

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at William Jessup University

June 24, 2010

Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at William Jessup 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, the following accreditation recommendation is made for the institution: **Accreditation with Major Stipulations**

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	21	19	2	

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

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

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

Institution: William Jessup University

Dates of Visit: April 26-29, 2010

**Accreditation Team
Recommendation:** Accreditation with Major Stipulations

Rationale:

The unanimous recommendation of “Accreditation with Major Stipulations” was based on a thorough review of the institutional self-study; the Biennial Report Response; the Technical Assistance Report; additional supporting documents available before and during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel, along with additional clarification requested from program leadership during the visit.

The team obtained sufficient and consistent information for a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

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

Common Standard 2 – Not Met: The Teacher Education Unit has developed a plan and tools but has not implemented a systematic unit evaluation system to be able to use data for program improvement.

Common Standard 3 – Not Met: The University has not been able to sustain the faculty staffing level for courses required in the blended major as well as design and implement a new program delivery model that requires additional staffing. The University does not have an integrated data management system needed for the tracking and advising of candidates and providing data analysis for assessment activities and program improvement.

Common Standards 7 - Met with Concerns: The Teacher Education Unit does not provide sufficient time for candidates in the Post Baccalaureate Program to develop and demonstrate the knowledge and skills necessary to effectively educate and support all K-8 students to meet state-adopted academic standards.

Multiple Subject Program Standards – All Program Standards were met, with the exception of the following:

Multiple Subject Program Standard 7 – Met with Concerns: The team found that candidates enrolled in both program pathways indicated that they did not feel that they were prepared to teach reading and were not adequately prepared for the RICA.

Multiple Subject Program Standard 14 – Met with Concerns: Some Candidates, CMT’s and Principals indicated that the two five-week intensive student teaching experiences in the Post Baccalaureate program and the half-day program in the blended program may not provide sufficient time for candidates to demonstrate the knowledge and skills to education and support all students effectively.

Overall Recommendation

In making the recommendation of “Accreditation with Major Stipulations,” the team identified issues in the areas of Assessment and Resources that impinge on the continued ability of the institution to deliver a high quality program. Although the program meets many of the Common and Program standards, the team concluded that these areas of strength do not outweigh the identified areas of concern.

Stipulations

1. That the institution support the Teacher Education Unit implementation of a systematic unit evaluation process that provides cohesive data collection that can be used to determine program effectiveness and inform program improvement.
2. That the institution provide the Teacher Education Unit with the necessary qualified personnel to adequately prepare candidates and support the current and planned growth in candidate enrollment.
3. That the institution show evidence of progress toward implementing a sufficient data management system that would allow administrators, staff and faculty to access data for improvement across multiple levels. These include admission, advisement, credential program coordination, curriculum and professional development, instruction, and field-based supervision and/or clinical experiences.
4. That the institution show documented progress toward a process that is inclusive of both programs to determine and support resource needs including professional development, instructional technology, and information literacy that meets the needs of current credential candidates.
5. That the institution offer all courses to meet subject matter requirements for the candidates enrolled in the blended program that leads to program completion.

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

Multiple Subject Credentials

Staff recommends that:

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

- William Jessup University prepare for a focused revisit in spring 2011 to address the stipulations noted above.

Accreditation Team

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Staff to the Visit: **Karen Sacramento**
Consultant

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Consultant

Documents Reviewed

University Catalog	Faculty Vitae
Institutional Self Study	Teacher Education Unit Annual Report
Course Syllabi	University Budget Information
Candidate Files	Faculty Manual
Fieldwork Experience Manual	Student Handbook
Follow-up Survey Results	Assessment Plan
Needs Analysis Results	WASC Documents
Technical Assistance Report from CTC	Search & Hiring Policies & Procedures
Student Tracking Charts	TEAC (Advisory Committee) Agendas,
Program Document	Minutes & Survey Results
Schedule of Classes	District MOUs
Advisement Documents	Prospective Teacher Guidebook
Biennial Report to CTC	

