

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

**Professional Services Division**

**June 2014**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at La Sierra 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. Following is a summary of the Common Standards and Program Standards decisions for the institution:

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

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Multiple Subject	21	21		
Single Subject	21	20		1
General Education Clear	6	6		
Preliminary Administrative Services	15	15		
Professional Administrative Services	9	9		
Pupil Personnel Services: School Psychology	32	32		

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:** La Sierra University

**Dates of Visit:** April 6-9, 2014

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

Common Standards

The decision of the team regarding the nine Common Standards is that all Common Standards are met with the exception of Common Standard 1: Educational Leadership, which is **Met with Concerns** and Common Standard 2: Unit and Program Assessment and Evaluation, which is **Not Met**.

The team determined that Common Standard 2 is found to be **Not Met** because although each program engages in some form of data collection and evaluation system, there is no clear evidence of these results systematically being aggregated and disaggregated and used for continuous improvement at the program and unit levels.

Program Standards

For the five credential programs reviewed, the team found that all program standards are met with the exception of one standard for the Multiple/Single Subjects credential program, which is **Not Met**.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers, and other stakeholders. Due to the finding that two Common Standards and one program standard are not fully met, the team reached a consensus for its accreditation recommendation for La Sierra University of **Accreditation with Stipulations**.

## Stipulations

1. That the School of Education at La Sierra University will provide evidence that a unit-wide assessment system has been developed and effectively implemented. The system should include data collection related to unit goals and systematic use of that data for evaluation of candidate performance and unit operations.
2. That the School of Education provide evidence that it has developed a credential recommendation process that ensures that all candidates recommended for a credential have met all requirements and that there is a formal system for monitoring the credential recommendation process.
3. That the School of Education provide evidence that the Single Subject credential program provides substantive instruction and supervised practice that effectively prepares each candidate for a single subject credential to plan and deliver content specific instruction.

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

<b>Initial/Teaching Credentials</b>	<b>Advanced/Service Credentials</b>
Multiple Subject	Multiple Subject
Multiple Subject	Clear Multiple Subject
Multiple Subject Internships	
Single Subject	Single Subject
Single Subject	Clear Single Subject
Single Subject Internships	
	Administrative Services
	Preliminary
	Professional
	Pupil Personnel Services
	School Psychologist

Staff recommends that:

- La Sierra University's response to the Preconditions be accepted.
- La Sierra University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- La Sierra 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.

## Accreditation Team

<b>Team Leader:</b>	<b>Jill Hamilton-Bunch</b> Point Loma Nazarene University
<b>Common Standards Cluster:</b>	<b>Carol Ann Gittens</b> Santa Clara University
<b>Multiple/Single Subject and General Education Clear:</b>	<b>Virginia Panish</b> University of California, Irvine
<b>Education Administration, Preliminary and Professional:</b>	<b>Geeta Rezvani</b> California Department of Education
<b>PPS: School Psychology:</b>	<b>Diana Wheeler</b> National University
<b>Staff to the Visit:</b>	<b>Geri Mohler</b> CTC Consultant

## Documents Reviewed

Undergraduate and Graduate Bulletins	Biennial Report Feedback
Common Standards Report	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Report
Needs Analysis Results	College Budget Plan
Program Assessment Feedback	TPA Data
University website	Departmental Meeting Minutes
Student Teaching Manuals	Candidate Portfolios
Advisory Meeting Minutes	University Annual Assessment Reports
EL Transition Plans	

### Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates			28	<b>28</b>
Completers			16	<b>16</b>
Employers	4		7	<b>11</b>
Institutional Administration	1	3	12	<b>16</b>
Program Coordinators	1	6	10	<b>17</b>
Faculty	24	19	21	<b>64</b>
TPA Coordinator	4		4	<b>8</b>
Advisors	4	9	5	<b>18</b>
Field Supervisors – Program	9	1	8	<b>18</b>
Field Supervisors - District	4		5	<b>9</b>
Advisory Board Members	8	5	5	<b>18</b>
Credential Analysts and Staff	4	1	5	<b>10</b>
<b>TOTAL</b>	63	44	126	<b>233</b>

