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

June 2012

Overview of this Report

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

Common Standards 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	19	18	1	
Single Subject	19	18	1	
Preliminary Administrative Services	15	15		
Clear Administrative Services	9	9		

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

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

Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **Pepperdine University**

Dates of Visit: **April 1 – 4, 2012**

Accreditation Team
Recommendation: **Accreditation with Stipulations**

Rationale:
The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with 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
Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met** with the exception of Common Standard 2 (Unit and Program Assessment and Evaluation) that is **Not Met.**

Program Standards
Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Program Standards were met, met with concerns, or not met. The consensus of the team is that all program standards are **Met** with the exception that Program Standard 1 in both the Multiple and Single Subject programs is **Met with Concerns**.

Overall Recommendation
The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Due to the fact that all Common Standards are met, with the exception of Common Standard 2 which is **Not Met**, and that all program standards are **Met** with the exception of one program standard that is **Met with Concerns** in both the Multiple and Single Subject programs**,** the team recommends an accreditation decision of **Accreditation with Stipulations**.

> Recommended Stipulation #1: That within a year of the site visit, Pepperdine University provide for the Committee on Accreditation a written response with evidence that addresses Common Standard 2 issues identified in this report and demonstrates that the unit assessment system is being fully implemented.

Recommended Stipulation #2: That within a year of the site visit, Pepperdine University provide for the Committee on Accreditation a written response with evidence that addresses Multiple and Single Subject Program Standard 1 issues identified in this report and clearly describes the design of the revised program, the articulation of all pathways to the credential, and a status report in its implementation.

Staff recommends that:

- The institution's response to the preconditions be accepted.

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

- Pepperdine 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.

On the basis of that recommendation, the institution is authorized to recommend candidates for the following credentials:

Initial/Teaching Credentials	Advanced/Services Credentials
Multiple Subjects, with Intern	Preliminary Administrative Services
Single Subject, with Intern	Clear Administrative Services

Accreditation Team

Team Leader:	**Caryl Hodges** University of San Francisco
Team Members:	**Keith Walters** California Baptist University
	Geeta Rezvani California Department of Education
	James Zarrillo California State University, East Bay
Staff to the Visit:	**Larry Birch** Consultant, Commission on Teacher Credentialing

Documents Reviewed

Common Standards Report	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Program Handbooks	Candidate Work Samples
Follow-up Survey Results	Candidate Handbooks
University Catalog	Assessment Protocol and Data
Meeting Agendas and Minutes	University Budget Information
Biennial Reports	Program Evaluations
Biennial Report Response	Program Summaries
TPA Data	Pepperdine University Website
Faculty Handbooks	Program Assessment Documents
University Strategic Plan	Program Assessment Feedback
Faculty Meeting Minutes	Application and Admission Materials
Teacher Education Retreat Minutes	Faculty Vitae
Advisory Committee Minutes	Memoranda of Understanding (MOUs)
University Supervisor Handbook	Teacher Quality Survey Report
District-Employed Supervisor Handbook	Noel-Levitz Survey

Interviews Conducted

Program Faculty	**17**
Institutional Administration	**7**
Program Coordinators	**6**
Institutional Staff	**7**
Employers/Site Administrators	**8**
University Field Supervisors	**18**
District-Employed Supervisors/Master Teachers	**20**
Student Teaching Placement Coordinator	**5**
Credential Analyst	**2**
Advisory Committee Members	**3**
Teaching Performance Assessment Staff	**3**
Candidates	**67**
Program Graduates	**23**
TOTAL	**186**

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

Background

Pepperdine University is an independent, comprehensive Christian university enrolling approximately 7600 students offering bachelors, masters, and doctoral degrees in five colleges and schools. The University was founded in 1937 by George Pepperdine, a Christian businessman, who established and developed the Western Auto Supply Company. From 1937

to 1970, Pepperdine was a small, undergraduate liberal arts college located in South Central Los Angeles. In 1970, as the institution added graduate and professional schools, it became Pepperdine University. In 1972, the University opened a new campus in Malibu.

Administrative headquarters for the University are located in Malibu, California. Seaver College, the School of Law, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. The Graduate School of Education and Psychology and the Graziadio School of Business are located in the Howard Hughes Parkway Center in West Los Angeles.

The Graduate School of Education and Psychology (GSEP) is dedicated to training skilled leaders, administrators, and practitioners of the highest level within two allied fields of human care: education and psychology. GSEP offers a master's in Administration (Preliminary Administrative Services Credential) and a doctorate in Administration (Clear Administrative Credential) at the West Los Angeles campus as well as Multiple Subject and Single Subject teaching credentials with a master's degree at four graduate campuses (West Los Angeles, Encino, Irvine, and Westlake Village) in Southern California. Seaver College provides the opportunity for a teaching credential at the undergraduate level at the Malibu campus.

Teacher Education Program

The Multiple and Single Subject Teaching Credential program at Pepperdine University offers a California Multiple or Single Subject Preliminary Credential with an intern option to candidates at the undergraduate and graduate levels. In the undergraduate level credential program, offered at Seaver College, coursework may begin during the four-year course of acquiring a bachelor's degree although candidates generally complete the credential program with some post-graduate coursework. During the graduate level credential program offered at three campus sites (West Los Angeles, Encino, and Irvine) by the Graduate School of Education and Psychology (GSEP), candidates may complete their credential in three terms.

During the academic years 2009-11, there was significant discussion on the need to streamline coursework in the teacher preparation program at both undergraduate and graduate levels. As part of a major curriculum review, faculty members were engaged in the preparation of new courses for implementation in fall term 2012, with minor changes to ensure compliance in the transition period. This review included the integration of the undergraduate and graduate teacher certification programs and development of consistent practices at the three graduate campuses. Traditionally, the teacher preparation programs at Pepperdine University offered at undergraduate and graduate campuses had functioned as two distinct entities. In the spring term of 2010, the Dean of the Graduate School of Education and Psychology (GSEP) was appointed by the Provost as the institutional representative for all credentialing programs. Faculty members began the process of aligning coursework and collaborating in the development of new program syllabi. Under the direction of the Dean of the GSEP, and with full support from the Dean of Seaver College, this endeavor has been extensive and rewarding. Key stakeholders (professional educators, colleagues, collaborative school sites) have supported the formation of a re-designed program that will equip educators in the 21st century more effectively than before. The curriculum for the teaching credential program has been submitted to the University Academic Council for approval to launch in fall term 2012.