Interviews Conducted

	Team Leader	Common Standards	Basic/Teaching Cluster	TOTAL

Program Faculty	4	10	7	21
Institutional Administration	17	17	24	58
Candidates	0	49	49	98
Graduates	4	6	0	10
Employers of Graduates	3	1	0	4
Supervising Practitioners	4	2	0	6
Advisors	3	4	3	10
School Administrators	3	1	0	4
Credential Analysts and Staff	1	4	1	6
Advisory Committee	2	3	2	7
Total				224

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

Background information

Originally established in 1939 as San Jose Bible College, the institution was re-named William Jessup University (after the founding president) to reflect the decision to broaden the academic programs to include traditional undergraduate studies, the School of Professional Studies, and, eventually, graduate studies in a variety of disciplines.

In 2004 William Jessup University (WJU) moved to Rocklin. The Rocklin campus of 125 acres was originally the offices and warehouse facility for the Herman Miller Corporation, and was designed by world-renowned architect Frank Gehry. Currently, there is over 170,000 square feet of finished space including classrooms, a library, and residence halls.

WASC accredited in 2002 and currently celebrating its 70th anniversary, William Jessup University is a Christ-centered liberal arts institution educating students for leadership and service in the church and society. The institution describes itself as a community of learners including students, educators, administrators and staff with a common vision of developing Christian leaders in their chosen career paths that are committed to professional excellence. Approximately 600 students are enrolled at WJU. There are eleven WJU undergraduate Bachelor of Arts (BA) programs.

Education Unit

William Jessup University moved to fulfill its vision to develop a multiple subject teacher preparation program in 2004 and was approved by the Commission in January 2005.

The Liberal Studies degree is a blended four year BA and multiple subject credential program under the umbrella of the WJU Teacher Education Department (TED). An additional pathway has been developed for the multiple subject credential program for post baccalaureate students. A total of 52 students are currently enrolled in the undergraduate program and 23 are enrolled in the post baccalaureate teacher preparation program. WJU's Teacher Education Department has three full-time faculty and 13 adjunct faculty members. Full time and adjunct faculty teach in both program pathways.

In 2008-09 nine candidates completed the undergraduate program and two completed the post baccalaureate program.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2008-09)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs
Multiple Subject				CTC
Undergraduate- blended MS with Liberal Studies	Initial	9	52	
Post-baccalaureate	Initial	2	23	

The Visit

The visit began at noon on Monday, April 26, 2010, and was completed at noon on Thursday, April 29, 2010. The team members initially convened at the hotel for an orientation to the visit. The team was then transported to campus where they met William Jessup University administrators, faculty, and staff at a reception where the President and two Vice Presidents made presentations. Informal interviews were engaged in during the reception to provide team members with a broad view of the university and its programs. The reception was followed by an evening meeting at the hotel for team members to coordinate interview questions and concerns. On Tuesday and Wednesday the team conducted interviews and studied school and program documents, conferring with each other frequently throughout both days. On Wednesday morning, the Director of Teacher Education, the Vice President for Academic Affairs, and the Associate Dean of Educational Effectiveness were presented with a Mid-Visit Report to inform them of additional evidence that was needed for Common and Program Standards. On Wednesday evening, the team reached consensus on all standard findings and on the accreditation recommendation. The exit report was presented on campus at 11:00 a.m., April 29, 2010, after a briefing was provided to university administration. 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