*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 Information

La Sierra University (La Sierra) is a faith-based institution, organized in 1968, and located in Riverside, California. It is supported by the Seventh-day Adventist church, and as such, holds the integration of faith and learning as a major theme in its mission. La Sierra holds dear the traditional Adventist values of faith, learning, service, and healthy living. A holistic approach has long been the goal of the Seventh-day Adventist lifestyle, undergirding the faith community's twin interests in education and healthcare. Within this context of integrated and careful thought and living, Seventh-day Adventist colleges have for over a century made the preparation of education professionals central among their programs, along with programs for preparing evangelists and health professionals. The theme of service fits naturally into the function of La Sierra's School of Education, which is the university's academic unit charged with the preparation of educators, administrators, and school psychologists for public and Adventist schools. La Sierra's student population is generally around 2,500 students with 150 in the School of Education. U. S. News World Report identified La Sierra University as having one of the most diverse student populations nationally. Many of these students are second language learners and 40% are first generation college students. Because of this, the university provides English as a Second Language (ESL) services as well as a Center for Student Academic Success (CSAS) and a Writing Center. Eligible candidates are provided a highly-subsidized tuition by the Seventh-day Adventist church and most go on to work in Seventh-day Adventist schools in California, across the nation and the world. A Seventh-day Adventist teaching credential is available and earned by many of the Multiple and Single Subject candidates in addition to the California credential. Because of La Sierra's world-wide scope and vision, masters' degrees in education and masters' and doctoral degrees are also earned by many candidates in the School of Education.

## Education Unit

Five schools and colleges comprise the structure for the academic programs of La Sierra University. The School of Education, one of the five academic units, is headed by a Dean and all of the approved credential programs are housed in the School of Education. Within the School of Education, three departments offer credential programs: Administration and Leadership, with three faculty members, offering the Preliminary and Professional Administrative Services credential; Curriculum and Instruction, with five faculty members, offering Multiple and Single Subjects and General Education Clear credentials; and School Psychology credentials, with three faculty members, offering the School Psychology Credential.

Table 1 portrays the numbers of credential candidates currently enrolled and the number of completers in 2012-13. Because all programs offer advanced degrees and many of the candidates do not get a California credential, the numbers do not reflect the admitted student population.

**Table 1**  
**Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency or Association Reviewing Programs
Multiple/Single Subject Credential	Initial	9	38	CTC
General Education Clear Credential	Advanced	6	0	CTC
Preliminary Administrative Service Credential	Initial	0	2	CTC
Professional Administrative Service Credential	Advanced	0	0	CTC
Pupil Personnel Services: Psychology Credential	Advanced	9	5	CTC

## The Visit

The accreditation site visit to La Sierra University began on Sunday, April 6, 2014. The six-member team met with the School of Education leadership team and faculty on the first evening for a brief introduction and overview of the unit. Data collection and interviews were conducted Monday, April 7<sup>th</sup> and Tuesday, April 8<sup>th</sup>. A mid-visit report was provided to the School of Education dean and two department chairs on Tuesday morning. Consensus was reached on all standard findings and the accreditation recommendation. The visit concluded with an exit report mid-day on Wednesday, April 9, 2014.

# Common Standards

## Standard 1: Educational Leadership

Met with Concerns

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

La Sierra University, a faith-based institution supported by the Seventh-day Adventist church, presents the integration of faith and learning, particularly in the domains of education and health care, as a main theme in its institutional mission. Faculty and administrators in the School of Education, as well as the President, Provost and CFO, endorsed the School's purpose of providing education as a mission-centric commitment of service to the Adventist church community of educators, to the surrounding public schools and districts, and to the people of the local community surrounding the Riverside campus. This vision of education as service and mission provides a rationale for decision-making about program and curricular development. For example, on-campus interviews revealed that the School is responsive to the church's desire for teacher and administrator cohorts to serve in Adventist church schools. Furthermore, the School is able to produce even stronger candidates because these individuals are able to pursue the California state credential and graduate degree as part of their La Sierra experience. Another example is the opportunity and flexibility to complete School of Education courses, including credential courses, on an as-needed basis, via online or distance education modalities. The academic departments assure that the online courses maintain the integrity and alignment with CTC standards of their face-to-face counterparts.