Administrative Services Credential Program
The Pepperdine University Graduate School of Education and Psychology (GSEP) offers at the West Los Angeles site both a Preliminary Administrative Services Credential and Clear Administrative Services Credential. The Preliminary Administrative Service Credential is offered through the Educational Leadership Academy (ELA). The ELA is designed as a cohort-based program, which prepares capable leaders committed to the personal, professional, and organizational transformation necessary to create and lead schools that work for everyone in a diverse society. Coursework is offered in a purposeful, developmental, interrelated sequence of learning experiences which are carried out both in the field and in non-field settings to prepare candidates as instructional leaders in a variety of public schools and school districts.

The Clear Administrative Services Credential is offered through three of the four concentrations linked with a doctoral degree. Most candidates are enrolled in the Educational Leadership, Administration, and Policy (ELAP) concentration. The program is cohort-based, designed to develop a strong, cohesive community of learners who will continue to stay connected in learning and support after the program has been completed. The candidate works with a faculty member to develop an Individualized Induction Plan, based on a self-assessment and the candidate's discussion with the university advisor. The plan assesses needs related to candidate experience, coursework, current job responsibilities, and professional goals. The plan establishes goals, strategies, and timelines for completion of the identified requirements. The Induction Plan consists of 24 units, usually comprised of coursework from within the candidate's doctoral courses.

Program Review Status

Credential Program	Current Enrollment	Completers 2010-11	Completers 2009-2010	Agency Reviewing Programs
Preliminary Multiple Subject	62	64	61	CTC
Preliminary Single Subject	53	43	57	CTC
Preliminary Administrative Services	14	9	13	CTC
Clear Administrative Services	1	5	8	CTC

The Visit

In summer 2011, Commission staff began working with the institution in planning for the site visit.   Regular telephone and e-mail contact was made between Commission staff and institutional personnel. In October 2011, a conference call was held with institutional staff and Commission staff to handle planning details for travel and lodging for the site visit.   On January 30, 2012, the Team Leader and the CTC consultant visited the institution and conducted the "Two Month Out" pre-visit. The site visit began on Sunday, April 1 at 12 noon and was completed on Wednesday, April 4, 1012. On Tuesday morning, a Mid-Visit Status report was shared with the institutional personnel.   On Tuesday evening, consensus was reached by the team on all standard decisions and on the accreditation recommendation, after which the written report was completed. The Exit Report was held at the university at 11:00 am on Wednesday, April 4, 2012.

Common Standards

Standard 1: Educational Leadership   **Met**

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

Findings

The university and its education programs form a collaborative learning community of candidates, supported by a network of teacher educators, K-12 practitioners, and community members, embedded in a faith-based heritage and committed to global understanding. The leadership of the credential programs promotes a research-based vision that emphasizes the relationship between theory and practice, incorporating clinical practice into coursework that is aligned with California's adopted standards and curriculum frameworks.

The unit's vision emphasizes four key areas which guide all aspects:
- A Learning Community Committed To The Education Of The Whole Individual
- Praxis – Linking Theory to Practice
- Engagement in Improving the Educational Opportunities For The Least Well-Served
- Working in Partnership Schools & Communities

Program faculty and instructional personnel actively collaborate with stakeholders in coordination and development of the programs. Over the past 18 months, Pepperdine teacher education administrators and faculty have worked in collaboration with key stakeholders to re-design the Multiple Subject and Single Subject credential programs to more clearly articulate the pathways to a teaching credential available to candidates at both the undergraduate and graduate levels. The approval process of the new course alignment at both levels (undergraduate and graduate) will be completed by the end of April 2012. In the next stage, faculty and stakeholders will need to review current policies and procedures to systematically align these across pathways with the redesign.

The Dean of the Graduate School of Education and Psychology (GSEP) provides the leadership for all credential programs (undergraduate and graduate) and works closely with the Dean and Associate Dean of Seaver College which houses the undergraduate Multiple Subject and Single Subject credential program. The President and Provost of Pepperdine University affirmed their strong support for the credential programs, identifying them as key parts of Pepperdine's mission.

A full-time credential analyst tracks the completion of credential requirements for all candidates. The credential analyst meets with candidates, both in groups and individually throughout their time in the program, as well as being available through phone and email. Using a checklist, she tracks requirements to ensure that candidates have completed all required tasks to be eligible for recommendation for a credential. To ensure the credential recommendation procedures are systematically applied, an audit of randomly selected files is conducted by the academic chair at the beginning of each term to review the most recent recommendations submitted to the State, based on candidates' completion of the prior term.

Standard 2: Unit and Program Assessment and Evaluation   **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 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

Currently all credential programs and pathways; Multiple and Single Subject credentials, Preliminary Administrative Services credential, and Clear Administrative Services credential implement program specific assessment and evaluation systems focused on evaluation of candidate competence and are used in varying degrees for program improvement.

Pepperdine University has a system of course evaluations in which candidates provide feedback on course content and the instructor/faculty teaching the course. These course evaluations are reviewed by the relevant Associate Deans who consolidate the contents of the evaluation and use these for a one-on-one annual review with each instructor/faculty. Course evaluations are unevenly used as part of a unit-wide assessment and evaluation system.

Each credential program and pathway collects a variety of data on candidate performance from individual courses and fieldwork placements.

District-employed supervisors and university supervisors in the Multiple Subject and Single Subject credential program complete regular evaluations of candidates during student teaching placements that provide an evaluation of each candidate's knowledge, skills, and abilities in a classroom setting, linked to the Teaching Performance Expectations (TPEs) and rated on a defined Likert scale. While providing the program with data to indicate a candidate's readiness to move on through various fieldwork experiences and to verify that candidates have demonstrated the required baseline of competencies as part of the requirement for credential recommendation, this data is not systematically analyzed and utilized for program or unit evaluation and improvement.

Multiple and Single Subject credential candidates are required to pass a Teaching Performance Assessment, the Performance Assessment for California Teachers (PACT) in order to be recommended for a credential. Data from the rubric used to score PACT is collected, aggregated, and reviewed to identify ways to support candidates in passing this assessment.

Support may include adjustments to course content as well as providing additional group and individual support either face-to-face or through technology.