William Jessup University's Teacher Education Unit was founded on Christian principles and is committed to preparing candidates to be teachers of excellence in California public schools. It addresses the Common Standards and Multiple Subject program standards in order for candidates to have skills to engage students, make subject matter comprehensible, adapt instruction, assess student learning, and effectively plan instruction. In addition as professional educators of excellence, candidates will be leaders on school campuses and strive to continue to develop as educators and people of faith. The Multiple Subject Credential is the only credential program offered by the institution. The program has pathways, or programmatic options, that are housed in two different academic units: Undergraduate Programs and the School of Professional Studies (SPS). The Teacher Education Department (TED) leadership team consists of three faculty who serve as Coordinator of Liberal Studies and Credentialing, Coordinator of Post Baccalaureate Studies and Credentialing, and Field Experience Coordinator/Director of Teacher Education. They collaborate with other faculty and administrators who provide university-wide instruction and insure oversight of other areas of responsibility. The Director of Teacher Education, with input from faculty advisors/program coordinators and the support of the credential analyst, ensure that candidates recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

Standard Not 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 completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The education unit does not implement an assessment and evaluation system for ongoing program and unit evaluation and improvement. Additionally a system for collecting and disseminating data is not established.

The three unit administrators do collect data on candidate and program completer performance however only one data source (CalTPA) is considered for program improvement. There is no evidence that the data from students' performance on the Reading Inventory for California Assessment (RICA) is used for program improvement in the area of candidates' ability to teach reading. There is no evidence that ongoing program improvement is based on candidate and/or program completer's performance.

Data supporting assessment that includes ongoing and comprehensive data collection related to candidate's qualifications, proficiencies and competence was evidenced. However there was no substantiation that this data is used for improvement purposes.

Further no evidence is presented of plans for an integrated data management system that will assist in the collection of data and the dissemination of the data for the purpose of program and unit improvement.

Standard 3: Resources

Standard Not 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

The institution does not provide the unit with the necessary qualified personnel to adequately prepare educators. A review of the evidence showed the elimination of one position in the credentialing program for 09-10. WJU has embarked on an aggressive recruitment plan. This academic year was met with increased student enrollment and it is further projected that candidate enrollment will increase dramatically in the 2010-11 academic year. The elimination of one full time faculty member negatively impacts the preparation of candidates to effectively meet the state-adopted standards for educator preparation.

Evidence shows that a sufficient data management system is not in place at WJU. There is a critical need for an integrated data management system that would allow administrators, staff and faculty to access data for improvement across multiple levels. These include admission, advisement, credential program coordination, curriculum and professional development, instruction, and field-based supervision and/or clinical experiences. An integrated data management system is essential to ensure program development and improvement that is based on current easily accessible data. Sufficient information is not available to meet program and candidate needs due to the lack of data integration and issues related to accessing data. Additionally the lack of an integrated data management system negatively impacts ongoing advisement, candidate tracking, and assessment.

A process that is inclusive of all programs is not in place to determine resource needs. Professional development is occurring at a minimum level due to lack of funding.

Review of evidence of limited instructional technology support results in candidates not having access to the most current technology tools and support for classroom use. Technology is not integrated into instruction in the unit beyond the technological delivery system in the Post Baccalaureate program. Technology expertise is not evident in the unit.

Interview evidence with the librarian noted that he is able to currently meet the needs of the students at the institution at a basic level. The library has sufficient resources for theology students however the access to educational materials in print is very limited. While the number of online journals has increased in recent years it is considered insufficient to meet the increased enrollment in the unit.

Course offerings to meet subject matter requirements for the candidates enrolled in the blended program are not adequate. Many candidates indicated they had to take math and science courses at other institutions and often that was impossible. Completing the program was not an option, as some of the required courses are not currently offered.

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 are assigned to courses based on their professional expertise, education and P-12 experience in both the post baccalaureate program and the undergraduate program. Both the fieldwork coordinator and director of these programs have put in place processes that match faculty content knowledge, education and P-12 experience in order to make appropriate work assignments in the areas of teaching and clinical supervision.

Teaching and supervising faculty are assigned work based on their content knowledge, years of teaching, P-12 experience, and education. All faculty have P-12 experience and a few have scholarship experience.

The faculty, staff and administration are not reflective of a diverse society. However they are knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. The administration of both the university as a whole and the administration of Teacher Education are committed to ensuring their students have experiences and field placements that reflect a diverse population. They are also committed to ensuring future hires are considered that better reflect a diverse population.