La Sierra University espouses a commitment to the researcher-practitioner model. The School of Education full-time faculty are expected to engage in teaching, individual scholarly research and the mentoring of research among their graduate students, and service. It was asserted that they maintain up to date knowledge and skills that are aligned to the California Standards and Frameworks by attending and presenting at research conferences and professional meetings, engaging in training experiences such as Common Core training, attending local district professional development trainings, participating in research and curriculum development projects addressing current issues in the California Education system, and by keeping up-to-date with the current literature in the field.

As the chief officer of the school, the dean is responsible for maintaining academic quality and leading the unit in accordance with the university's mission and purposes. The full-time faculty, contract teachers (adjuncts providing instruction) and field supervisors (adjuncts providing supervision), and relevant community-based stakeholders from the private and public schools are involved to an appropriate degree in the organization, coordination, and governance of all professional preparation programs. Full-time faculty meet regularly in the three departmental areas, in departmental and School committees, and bi-weekly Chairs' meetings conducted by the Dean. Faculty governance of the institution as a whole is guided by the provisions of the La



Sierra Faculty Handbook. Discussions of candidate admission and verification, competency according to the standards, and review of assessment results for course or program effectiveness occur by committee at the department level. Adjunct faculty, including field supervisors, play an advisory role and participate in fewer formal meetings than full-time faculty. They provide status updates from the field, and feedback on candidate competency or program effectiveness to inform decisions regarding program organization and coordination. Departments have Advisory Councils that include candidate employers and district officials, as well as contract teachers and field supervisors who serve in key educational roles in the community. Typically, these bodies meet twice a year to provide advice and input regarding program operations. Program evaluation is further promoted and supported by the Offices of Institutional Effectiveness, Institutional Research, Institutional Assessment, and the Graduate Council as part of the campus-wide program review process and annual assessment reporting expectation.

There is a full-time credential analyst who reports to the dean and serves all three departments. The analyst provides the greatest support to the candidates in the Curriculum and Instruction (C&I) department. For these candidates, the credential analyst is involved in admissions conversations at the departmental level, participates in the verification and clearance requirements for student teaching, internships, and field placements, and provides ongoing progress reviews of candidates. The analyst has a caseload of undergraduate advisees who are pursuing the multiple subjects credential. The credential analyst provides support to the Administration and Leadership and School Psychology and Counseling departments in terms of verification and clearance requirements for internships and field placements for the administrative services and PPS credential candidates and recommendation of completers in these service credential areas. Verification of completion of all requirements related to the administrative services and PPS credentials is performed by the department chair and communicated to the credential analyst. Verification of completion of requirements is performed by the C&I department and subsequently communicated and independently verified by the credential analyst.

**Rationale:**

The team finds that the education unit does not consistently implement and monitor a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. The practical implementation of credential recommendation is not uniform across the unit; additionally, it was observed that original evidence of verification of requirements or progress toward requirements is maintained in multiple locations within the unit and is only aggregated upon program completion. The team concluded that there is no unit-wide formal and uniform system for monitoring of the credential recommendation process.

**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**

La Sierra University policy requires that in order to align academic, physical, technological and fiscal needs with the objectives and priorities of the university, each school and department must

regularly and systematically conduct assessments of effectiveness, including student learning outcomes. To evaluate program effectiveness, each program collects program specific assessment data with a focus on candidate competence. Currently, the unit is in the process of systematizing this collection and analysis of data across program into a fully developed structure that is coordinated across academic programs. An assessment calendar is developed but has not been fully implemented; cohesive and coordinated unit review of assessment data is still in development.

Each of the five programs in the unit is directly responsible for the coordination and ongoing evaluation of their areas. All programs utilize several measures to evaluate candidate progress. Some of these measures inform the evaluation of the effectiveness of the program. Each program has evaluation processes in place for candidates and site and university supervisors.

The university requires an annual assessment of the learning outcomes for academic programs; however, this process does not aggregate and disaggregate data for program improvement as required by the standard.

Although there is an indication that data is used for program evaluation, it is not clear how data is used for unit evaluation as a whole.

Through review of documents and interviews with various stakeholders, it is clear that various programs have both informal and formal methods for data collection and analysis designed to promote candidate learning and continuous program improvement. Formative, interim and summative assessments are hallmarks of the data collection systems; however, the unit does not have a formalized system for programs to report data to the unit as a whole, nor do they have a system for analyzing the data as a unit to promote program improvement and improve candidate competence.