The Preliminary Administrative Services credential and the Clear Administrative credential programs collect data on candidates through a range of assessments including course assignments, field placement/job evaluations, and portfolios. Assessment data is used to determine candidate demonstration of the required competencies to be recommended for a credential. There is no indication that data is systematically analyzed and used for program or unit evaluation and improvement.

The teacher education program collects data on graduates at the end of their first year of teaching through participation in the Teacher Quality Survey. There is no indication of how this data is used within the program. The Administrative Services credential program does not currently have a formalized system in place to gather data from program completers.

Assessments in all credential programs and pathways include ongoing data collection related to candidate qualifications, proficiencies, and competence. This data is reviewed, by each separate program to determine that candidates have meet the program and CTC requirements to be recommended for a credential. While there is evidence that this data is used to review program effectiveness and identify areas for program improvement, the current process is not consistent or systematic.

Rationale
Two factors support the team recommendation for the decision that this standard is not met:

1. While each credential program and pathway (Seaver undergraduate Multiple/Single Subject credential, GSEP Multiple/Single Subject credential, Preliminary and Clear Administrative Services credential) has program-specific assessments and evaluations, the unit lacks a consistent, systematic process for collecting, analyzing, and utilizing data for unit program improvement.

2. There currently is no unit-wide system that provides for the collection and analysis of data for unit evaluation and improvement.

Standard 3: Resources   **Met**

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

Findings

Pepperdine University allocates funds in each unit's budget that provides for qualified personnel, adequate facilities and other resources required to prepare candidates to meet the state adopted standards for educator preparation programs. The university President indicated his support for the credential programs and stated, when approached with a request for resources to support the program (budget, positions, etc.), that, "It is an easy yes," given the importance of the programs to Pepperdine's mission. The Dean of GSEP indicated that in times of budget reductions, she has consistently been supported in her requests to reallocate resources to improve the operation of the credential programs as well as maintain resources at the needed levels. Thus, the unit has not experienced any reductions.

Interviews with constituent groups (candidates, graduates, faculty, program coordinators, university field supervisors, etc.) indicated sufficient resources to support the effective operation of each credential program.

Interviews with candidates as well as personnel who provide program specific information (recruiting, admissions, financial aid, career services, academic/writing support, credential process information) indicated that personnel actively interact with candidates in several ways. Personnel travel to all campus sites to meet with candidates in groups and individually to provide information/advising as candidates move through the program. Personnel are also available through email to provide one-on-one information and assistance to meet specific candidate needs.

The Dean of GSEP works in collaboration with the Seaver College Dean and Associate Dean to ensure that all credential programs have sufficient resources to meet program needs.

Standard 4: Faculty and Instructional Personnel   **Met**

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

Findings

Pepperdine University's commitment to academic excellence in the context of Christian values drives the policies and procedures relevant to faculty personnel. Beginning with the selection process, care is taken to secure Christian faculty members who can demonstrate expertise in

teaching, research, and service both to the community and their candidates. Priority consideration is given to faculty applicants who have relevant K-12 education experience.

The University's commitment to increase diversity is articulated in its June 14, 2011 *Strategic Plan*. A review of faculty demographics confirms statements by the administration that the GSEP is leading the university in creating concrete steps to achieve its diversity goal. Emphasis is being placed in recruiting minority faculty and developing a work environment that is welcoming.

The *Strategic Plan's* diversity goal also seeks to create a learning environment where individuals examine perceptions of self and others with an intention of developing an understanding of how those perceptions impact classroom climate. Interviews with faculty, administrators, and candidates substantiated the commitment to infuse content throughout the educational experience that assists candidates in developing cultural proficiency. Examples of instructional activities include field placements in urban schools and reflective course assignments. In addition, a university-sponsored Diversity Council provides input and organizes events that assist the Pepperdine community in expanding their understanding and awareness of critical issues impacting California public schools.

The desire to maintain relevance with contemporary issues in P-12 settings is achieved, in part, through the use of adjunct faculty members who are currently employed within the local districts. An individual seeking to secure an adjunct faculty position goes through an abbreviated hiring process that maintains an appropriate focus on qualifications. Collaboration between course leads and adjunct faculty assists the programs in maintaining currency as well as providing candidates contemporary illustrations of best practice. Additional efforts to collaborate with area public schools include the 2011 reestablishment of an advisory board. A review of minutes and interviews with members indicates that input from non-Pepperdine personnel has been used throughout the process to align course syllabi for the new multiple and single subject credential pathways.

The policy and procedures established to provide funding for faculty research demonstrates the university's commitment to support scholarship. Dedication to community involvement materializes through the work of the University's office of Corporate and Foundation Relations. A review of faculty vitae and interviews with Pepperdine faculty reveal positive contributions being achieved through the administration of grants such as the Wood-Claeyssens Foundation grant for professional development school planning and implementation, the Pepperdine University and EARTHS Partnership Goodall Foundation Grant Project, the Integration of Student Teachers into the Real World: Building Bridges from Middle School to College Project, and the Teachers Create Math Science Project.

Maintaining the quality of faculty and instructional personnel is the responsibility of those who hire, supervise, and evaluate college personnel. At least once per year, the appropriate dean reviews course evaluations, scholarly activities, and involvement in community service. An effort is made to nurture any faculty member who receives low scores. However, when growth does not occur, the poor-performing faculty member will be terminated. Informal communication between Seaver College and the GSEP provides continuity related to expectation for credential program faculty.

Standard 5: Admission   **Met**

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

Findings

A set of clear and consistent admission protocols has been established for each credential program and pathway. Program applications as well as web and catalog information confirm that all prospective candidates are required to submit verification of their prior coursework/degree, an essay summarizing their career goals, letters of recommendation, and program-specific state requirements.

Interviews with candidates, staff, and administration confirmed that the admission process is committed to creating a transparent system. University personnel are required to maintain consistent communication with each prospective candidate. All forms are available in electronic and paper formats. Upon receipt of the initial application, the prospective candidate is issued a Pepperdine identification number that allows the candidate access to the university's password protected Wavenet student center page where a summary of all admission activities is posted.