The Teacher Education Department's curriculum is based on the academic standards, frameworks and the accountability system that is part of the public school curriculum. An assessment process is indicated in the course syllabi.

The administration team creates supportive working relationships with a variety of public elementary schools and the local county office of education to ensure their candidates experience working with diverse populations and positive learning environments. The administration also collaborates with the Induction/BTSA program in their respective region and other institutions on issues like the CalTPA, assessment and field experiences.

Presently the institution provides very limited faculty development due to budget constraints.

The program has a process for evaluating the performance of course instructors and field supervisors. However this process is inconsistently implemented and there is minimal evidence of the process being followed for both adjunct faculty and field supervisors. Student evaluations are intended to be used for faculty and staff development and retention and review; however this process is not consistently followed.

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

Most applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. While the unit does admit some low GPA candidates (below the programs baseline of 3.0) a plan is in place to remediate with these candidates as necessary. The institution offers The Center for Success with one identified staff member who supports students with their academic needs.

During 2008, the institution hired a public branding firm to market their programs with the intention to increase enrollment. One of the continued goals of this campaign is to increase the diversity of the student population.

The program has in place a very thorough process for ensuring the candidates meet all of the requirements set forth by the administration. In addition to GPA requirements the program considers character, background, experience, basic communications skills. Prior experiences within education are also considered. There is evidence that the process is followed.

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 size of WJU allows for very individualized attention in the area of advising. Candidates receive advising at the beginning, during and at the completion of the program.

Print documents and electronic documents are available to all candidates regarding program requirements.

The program has established criteria for admission into the official student teaching part of their education. There is evidence that the process is followed and only candidates who are suited for entry or advancement in the education profession are admitted to the program.

The CalTPA is used for candidate advancement decisions. Additionally the Teaching Performance Expectations are part of the candidate assessment process. The TPEs are used to assess both academic work and teaching performance. Both program faculty and CMTs also assess candidate performance utilizing the TPEs. The documentation for this assessment process and the implementation of this process was evidenced.

Standard 7: Field Experience and Clinical Practice

Standard Met with Concerns

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

Findings

The unit has two primary pathways leading to a preliminary multiple subject credential.

An undergraduate candidate earns a Liberal Studies Bachelor of Arts (BA) and a SB2042 Preliminary Multiple Subject Credential within four years. Additionally, this program provides for undergraduate transfer students. The unit has articulation agreements with some of the California Community Colleges.

The Post Baccalaureate multiple subject credential program is completed within one year and the candidate earns a SB2042 Preliminary Multiple Subject Credential.

Candidates in both programs are held to the same competence requirements. These include the 14 student learning outcomes (SLO) that are comprised of the 13 TPEs and an additional 14th one on character.

The curricula and processes for each program vary, but the high expectations and program requirements for CTC credentialing recommendation are consistent.

For each credential and certificate program the unit has a committee known as TEAC (Teacher Education Advisory Council) that is made up of teacher education faculty and community partners that collaborate regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. This committee meets at least twice a year to continue building partnerships and develop vehicles for communication. From this committee, sub-committees have emerged to work on different issues.

The Director of Field Experience is responsible for finding school sites that meet the following criteria: Title I school, English learners population, special need students and cooperating master teachers (CMT) who meet the unit's list of descriptors. Once MOUs have been established, the Director of Field Experience sets up an orientation meeting with site principals to introduce and orient them to the program's field experiences and requirements. These experiences include observing, assisting and student teaching. The Director of Field Experience provides the school site principals, CMTs, and the candidates with an orientation to the program and requirements. These meetings additionally give the director opportunities to develop stronger relationships with these partner schools.

At the completion of each student teaching experience the candidate fills out a Candidate CMT Assessment. The data is utilized for future placements.