It is clear that in all programs, candidates are regularly assessed to ensure competence and proficiency; however, this data is not aggregated and disaggregated at the unit level to increase program effectiveness and continuous improvement.

**Rationale:**

The systematic collection, analysis, and use of data for the unit are still in the initial planning stages. Interviews with unit personnel indicate that they recognize the need for and importance of collecting and analyzing data to inform unit and program decisions, but a unit system has yet to be designed and utilized. While data are being collected in the programs, there is a need for all programs to close the assessment loop and use the data for program enhancement.

### 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

The School of Education provided the necessary budget, personnel, facilities and resources to prepare their candidates to meet the California standards for educator preparation. The Dean is a member of the university Budget Committee and interacts regularly with university leadership regarding the financial needs of the unit. The departments manage their own budgets within the School and are able to submit budget requests to the Dean on an annual basis. The School's Chairs Committee, headed by the Dean, is responsible for assuring equity in resource allocations within the unit. The University leadership expressed unwavering support for the School of Education as an embodiment of the Adventist church's promise and institutional obligation to provide education to the community. This dedication is verified by the considerable institutional subsidy of School of Education operations. In summary, the School of Education is supported by the following operating budgets:

- The Dean's Office Budget
- A School of Education Budget which supports school-wide needs.
- Department of Curriculum and Instruction Budget
- Department of Administration and Leadership Budget
- Department of School Psychology and Counseling Budget
- Additional budgets covering special programs such as distance learning and extended campus programs

The school is divided into three departments, Administration and Leadership, Curriculum and Instruction, and School Psychology and Counseling. Eleven full-time faculty members lead and coordinate the credential and graduate programs of each department. A full-time Credential Analyst supports all three academic departments and reports to the Dean. There is a full-time administrative assistant in the Dean's office and another dedicated full-time administrative assistant for Curriculum and Instruction Department. The other two departments currently share a single, full-time administrative assistant. Administrative support in the unit is augmented by student workers.

In the School of Education, there is a full-time staff member who is responsible for overseeing and maintaining the educational technologies throughout the unit, including the two smart classrooms, the course management system, website interface, and web-conferencing tools used with the online curriculum. There is also a full-time Digital Learning Coordinator and a Research Center Director.

Within the Curriculum and Instruction department, there is a part-time staff person to coordinate TPA assessment. The TaskStream platform is licensed to support TPA data collection and tracking. Another faculty member is primarily responsible for coordinating student teaching. This includes establishing contractual agreements with school districts, identifying qualified master teachers, assigning candidates, and following up with evaluation and stipends. In the

School Psychology and Counseling Department and the Administration and Leadership Department, there are dedicated faculty members responsible for coordinating the field practice and internships including the identification, orientation, and training of field supervisors. There is a full-time credential analyst who reports to the dean and serves all three departments. Though it is to a varying degree across the three departments, the analyst is involved with admissions conversations at the departmental level, participates in the verification and clearance requirements for student teaching, internships, and field placements, and recommends completers to the Commission. Published information about admissions requirements, program offerings and services is available in print and electronic formats such as brochures, individual program guides, field handbooks and manuals, and academic bulletins and the university website.

The School of Education is housed in a two-story facility that accommodates classrooms, seminar rooms, counseling rooms, a resource library, staff room, faculty offices, administrative offices, a research center, and distance learning unit offices. Other physical resources supporting School of Education programs include the university library which includes a Curriculum Resource Room, a writing center, and computer labs. Ancillary services include health services, a counseling office, placement services, the academic advisement center, and technology support center. Notable physical resources available to the School of Education include the institutionally subsidized La Sierra Academy (K-12) that is used for student teaching and field experience setting and the *Phillip M. Stokoe Elementary School & Innovative Learning Center*, which is the product of collaboration between School of Education and the Alvord Unified School District and Riverside Community College. This new, public elementary school provides an additional venue for teacher training.

**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**

A review of faculty qualifications and teaching responsibilities indicates that the unit utilizes highly qualified, full-time faculty and university supervisors in each program. Instructional personnel hold advanced degrees and receive a yearly stipend to further develop professionally.

The university provides course load release to promote faculty scholarship and growth. Because faculty in the School of Education are expected to support graduate students and student scholarship, full-time faculty teach seven course sections yearly rather than the nine course sections required of strictly undergraduate faculty.