Submitted documentation is initially reviewed by the GSEP's admission staff. Candidates who clearly meet the criteria are immediately admitted. Candidates whose documentation contains questionable data are scheduled for an interview with the director of the appropriate program. Interviews follow established protocols and allow an immediate decision. The system is monitored by the dean. An exception to the admission protocol occurs in the Seaver pathway as it contains candidates who are concurrently enrolled as undergraduate students. The Seaver Program Chair works with the credential analyst to ensure that all relevant state requirements are met prior to placing the Seaver candidate in a fieldwork setting.

Interviews with faculty, staff and candidates supported the claim that the high-touch, transparent nature of the admission process creates a welcoming environment for diverse students. Further efforts to encourage and support applicants from diverse populations include attendance at career fairs targeting minority populations, marketing materials carefully crafted to be appropriately sensitive, active involvement by current candidates, early contact with program faculty (i.e., presentations at information sessions and phone calls in response to inquiries), the ability to amend submission due dates to accommodate last-minute applicants, and the decision to reject the use of the GRE exam as an admission criterion.

Standard 6: Advice and Assistance   **Met**

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

Findings
Each faculty and staff position at Pepperdine University includes an advising component. Faculty serve as mentors, tutors, and conduits to advising information. An academic advisor is available to assist candidates in selecting a credential pathway, registering for coursework, and monitoring program completion. Directors of fieldwork are tasked with securing sites for clinical experiences; monitoring site appropriateness; and when necessary, mediating conflicts. Finally, the credential analyst has been given the responsibility to verify the completion of all program and state expectations.

A review of job descriptions and interviews with administration, faculty, staff and candidates verified that the advising system is a hallmark of the Pepperdine experience. Expectations for advising availability materialize in a practice that is best described as planned redundancy. Advising activities include providing up-to-date information on the Wavenet website, scheduling course presentations, sending frequent e-mails, making follow-up phone calls, delivering multiple orientation sessions, and offering consistent office hours. Affirmation of the quality of advisement services is best illustrated by a candidate comment that highlighted the willingness of a professor to welcome the candidate into her home after a very trying day during the student teaching semester.

The currency of advising material is maintained in two university web-based programs. Nolig provides a central location for storing copies of fieldwork forms and other program completion documentation. Wavenet includes a database that is used to document grades and other program data points. Faculty, staff, and candidates have password-protected access to Wavenet ensuring that accurate information can be used as a foundation for all advising conversations. Clear and thorough candidate handbooks assist advisors, faculty, and candidates' interpretations of the presented data. Feedback from the Noel-Levitz survey provides the program a means to monitor advising effectiveness.

Candidate advancement is based on each course professor's review of submitted work and field placement evaluations (all multiple/single subject pathways require satisfactory completion of coursework and state content tests prior to advancement to student teaching). All credential programs and pathways also require satisfactory evaluations from university and district employed supervisors for the final clinical fieldwork experience. Additionally, multiple/single subject candidates are required to successfully complete the PACT teaching event. Data from coursework, clinical fieldwork, and completion of state requirements is verified by the credential analyst prior to recommendation for a credential.

Standard 7: Field Experience and Clinical Practice **Met**

> The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all candidates 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

Faculty in each of the credential programs and pathways have collaboratively worked to create a sequence of fieldwork that will assist candidates in connecting theory with practice. In the multiple/single subject pathways, fieldwork is developmentally designed. Assignments move from observation activities to case studies, to small group instruction to full class responsibilities. In the administrative credentials, candidates are taught an action research approach to fieldwork that focuses on identifying a site-based problem, gathering relevant data, and proposing solutions. Connections between CTC program standards and clinical experience assessments confirmed that candidates are being provided opportunities to understand and address issues of diversity that affect school climate, teaching, and learning.

Placements are secured at sites where the university has a signed Memorandum of Understanding. Candidate and master teacher handbooks clearly state expectations for each clinical experience. The director of multiple/single subject programs and the director of the administrative services programs work collaboratively with site personnel to ensure each site meets the criteria. Consistent with the high-touch advice and assistance practices, directors strive to match candidate characteristics to the unique environmental attributes of the site.

Multiple/single subject placements are typically reviewed within the first two weeks of the experience. The practice of seeking Pepperdine alumni and/or carefully selected/personally observed district employed supervisors has resulted in little to no need to make adjustments. Candidates consistently praised the quality of their placements and the effectiveness of their clinical experiences. In the educational leadership programs, a signed supervising administrator's consent form indicating the support of the principal or supervising administrator is used to set the stage for an administrative field work experience that will allow the candidate to complete all program requirements.

Regular communication between the district and university supervisor assists the program in verifying that each candidate is being provided opportunities to complete all program requirements. In the multiple/single subject pathways, university field supervisors observe candidates approximately once every week. In the administrative services programs, a university supervisor observes at least once every month. Regardless of the program or pathway, each observation includes a time to connect with the district supervisor and debrief with the candidate. Additionally, each program minimally requires the university- and district-

employed supervisor to complete mid-term and final evaluations. Data from the informal and formal interactions are used to evaluate the quality of the clinical experiences.

Currently Pepperdine University has one formal multiple subject professional development school. Candidates enrolled in this pathway commit to a full-time, one K-6 school year experience. Interviews indicated that the intentional on-going partnership has been effective in providing the Pepperdine faculty with program improvement data. Interview comments also revealed that candidates who complete their clinical work at this site are actively recruited for full- and part-time positions in the district. Work is currently underway to establish a second professional school partnership.

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

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

Findings
A review of program documents, handbooks, and interviews with faculty and program administrators showed that the selection process for district-employed supervisors is based on clear and consistent criteria. The directors for multiple/single subject programs and the educational leadership programs review and approve the selection of each district-employed supervisor.

When possible, alumni from Pepperdine are used as district-employed supervisors. University supervisors are also encouraged to identify effective teachers and administrators to be part of the placement pool. The practice of assigning university supervisors to a specific program and location has proven effective in developing a highly committed network of schools and master teachers.

All credential programs have developed handbooks that are professional in appearance and thorough in summarizing expectations. Handbooks are updated annually, based on feedback from the field. When areas of confusion arise, the frequent visits from the university supervisors provide a quick and effective means to provide clarification. Master teachers consistently expressed appreciate for the provided materials and support.

At the end of each field experience, program directors collect evaluation forms from the candidate and the university supervisor. District field supervisors who receive positive evaluations are often used to meet future placement needs. All supervisors are recognized with a small stipend and a personal note of appreciation.

