University supervisors use a clinical supervision model, which includes the identification of the focus of each observation by the candidate. Meetings are held with candidates, cooperating teachers, and university supervisors to discuss each candidate’s progress. The end-of program assessment is organized around the Education Specialist standards.

The Education Specialist Program and its graduates are highly regarded by cooperating teachers and employers. The graduates especially noted the personal attention provided by the program faculty and staff as well as the rigorous and evidence-based instruction that they received from program faculty. Candidates also commented on the extensive support that is provided during the field experiences.

Based on document review and interviews with candidates, graduates, cooperating teachers, and employers of the graduates of the Level I and Level II Education Specialist Mild/Moderate programs, the team determines that all standards are **Met**.

## **Preliminary Administrative Services Credential Program**

### **Findings on Standards:**

The team interviewed faculty, university field supervisors, school site supervisors, candidates, graduates and members of various advisory groups representing the professional educational leadership community throughout the county. In addition the team reviewed the unit's program report, common standards report, biennial report, and program exhibits placed in the electronic exhibits collection as well as in the physical document room.

One full time faculty coordinator delivers the program with the services of four additional faculty members who also serve other programs or as administrators. The program is delivered in cohorts across five semesters with three courses each, for candidates also completing the masters degree.

Interviews and documents validated strong collaboration among the unit leadership, faculty, and educational community across the county.

The program report, supporting documentation and interviews verified the design as being focused on a student-centered philosophy for P-12 education. The courses and the course sequencing were products of intense collaboration with leading professionals in the county, several of whom were interviewed by the team. Adjustments to course content and sequences in program design have resulted from suggestions of candidate cohort groups as well as field experience supervisors. The biennial report and resulting program revisions demonstrate the use of systematic assessments and stakeholder discussions to guide program modification. Faculty, employers, and candidates validated the responsiveness of the unit in this area as well as the communication of research-based rationale for program elements.

Syllabi, program documentation, and interviews with faculty and candidates revealed full coverage of content including a mastery of curriculum development and implementation as outlined by program standards. Candidates explained the process by which they were prepared and expressed feeling confident about fulfilling visionary instructional leadership in schools or programs with diverse populations and academic needs. Reflective papers and portfolios of both candidates and graduates demonstrate their individual mastery with regard to approved California P-12 curriculum. Candidates and graduates clearly articulated their skills in promoting learning excellence for all pupils. Similarly, employers affirmed the high quality of instructional and collaborative leadership skills in graduates.

Administrative Services Field Experience I at CSUCI begins in the first program course. Each course has a required field experience component that is accomplished in schools where candidates are employed or at other arranged sites when necessary. Candidates complete one academic unit of field experience during each of the first three semesters in the program. In the fourth semester they complete one unit of Field Experience II and another two units in the fifth semester. They are asked to apply all course-content in each semester. Candidates and site supervisors interviewed explained this to be a superior model as it was oriented to best practices with close association between the instruction and the application of the concepts.

Candidate competence is assessed via four general activities: course grades, evaluations by site supervisors, reflective essays, and fieldwork performances (portfolio). Supervising site

administrators validated the high quality of the CSUCI candidates in the final semester of field experience. Portfolios demonstrated application of leadership capacity and competency in real administrative experiences according to the California Professional Standards for Educational Leadership. All candidates and graduates interviewed demonstrated competence and key awareness of the best practices for educational leadership.

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