Adjunct faculty are included as part of the instructional delivery model in each program. They represent variety and diversity, and many are currently employed in California public schools, providing a close tie with P-12 education.

Full-time faculty are diverse and possess the knowledge and skills necessary for teaching English Learners and students with special needs. Candidates also represent a diverse population. Candidates stated that they believe they are well-prepared to teach students with a variety of learning needs, including English Learners and students with special needs.

Faculty and unit personnel collaborate with P-12 partners in the placement of candidates for fieldwork and student teaching. Although there is not a systematic approach to planning or documenting specific collaboration for program design and improvement at the faculty level, interviews with candidates, employers, and members of P-12 educational community indicate that faculty are highly involved in work with their P-12 partners.

All faculty are evaluated by their students at the end of each course. In addition, they participate in yearly peer evaluation and university review.

### **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 review of the program documents, printed brochures, *2013-14 Graduate Bulletin*, as well as interviews with faculty and unit administration, indicate that the unit employs well-defined admissions requirements and processes that align with the CTC-adopted standards. The required elements include both quantitative evidence in the form of GPA and test scores and qualitative evidence in the form of letters of recommendation, interviews, writing samples, and personal statements.

For the Tier 1 and Tier 2 Administrative Services credentials offered through the Leadership and Administration Department the admissions requirements include the following:

- Online university admissions application
- GRE General Subject score
- GPA of at least 3.0
- Completion of a bachelor's degree
- Three letters of recommendation
- Interview with faculty member

For the School Psychology PPS credential offered through the School Psychology and Counseling Department, the admissions requirements include:

- Online university admissions application
- GRE General Subject score
- Graduate GPA of 3.3 or higher
- Completion of a bachelor's degree
- Three letters of recommendation
- Interview with faculty member
- Writing Sample

In these programs, the university admission office is responsible for the collection of GRE test scores, letters of recommendation and the online application form.

Admission to the Multiple Subjects and Single Subject credential program is a two-step process. Applicants may either be undergraduate students at La Sierra University who are seeking admission to the program upon achieving junior class standing, or may be individuals who completed their bachelor's degree at La Sierra or another accredited institution. The requirements for admission into the MS and SS credential program are published and include CBEST, CSET or other verification of subject matter competency, and GPA of 2.75 or higher. For acceptance into student teaching, candidates must also have completed professional courses, pass TPA Task 1 and 2, and provide CPR certification. They must also have TB test and Certificate of Clearance on file. All candidates for student teaching must apply and be approved by the C&I department.

The School of Education encourages and welcomes diversity among its applicants and admitted candidates. The interviews, letters of recommendation, and submitted personal statements are used to illuminate the applicants' background experiences, attitudes and values, their awareness of California's diverse population and gauge the effectiveness of the applicants' communications skills. Interviews with faculty, administrators, employers and field supervisors attest to the diversity and quality of candidates across the programs.

**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**

Based on interviews with faculty, administrators, and unit staff, every credential candidate in the University or the School of Education is assigned an academic advisor. For candidates with graduate-student standing in the Administration and Leadership Department or the School Psychology and Counseling Department, this academic advisor is a full-time faculty member in the appropriate School of Education. For the Department of Curriculum and Instruction, the advising relationship is established in a different manner depending on whether the candidate is a graduate student or an individual with undergraduate student standing who has been admitted to the blended multiple subjects or single subject teaching credential. For graduate students, this academic advisor is a full-time faculty member in the C&I Department. In the case of undergraduate students earning the liberal studies degree, their assigned advisor is the credential analyst. Faculty in the Curriculum and Instruction Department are available to advise undergraduates who are pursuing a single subject credential, though the student's primary advisory at La Sierra will be in the undergraduate major department. Interviews with undergraduate students interested in pursuing the Single Subject program revealed some consternation that they did not have an additional assigned advisor in the teacher education program, thus making it more challenging to keep fully informed on program requirements.