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

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

Findings
Candidates in all credential programs, Multiple Subject and Single Subject credentials, Preliminary Administrative Services credentials, and Clear Administrative Services credentials, complete a series of assessments/evaluations throughout their coursework and field placements that are designed to provide them with multiple opportunities to demonstrate the professional knowledge, skills, and abilities necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments in each program, as outlined below, indicate when a candidate has met the CTC-adopted competency requirements, as specified in the program standards, and can be recommended by the institution for the appropriate credential.

Multiple Subject and Single Subject Credential Program
Through specifically designed coursework sequences at Seaver College (undergraduates) and GSEP (graduates), candidates are evaluated on the professional knowledge and skills needed to teach and support all students through assignments linked with the Teaching Performance Expectations (TPEs). During a series of field experience placements, candidates are regularly evaluated by the district-employed supervisor with whom they are placed as well as during regular visits from the university supervisor. Formative assessment during the clinical practicum by the university supervisors includes the use of observation forms which are completed for each phase of student teaching. Evaluation forms used by district-employed supervisors and university supervisors evaluate teaching practice based on the Teaching Performance Expectations (TPEs) using a Likert scale.

Candidates have multiple opportunities to demonstrate their ability to access and incorporate state standards and frameworks in developing lessons and Content Area Tests (CATs), prior to the completion of the Teaching Performance Assessment. Pepperdine's Teacher Preparation Program uses the Performance Assessment for California Teachers (PACT) model as a key assessment tool to make critical decisions about candidate competence prior to being recommended for a credential.

Preliminary Administrative Services Credential Program
Multiple measures are used to assess candidate performance and to determine satisfactory mastery of Candidate Competence and Performance Standards for the Preliminary Administrative Credential at a level appropriate for beginning administrators. Measures include course assignments, a portfolio, the Field Experience Project and Final Presentation, and an evaluation from their site administrator/supervisor. These measures are informed by the California Professional Standards for Educational Leaders (CPSEL) and prepare candidates for summative assessment. Summative assessment consists of course grades, field experience evaluations, project presentation evaluations, and portfolio evaluations.

The program administrator maintains a file for each candidate that includes a performance summary sheet and candidate self-assessment. The university supervisor records the summary performance for each candidate and initials each record. The program administrator reviews the records to ensure that these are complete. The program academic chair then reviews the files, signs, and makes recommendations for the Preliminary Administrative Services credential.

Clear Administrative Services Credential Programs
Candidates for the Clear Administrative Services credential work with a faculty member to develop an Individualized Induction Plan for completion of the credential. Each candidate's field-based performance is assessed by the university supervisor (and a site mentor for candidates not in the Education Leadership, Administration and Policy [ELAP] concentration). Upon completion of the Individualized Induction Plan and assessment of the candidate's performance by the university supervisor (and for some, the site mentor), the assessments and candidate's portfolio are submitted to the program Academic Chair for final review. All measures used during the program are informed by the CPSELs. The academic chair reviews each candidate's course transcripts, Induction Plan, Portfolio, and university supervisor (and for some, the site mentor's) candidate performance assessments prior to making a recommendation to the GSEP credential analyst.

Program Standards

Preliminary Multiple and Subjects Credential

Program Design
The Multiple and Single Subject Teaching Credential program at Pepperdine University is designed to grant a Preliminary Multiple or Single Subject credential. In the graduate program, candidates may complete their credential in three terms with 1- or 2-year options. In the undergraduate program, coursework may begin during the four-year route of acquiring a bachelor's degree although candidates generally complete the credential program with some post-graduate coursework. Review of program requirements, course outlines and interviews with the program administrators indicated that the two credential programs, undergraduate at Seaver College and graduate at GSEP, have operated with great autonomy with different sets of coursework; however, both programs are designed to cover all program standards and CTC credentialing requirements.

Pepperdine University teacher education is a collaborative learning community of university students, supported by a network of teacher educators, K-12 practitioners and community members, embedded in a faith-based heritage and committed to global understanding. Currently, the distinctive programs at Seaver College and GSEP provide integrated experimental learning opportunities for candidates to become reflective teachers who practice sensitivity and responsiveness to the diverse needs of students, demonstrate a deep and flexible understanding of pedagogical content knowledge, and engage in theoretically grounded instructional methodologies.

In addition to the traditional credential programs, GSEP also provides an intern program, in partnership with the employing school district, which is a pathway to earning multiple and single subject credential. In the intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a pre-service component delivered in a sustained, intensive and classroom-focused manner. The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards. Through ongoing communication, field supervisors, participating school administrators and the program director provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program. The intern program design includes an Early Completion Option which requires that qualified candidates complete only the coursework in which PACT assessments are embedded to earn their credentials. This involves one course plus student teaching for Single Subject candidates. It involves two courses plus student teaching for Multiple Subject candidates. This program is designed to meet credentialing requirements but does not award a master's degree.

GSEP also offers a credential program pathway through EARTH-Professional Development School. The program is set up as a cohort in collaboration with Earth Elementary School so candidates can fulfill their required fieldwork hours as they complete their course work. The review of program documents, as well as interviews with the Academic Dean, program administrators and faculty revealed that historically, the teacher preparation programs at Pepperdine University offered at the undergraduate and graduate campuses have functioned as two distinct entities. During the academic years 2009-11, significant discussions were held

with the faculty from both programs to examine way to bring them into closer alignment. In spring term 2010, the Provost, who oversees all academic programs in the university, appointed the Dean of GSEP to oversee all the credentialing programs for the university. In an effort to more closely align the credential programs, under the leadership of the Dean of GSEP and with full support from the Dean of Seaver College, the faculty collaborated to develop a cohesive curriculum for both the undergraduate and graduate level programs. Currently, the newly-revised curriculum for the teaching credential programs is completing the final university approval process, with a launch scheduled for the Fall term 2012. By design, the GSEP program Chair for the graduate credential program works closely with the Seaver undergraduate division to continue refining the alignment of teaching credential coursework.

Course of Study
Multiple Subject and Single Subject Credential programs are available to candidates at two levels – undergraduate and graduate levels. Currently the institution is in the process of restructuring the programs. A common redesigned program is scheduled for implementation in fall 2012.