Field-based work begins early in the undergraduate program and is embedded throughout the four-year program. Undergraduates complete 30 hours of classroom observations at various sites and in grade levels K-8. The post baccalaureate students observe for six hours. The undergraduates' next experience is assisting in the classroom for 36 hours with small groups of students and/or individual support. Post graduates complete six hours of assisting in the same classroom where they will later be doing their student teaching experience. These experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning. The third experience is the student teaching experience. Undergraduates complete nine weeks of half day student teaching their first block and nine weeks of full day teaching their second block. Post graduates complete two five-week blocks of full day student teaching, one block in primary grades and one block in upper elementary grades. The post graduate student teaching program generally exchanges candidates between classes at their same site. The undergraduate does not necessarily follow this protocol. All

candidates turn in student teaching logs and Student Teaching Evaluation Packet (STEP) and reflect on their strengths and weaknesses and develop an action plan.

Interviews with candidates, cooperating master teachers, and principals indicate that insufficient opportunities to meet this standard are provided in the Post Baccalaureate Program's two five-week student teaching experiences.

There was some concern expressed by cooperating master teachers (CMTs) that the half-day nine-week experience in the undergraduate has insufficient opportunities to experience a full day of teaching.

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

District-employed supervisors who are known as cooperating master teacher (CMT) are certified and meet set criteria/descriptors designed by the unit including at least five years of teaching experience, teaching the state content standards, utilizing the state adopted teaching materials and utilizing differentiated instruction. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria including: exemplary performance evaluations, five or more years of teaching experience, teaches to grade and academic standards, utilizes state-adopted teaching materials, utilizes universal access/differentiated instruction, regularly participates in professional learning communities/grade level teams, held in high esteem by peers, held in high esteem by parents and community, and is passionate about teaching and making a difference for all students. The responsibility to take the lead for choosing qualified CMTs is the responsibility of the site administrator working cooperatively with the Director of Field Experience.

CMTs go through an orientation of the Field Experience Manual (FEM) with their site administrator. As a foundational document this training includes materials, overview, and establishment of next steps as needed. Principals, CMTs, candidates, and the Director of Field Experience meet prior to the assignment. All CMTs have access by e-mail and phone to the Director of Field Experience. CMTs are also invited to be members of TEAC.

CMTs utilize the same observation forms as the university supervisors. The CMT are required to complete three formal observations during a block of student teaching. They meet and collaborate with university supervisors to give consistent feedback to candidates.

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

The unit has an alignment matrix showing where the TPEs are introduced, practiced and demonstrated as well as their character expectations with multiple opportunities to reinforce their knowledge prior to the CalTPAs being assessed. The unit uses appropriate assessments based on the TPEs (STEP) to provide evidence on the candidate's competency to meet Commission adopted requirements.

Candidates meet with their assigned advisor throughout the program. The advisors assist them in moving through the program and address issues in a timely manner.

Candidate's competency and readiness for recommendation for credential to the Commission is assessed regularly in his/her program coursework scholarship, during field experiences and by state examinations.

Administration looks at the results of the assessments and looks back on the curriculum alignment matrix to see which course(s) were responsible for teaching said TPEs. If the results in the data prove there were gaps, the administration reviews the syllabi and course assignments and makes appropriate revisions.

Multiple Subject Credential

Program Design

The Teacher Education unit has a comprehensive Mission, Vision and set of Program Outcomes providing for two primary pathways leading to a preliminary multiple subject teaching credential. The undergraduate blended program allows a candidate the opportunity to earn a Bachelor of Arts degree in Liberal Studies and a preliminary California multiple subject credential concurrently. The post baccalaureate program provides the candidates with the opportunity to complete the coursework and field experience for a preliminary multiple subject credential in one year.

Undergraduate Program Pathway:

There are two pathways for undergraduate students to complete the program:

- Traditional path for matriculating freshmen students – successful candidates earn a minor in Bible and Theology. The scope and sequence of this path is sequence of courses, state examinations, assessments, certifications and institution graduation requirements.
- Upper division transfer path - The scope and sequence of this path reflects a sequence of courses, state examinations, assessments, certifications and institution graduation requirements.