Graduate School of Education and Psychology (GSEP)
Currently, full-time graduate study at GSEP is 12-18 units per trimester. The proposed program leading to a preliminary Multiple or Single Subject Teaching Credential is 47 units. The scope and sequence of Multiple Subject and Single Subject courses are based on principles of teacher development. Syllabi are designed to provide a framework of interrelated coursework and field experiences that prepare teacher candidates to teach effectively in public classrooms and schools in California and nationwide. The following is an overview of the developmental phases as these are currently offered at the graduate level.

PHASE 1 (Introduction Level)
EDTC 679 - Introduction to Student Teaching: Observation/ participation in the Elementary School
EDTC 682 - Introduction to Student Teaching: Observation / participation in the Secondary School
EDTC 677 - Environmental and instructional strategies for diverse classroom: Multiple Subjects
EDTC 678 - Environmental and instructional strategies for diverse classroom: Single Subjects
EDTC 611A - Identity/ Inquiry/Vocation
EDTC 645 - Language acquisition and Language Arts methods
EDTC 601 - Psychological Foundations of Education
EDTC 605 - Visual Performance Arts in Education
EDTC 606 - Health /Physical Education

PHASE 2 (Development Level)
EDTC 680 - Student Teaching in the Elementary School
EDTC 683 - Student Teaching in the Secondary School
EDTC 693 - Linking literature and composition with history/social science: Multiple Subjects
EDTC 694 - Linking literature and composition with content instruction: Single Subjects
EDTC 611B - Identity/ Inquiry/Vocation
EDTC 673 - Second Language Development: Theory and foundations

EDTC 672 - Cultural Diversity

PHASE 3 (Mastery Level)

EDTC 681 - Advanced Student Teaching in Elementary School
EDTC 684 - Advanced Student Teaching in Secondary School
EDTC 691 - Mathematics and Science Methods for Elementary Schools
EDTC 685 - Developing Secondary Teaching Methods: Single Subjects
EDTC 611C - Identity/ Inquiry/Vocation
EDTC 674 - Second Language Development: Method and Practice
EDTC 610 - Advanced Study of Teaching Special Populations
ED 600 - Historical and Philosophical Foundations of education

Seaver College
Currently, candidates at the Seaver campus complete much of the credential coursework as undergraduates and complete remaining coursework and student teaching at the post-baccalaureate level, generally within three to four terms after their degree.

Multiple Subject Course Requirements:

EDUC 351 Child and Adolescent Development
EDUC 561 Educational Psychology (20 hours-Fieldwork)
EDUC 562 The School and Society (20 hours-Fieldwork)
EDUC 564M Literacy Theory and Methods - Multiple Subject Candidates (50 hours-Fieldwork)
EDUC 567* Methods of Teaching Social Science
EDUC 568* Methods of Teaching Science
EDUC 569* Methods of Teaching Math
EDUC 571* Introduction to Student Teaching (160 hours-Fieldwork)
EDUC 570 Languages, Culture, and Learning
EDUC 572** Advanced Multiple Subject (Student Teaching One semester)
EDUC 585** Educational Technology Workshop

Note: * These courses are taken concurrently.   ** These courses are taken concurrently.

Single Subject Course Requirements:

EDUC 351 Child and Adolescent Development
EDUC 561 Educational Psychology (20 hours-Fieldwork)
EDUC 562 The School and Society (20 hours-Fieldwork)
EDUC 564S Literacy Theory and Methods - Single Subject Candidates (50 hours-Fieldwork)
EDUC 566* School Curriculum and Methods Single Subject
EDUC 581* Introduction to Single Subject - Student Teaching
EDUC 570 Languages, Culture, and Learning
EDUC 582** Advanced Single Subject Student Teaching (160 hours-Fieldwork)
EDUC 585** Educational Technology Workshop

Note: * These courses are taken concurrently.   ** These courses are taken concurrently.

Intern Program Delivery Model
In the intern program, the University Intern Pre-service workshop is intended to prepare teacher candidates to assume the responsibilities of the fulltime teacher of record in a California public school. In general, interns follow the same coursework as their peers in GSEP – MA in Education with Teaching Credential program.

Program Changes
Under the new program scheduled for implementation in Fall 2012, candidates at both the undergraduate and graduate levels will be following the same course of study with differentiation to ensure the content of the courses is appropriate for the audience and academic level at which they are taught.

Candidate Competence
Through a series of document reviews and interviews with faculty, university field supervisors, master teachers, candidates and the Director and Assistant Directors of student teaching, it was revealed that a variety of evaluation and assessment tools are used to capture and document candidates' competency throughout their course of study.

The Teaching Performance Expectations (TPE) provide the framework for teacher development and competency in the credential program. TPEs prescribe what every effective beginning teacher should know and be able to demonstrate. TPEs are included in syllabi and embedded in credential coursework. Successful completion of degree coursework is one of the ways candidates' competency is measured. Credential candidates are required to complete three fieldwork assignments which are also known as Practicum. Practicum One is an introduction to student teaching and Practicum Two (A & B) is student teaching assignments. University fieldwork supervisors and master teachers supervise and evaluate candidates through these practicums. Currently the university utilizes the Performance Assessment for California Teacher (PACT) to assess candidates' pedagogical knowledge and skills and their competence as professional teachers. Candidates' competencies are assessed during both a mid-term and final evaluations.

Other means of evaluating candidate competencies include:
1. Passage of CBEST to demonstrate basic skills
2. Passage of CSET to demonstrate content areas knowledge
3. Passage of RICA to demonstrate ability to teach a balanced reading curriculum; required prior to recommendation for credential (MS only)
4. Passage of PACT prior to being recommended for a teaching credential

It was confirmed by faculty, the field placement coordinator, the credential analyst, and candidates that program requirements are clearly articulated and the program is very supportive of candidates throughout the process. At the end of the program, the credential analyst confirms that all credential requirements have been met and recommends the candidate for the California credential.

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** except for the following:

Program Standard 1: Program Design   **Met with Concerns**
Based on a review of documents and interview with faculty, program directors, field work supervisors, candidates, graduates, and employers, the team found that the program is preparing effective teachers and the program standards, with the exception of Program Standard 1, are met. At the present time, the revised program design does not clearly articulate all of the pathways available to candidates which would include Seaver College, GSEP, intern, and professional development schools. The institution has made great progress in the program re-design, but at the present time, many of the materials available to the team were prepared related to the current version of the program.