Post Baccalaureate Pathway:

The redesigned post baccalaureate program is offered through the School of Professional Studies. Within this program, candidates are able to obtain a multiple subject teaching credential in 12 months. The program is offered in a hybrid format. Candidates complete work on-line as well as attend classes one night a week. This accelerated format is designed for working adults and non-credentialed teachers.

Leadership within the credential program. The Director of Teacher Education administers the Teacher Education Program and currently also serves as the Coordinator of Field Experiences. In addition, he is assisted by the Coordinator of Liberal Studies and a Coordinator of Post Baccalaureate Studies and Credentialing. Currently, the Coordinator of Post Baccalaureate Studies and Credentialing also serves as the TPA Coordinator. The program is also supported by a Credential Analyst. There are two pending supervisory positions that are under discussion to be added to the unit. A Cohort Lead Supervisor would oversee and train master teachers and supervisors. A Lead Language Arts Supervisor would include administering and advising for the CSET and RICA as well as candidate advising.

Communication within the credential program and with the institution. The unit's full time faculty, credential analyst, and department chair meet weekly to discuss program business, review assessment data, and plan programs. The adjunct faculty members are invited to these meetings on a monthly basis.

The unit's full time faculty and department chair are members of many institutional committees. The participation on committees with subject matter preparation providers includes the Faculty Senate, Academic Committees and the General Education Committee.

Structure of coursework and field experiences in the credential program. The coursework in the program is designed primarily to prepare candidates to work in public schools. The majority of the classes at WJU are a blend of content and pedagogy. These courses include the Teaching Performance Expectations (TPEs) and state academic content standards.

There is limited access to math or science content specific courses available at WJU that are appropriate for teacher education candidates, and students are often required to attend other institutions to fulfill these requirements. With cutbacks at state universities and community colleges, these opportunities are not as available as they may have been in the past.

The **undergraduate program** has three levels of fieldwork and clinical experience embedded in the course of study:

Observation. Observation is required in the first teacher education preparation course. The student is required to observe classroom instruction for 30 hours.

Assisting. For undergraduate students, there are two assisting experiences, one in the sophomore year and the other in the junior year. The candidate assists in the classroom and works with specific students (including English language learners and students with special needs) who are selected by the master teacher for a total of 36 hours.

Student Teaching. Student Teaching 1 is a nine-week session of half-day classroom experiences. Candidates are required to attend courses at WJU in the afternoon. Student Teaching 2 is a nine-week full day classroom experience. The candidates must have one of the student teaching experiences in a school that receives Title I funding. Both placements must have at least one student who is an English Language Learner and at least one Special Needs Student. Both assignments include a two-week solo teaching experience.

The one-year **Post Baccalaureate** program includes hybrid courses that cover the state academic standards and prepare students to work in public schools. The courses are delivered in five-week modules and emphasize the pedagogy needed to teach in public schools. The time frame of the observation/assisting requirements is compacted in this program. The observation requirement is a six-hour requirement and assisting is also a six-hour requirement. The assisting requirement is met at the same site as the first student teaching assignment. The ten-week student teaching commitment includes two five-week, full-day assignments in one Title I school.

The **Post Baccalaureate** program was modified for the 2009-2010 academic year, to become a one-year evening hybrid program offered through the School of Professional Studies (SPS). Candidates complete all required assessments including the CalTPA.

The Teacher Education Advisory Council (TEAC) is used as a mechanism for soliciting stakeholder input into the program. In addition, the Director of Teacher Education and faculty in the program meet periodically with professionals in the field and solicit input into the program.

Curriculum

The coursework in the **undergraduate program** requires an early fieldwork experience to introduce candidates to the teaching profession in the freshman year. The Foundation of Education course provides opportunities for candidates to become familiar with curriculum in charter schools, preschools and both public and private schools. Candidates compare and contrast instructional approaches. Courses in the program emphasize the Teaching Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTPs). The Teaching Performance Assessment (CalTPA) is embedded in the program.