Preliminary Administrative Services Credential

Program Design
The Preliminary Administrative Services credential program is delivered through the Educational Leadership Academy (ELA). The goal of the ELA is to prepare leaders who are capable and committed to the personal, professional, and organizational transformation necessary to lead schools that work for all students in our diverse society. The ELA is a cohort-based program designed around a sequence of learning experiences—some are carried out in the field and some occur in non-field settings.

The program extends over three academic terms and culminates in a capstone course which includes presentations of candidate learning reviewed by a panel. Candidates engage in field experiences guided by a site mentor and university supervisor throughout the program. The Interstate School Leaders Licensure Consortium (ISLLC) National Standards, California Professional Standards for Educational Leaders (CPSEL), University mission, and ELA mission provide a framework for program design. Candidates consider their own beliefs, values, assumptions, and actions associated with educational leadership. They are then introduced to the following additional principles: (1) that leaders can lead from any number of chairs; (2) that leadership learning is both a personal and a group endeavor; (3) that with leadership comes the moral responsibility to create and lead schools that work for everyone in our diverse society; and (4) that educational leaders need to practice leadership from a base of personal and professional ethics to infuse schools with the values of fairness, justice, service, and integrity.

Course of Study

Courses address all aspects of the CPSELs as candidates learn about developing and communicating a personal vision of education that places student and adult learning at the center of instructional leadership. Field experiences include cohort meetings and individual conferences with the university supervisor and the candidate's site administrator/supervisor. The program is a total of 30 academic units.

ELA candidates develop a fieldwork plan based on the CPSELs with the input, mentorship, and supervision of their site supervising administrator and their university field supervisor. Each candidate's field experience plan includes a leadership project and other leadership experiences. In addition to learning at their site, candidates are required to participate in three learning experiences at educational levels and sites other than their own. For example, a middle school candidate might shadow an elementary principal for a day, sit in on a high school curriculum meeting led by an assistant principal, and interview a district curriculum director as to their leadership work across elementary, middle, and high school levels of schooling.

ELA faculty (full-time and part-time) are continuously engaged in curriculum mapping for the purposes of program articulation and coordination and program improvement. One of the purposes of the curriculum mapping and program articulation/coordination sessions has been to identify opportunities within and across courses to link field experiences and coursework content.

One example of a linkage is the cognitive coaching assignment initiated in EDSM 648AB, Understanding Teaching and Learning, the peer coaching facilitated in field experience seminars and the application of cognitive coaching in the field experience leadership project. Cognitive Coaching is introduced in EDSM 648AB. Candidates lead an instructional coaching experience at their site. They plan, implement and reflect on a series of instructional planning, reflecting, and problem-solving conversations that they conduct with a colleague at their site over the course of a semester.

Another example is the linkage between EDSM 647AB Understanding Self and Others, and EDSM 620-622, Directed Field Experience. In EDSM 647AB, candidates develop a personal educational leadership vision and mission. In EDSM 620 Directed Field Experience, candidates identify a leadership project that is informed by their personal vision and mission and that provides them with the opportunity to develop, communicate, and implement a shared vision. In EDSM 647AB, in field experience seminars, and in one-to-one conversations with their university field supervisor, candidates have the opportunity to make connections between theory and practice. This linkage continues third term in EDSM 650, Understanding and Transforming Organizations, and EDSM 622, Directed Field Experience, during which candidates describe a vision for their current school and how they will translate that vision into action.

ELA candidates work closely with their university field supervisor and their supervising administrator/site supervisor to design, implement, and evaluate their field experience. Early in the first term, the supervisors and candidates meet at the candidate's work site to discuss the

expectations for field experiences and to identify a field experience plan. This plan becomes an agreement and a working document between the three parties and is closely monitored throughout the year. Each term candidates meets with their site supervisor to discuss their performance. Both the candidates and supervisors sign a record of their meeting. The candidates and program supervisors meet monthly each term for group seminars and they connect twice each term on an individual or small group basis to discuss candidate progress. The group seminars provide a forum for candidates to share their progress, provide feedback to each other, discuss concerns, and to ask questions.

Candidate Competence
Multiple measures are used to assess candidate performance. Measures include course assignments, a portfolio, a field experience project and final presentation, an evaluation from their site administrator/university supervisor. The ELA program administrator maintains a file for each candidate and performance records are archived in such files. Each file includes a performance summary sheet and a candidate self-assessment. The university site supervisor records the summary performance for each candidate and initials each record. The program administrator reviews the records to ensure that they are complete. The program Academic Chair then reviews the files, signs, and makes recommendations for the Preliminary Administrative Services credential to the credential analyst.

Expectations for performance are shared with ELA candidates during orientations and during opening course and field experience sessions each term. Expectations are then revisited throughout the term. Expectations are described in course syllabi and in the *ELA Field Experience Handbook*. Multiple assessments are embedded in the coursework and include: projects, papers, performances, presentations, discussions, and simulations. Multiple measures provide candidates with diverse ways of demonstrating their knowledge, skills and dispositions. These measures are informed by the CPSELs and prepare candidates for summative assessment. Course instructors provide candidates with coaching and timely feedback. Summative assessment consists of course grades, field experience evaluations, project presentation evaluations, and portfolio evaluations.

Assessments of competence are designed so that candidates must demonstrate their ability to operationalize principles of educational equity and diversity.

With regards to summative feedback, ELA candidates receive a rubric evaluation of their project presentation and portfolio work. Both rubrics are comprised of scale scores with descriptors and comment sections. Candidates also receive a rubric evaluation with comments of their field experience work from their supervising administrator and program supervisor. The rubrics are based on the CPSELS.

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**.

The review team found clear, consistent, and convincing evidence that the following standards are particular areas of strength:
    Standard 4: Equity, Diversity, and Access and
    Standard 13: Working with Diverse Families and Communities

The team determined that candidates understand the principles of educational equity and diversity, and can use that knowledge to improve the academic achievement of all students.

Clear Administrative Services Credential

Program Design
Candidates work toward their Professional Clear Administrative Services credential through three of four doctoral program concentrations. Most candidates are enrolled in the concentration in Educational Leadership, Administration, and Policy (ELAP). ELAP candidates are school leaders who come from a variety of education settings.

The California Professional Standards for Educational Leaders (CPSELs) are addressed across courses in the overall curriculum. The program is cohort-based and cohorts are designed to develop a community of learners who will continue to support each other after the program has been completed. The program has identified the relationships of CPSELs across the course sequence.