Candidates are effectively prepared to work with English learners and students with special needs. A multi-cultural perspective to teaching and learning is emphasized throughout the program.

The fieldwork experiences build upon each other as candidates gradually take on more responsibility in the classroom, including observing, tutoring, teaching small groups, and full class instruction.

The coursework in the **Post Baccalaureate program** is intensive and compacted and designed to prepare candidates efficiently and effectively in a short period of time. Courses are designed in a five-week model. Much of the content is delivered through Moodle, an on-line course management system. Course content includes a multi-cultural perspective and emphasizes the teaching of English learners and special needs children.

Field Experience

In the **undergraduate program**, candidates are involved in fieldwork throughout the program. In the observation and assisting components of the fieldwork, candidates are assigned their placements. However, in most student teaching placements, the candidates are required to find their own assignments from schools that have MOUs with WJU. Candidates are required to complete one student teaching assignment in a Title I school. During concurrent coursework candidates discuss and reflect upon their experiences. As part of the student teaching, candidates, cooperating master teachers (CMTs), and university supervisors complete the Student Teaching Evaluation Packet (STEP). As part of this process, candidates reflect upon their strengths and weaknesses as teachers. The program's university supervisors are practitioners who are familiar with current standards and curriculum. The Culminating Teaching Experience (CalTPA Task 4) is embedded in the final student teaching experience. Candidates also have an opportunity to evaluate their master teacher using the Candidate CMT Assessment Form.

The candidates in the **Post Baccalaureate** program complete two five-week student teaching assignments. Candidates are assigned to Title I schools by the Coordinator of Field Experience. Site personnel work with student teachers and unit personnel to provide a foundation for a successful student teaching experience for candidates.

There is contradictory evidence about the successfulness of this student teaching program. Several candidates in the pilot group reported that the shortened time frame did not give them enough time to practice needed skills. Unit personnel report that cooperating master teachers and principals are supportive of this new delivery system. However, interviews with candidates, cooperating master teachers and site administrators resulted in mixed reviews.

Assessment of Candidates

Undergraduate candidates are assessed throughout the program in courses and with the required state examinations and assessments. Data is recorded on CBEST, CSET, CalTPA, and RICA. Candidates are reviewed at benchmarks throughout the program and must successfully complete the required assessments to continue in the program. In addition, candidates are evaluated on their STEP which includes a reflection piece on their student teaching experience. This information is stated in student information handouts and information packets.

Candidates in the **Post Baccalaureate** program are assessed in coursework and with performance on the CSET and CalTPA tasks. Candidates may not progress to student teaching until they have successfully passed the CSET examination. Subject Specific Pedagogy (Task 1 CalTPA) is

embedded in the first semester of the post-baccalaureate program; Designing Instruction and Assessing Learning (Tasks 2 and 3 CalTPA) are embedded in the first five-week block of student teaching, and the Culminating Teaching Experience (Task 4 CalTPA) is in the second five-week block of student teaching. Candidates receive information on their results from the Coordinator of the Post-Baccalaureate Program. At this time, these results are reported individually and in person to the candidates. A more formal reporting mechanism will be necessary as the program grows.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of Program Standards 7 and 14, which are **Met with Concerns**.

Standard 7 - Preparation to Teach Reading and Language Arts:

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).

Evidence of learning outcomes, curriculum and textbooks were presented by the coordinators. However, students in multiple settings indicated a lack of confidence in preparation to teach reading and language arts and an ability to pass RICA.

Standard 14 – Learning to Teach Through Supervised Fieldwork:

The standard requires that candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

Interviews with candidates, cooperating master teachers, and principals indicate that insufficient opportunities to meet this standard are provided in the Post Baccalaureate Program's two five-week student teaching experiences.

There was some concern expressed by cooperating master teachers (CMTs) that the half-day nine-week experience in the undergraduate has insufficient opportunities to experience a full day.