The candidate works with a faculty member (university advisor) to develop an individualized Induction Plan. This is based on a self-assessment and the candidate's discussion with the university advisor. The Plan assesses needs related to experience, coursework, current job responsibilities, and professional goals. The Plan establishes goals, strategies, and timelines for completion of program requirements. The Induction Plan consists of 24 units, usually comprised of coursework from within the candidate's doctoral courses. It is rare that a candidate would need to add non-university activities outside of a degree program as part of the Induction Plan. However, in some circumstances, the university will accept up to the equivalent of eight units of non-university activities as part of the candidate's Induction Plan.

The program design includes mentoring as a part of the Induction Plan. Candidates receive mentoring and support by more than one faculty member throughout the credentialing process. Candidates select core faculty members to serve the dual role of university advisor and mentor. Course instructors provide additional support for candidates. Due to the emphasis on K-12 administration in the coursework and the K-12 administration background of the core faculty within this program, candidates in the ELAP concentration are not required to enter a formal mentoring relationship with the site-based mentor, but ELAP candidates are encouraged to build mentoring relationships with experienced administrators in their work settings. Clear credential candidates enrolled in the Educational Technology and

Organizational Leadership concentrations take *EDEL 722* Induction Seminar, where a faculty advisor works with the candidate to complete the self-assessment and the Induction Plan and identify a site-based mentor (site mentor). These candidates are required to obtain a Mentor Qualification Assessment and Curriculum Vitae from the selected site-based mentor as a means of verifying the mentor's viability.

Course of Study
The program begins with a personal leadership development course. This course challenges students to view their challenges and to frame solutions in a more sophisticated manner. The inquiry strand of courses (*EDEL 774AB, EDEL 775AB, and EDEL 776AB*) takes place over the two years and is based in Participatory action research. Candidates conduct inquiry projects at their work sites, learn to ask questions, seek data, and analyze and re-examine assumptions and premises. Data collection, analysis, and interpretation is covered in another course entitled *Data Analysis and Interpretation*. Not only do candidates acquire a competent level of knowledge and skill for dissertation purposes, they also gain a frame of reference for data-based, effective professional decision-making.

As part of the program design, candidates have an opportunity to examine and reflect upon principles of educational equity and diversity. A specific course, *Contemporary Topics: Diversity*, initiates the dialogue which continues throughout the program. Candidates are introduced to the cultural proficiency model as the frame of reference with which to begin the dialogue. *EDEL 741 Creating Accountability Cultures in Organizations* also supports this work.

Students have a sequence of four "traditional" courses: *EDEL 700 Leadership*, *EDEL 700 Management of Human Resources*, *EDEL 785 Contemporary Topics: District/School Operations*, and *EDEL 762 Transforming Organizations in a Global Community*. However, these courses look at the topic not from the technical point of view, but from the point of view of equity, access and ethics. A theme throughout all courses, particularly beginning with *EDEL 741 Creating Accountability Cultures in Organizations*, is collaboration and enrolling others in creating a common vision and then the plan of action.

In the ELAP concentration, the candidate's coursework is designed around a school leadership context. The candidate enrolled in the Educational Technology or Organizational Leadership concentrations will take two additional courses designed to frame coursework into a K-12 leadership context. Through a two-year Inquiry sequence (*EDEL 774AB*, *EDEL 775AB*, and *EDEL 776AB*), candidates have an opportunity to work at their sites in real-life settings, choosing topics of personal interest.

The inquiry strand of courses takes place over two years of course work and is based in Participatory Action Research. Candidates conduct inquiry projects at their work sites, learning to ask questions, seek data, analyze, and re-examine assumptions and premises. The Inquiry Participatory Action Research project becomes a genuine inquiry which furthers the candidate's ability to translate theory into practice. The work in *EDEL 741 Creating Accountability Cultures in Organizations* relates to the setting the candidates' experience at their work site and in their larger organization. Candidates analyze the relationships and

impact on their work, rather than just observe it; as they develop their skills, they begin to impact what is taking place, rather than simply experience it.

Another course, *EDEL 785 Contemporary Topics: Diversity*, initiates the dialogue which continues throughout the program in all courses. Candidates are introduced to the cultural proficiency model, a continuum framework with which to begin to analyze and understand the issues facing their own organizations. They gain tools for assessing the cultural proficiency of their site/organizations.

Candidate Competence
Candidate assessment is continuous throughout the program and is conducted by the ELAP concentration committee, consisting of core faculty within that concentration. This committee meets monthly to review candidate progress, issues, recommendations and concerns.

Multiple assessments are embedded in coursework and include, but are not limited to: projects, written papers, reflections and research, performance in class, presentations, discussion, online participation, and contributions to the learning community. Candidates are informed of expectations at the beginning of courses and through interactions with their university advisor. These options provide candidates with diverse ways of demonstrating their knowledge, skills and dispositions. Measures are informed by the CPSELs. Summative assessment consists of items such as course grades, evaluation of the Induction plan, and the oral and written portions of the comprehensive examination. The ELAP committee conducts candidate assessment throughout the program.

Expectations for excellence are based on the CPSEL descriptors and Descriptions of Practice (DOPs) in WestEd's text, *Moving Leadership Standards into Everyday Work*. Professional Clear credential candidates are expected to demonstrate practice in the latter two levels of performance: practice that meets or exemplifies the standard. Candidates self-assess their practice with regards to each of the 6 CPSEL elements at the beginning of their coursework and Induction Plan development. The DOP instrument is revisited when the student completes their Induction Plan. Candidates again self-assesses their practice to determine whether or not they have met or exemplified the standards and accomplished their leadership development objectives. The university advisor (and, for some candidates, their site mentor) also re-assesses the candidates' practice to determine whether or not candidates have met or exemplified the standards. If the post Induction Plan assessment indicates the need for further work, a new Induction Plan is developed to target candidates' specific areas in need of further development.

Upon completion of the Induction Plan and assessment of candidates' performance by the university advisor, the assessments and the candidate's portfolio are submitted to the ELAP Academic Chair for final review. The Academic Chair reviews each credential candidate's course transcript, Induction Portfolio, and university advisor's candidate performance assessments prior to making a recommendation to the GSEP credential analyst.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting interview of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.