Credential candidates with graduate-student standing are advised using a Personal Program Plan. This form is completed in collaboration with the faculty advisor and a copy of this plan is

retained in the candidate's file, which is stored in the department office. In the preliminary and clear administrative services credential programs, candidates receive program advising forms that can be used to guide and document progress toward the credential. Interviews with faculty and program assistants confirm that these forms are maintained in the department office and are transcribed to an electronic database. Individuals pursuing the Multiple/Single Subject credential, or the General Education Clear credential in the Curriculum and Instruction Department are provided with a curriculum checklist. This checklist identifies required coursework and is used by the academic advisor and candidate to monitor program progress. Because the PPS School Psychology credential is linked to an advanced degree program (called Education Specialist or Ed.S.), candidates in this department must receive academic advising from a faculty member to identify appropriate required courses and sufficient field experiences as interns in order to meet the CTC-approved standards. It was noted that credential program checklists are not easily locatable on the university website, but they are available with some searching.

To supplement formal advising, it was observed during the campus visit that credential classes are held in the School of Education building where advising materials, brochures, announcements, and informational posters are available, as are opportunities to interact informally with faculty, departmental administrative assistant, or the credential analyst all of whom are able to answer questions and provide support.

Review of faculty meeting minutes demonstrate that candidates' progress toward the credential is monitored by faculty advisors and candidates' performance and progress are discussed at faculty meetings. Formal reviews, referred to as "gates" in this unit, are conducted by departmental faculty committees at prescribed moments in the MS, SS and PPS credential programs. Data reviewed for these program checks include course performance and feedback from field experience evaluations.

Interviews with program faculty confirm that if a candidate is identified as struggling with a course, field experience, or with program-based assessments (e.g., TPA), the candidate is required to participate in a formal meeting with the chair and academic advisor to discuss remediation or support options. The candidate may be assigned a tutor or additional coursework to address course-based remediation, a coach to prepare for re-examination in the case of the TPA, referred to remedial services through the campus writing center or other appropriate university support offices if warranted, counseled or provided mediational support to address conflicts or concerns in field placements. It was learned through interviews and a review of field experience handbooks that on occasion a candidate may be moved to another field placement or required to perform additional student teaching or PPS intern hours to ensure readiness and competency. If remediation is not successful or is unlikely, a candidate will be counseled to consider alternative professional paths. A final check of candidate readiness and competency is performed by the department faculty and credential analyst prior to recommendation to the Commission.

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

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

**Findings**

Each program in the unit has a system in place to ensure that candidates are placed only in schools and classrooms matching the criteria and standards held by the program. Each program within the unit has a designated, full-time faculty member who oversees field experience and clinical practice and works directly with school sites and districts.

Each program in the unit utilizes focused coaching and direct candidate support from site personnel as well as the clinical personnel provided by the university. Each program provides candidates with a handbook outlining the requirements and procedures for fieldwork and clinical practice, as well as program quality indicators.

Each program within the unit works collaboratively with its public school partners to select appropriate school sites and qualified site personnel. Each program utilizes specific criteria for site supervisors that provide candidates with support for the specific credentials they are pursuing. Clinical support personnel have expertise in pedagogy and candidate support.

Each program in the unit has a full-time faculty member who oversees placement in all fieldwork and clinical practice for each candidate.

**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 and interviews with faculty, administrators, and advisory members affirm that district-employed field supervisors for all programs, including master teachers who are identified as mentors for the multiple and single subject candidates, are selected in collaboration with district or site administrators in the various districts served. Commission-adopted qualifications for these supervisory personnel are communicated to a district collaborating supervisor by the faculty member who holds responsibility for field experience coordination. The district collaborating supervisor is either an administrator assigned to the personnel services division or an individual with a minimum of assistant superintendent rank. Generally, these district contacts then solicit recommendations from principals and other relevant site administrators. This placement process is performed annually for each candidate who is deemed eligible for student teaching, internship, or field experience. An exception to this district-based supervisor selection protocol was mentioned during interviews with the faculty and departmental leaders. The exception occurs when a candidate in any given credential program identifies a new school or district that she or he wishes to intern, student teach, or engage in field experience. In these cases, the faculty member serving as field experience coordinator



establishes a connection with the district in order to recruit a suitable supervisor or determine the qualifications of a candidate-identified supervisor. In either case of supervisor identification, it is made clear that those supervising the candidates must hold the appropriate teaching or service credential.

Interviews with faculty, especially those who hold responsibility for field supervision coordination, confirm that district employed supervisors receive orientation materials and training for their role. Upon the selection of an individual for a site supervisory experience, the program director or university supervisor conducts an orientation covering the aspects of the supervisory role including duties, ethical obligations, and the university expectations for them. This interview includes a review of the appropriate field experience handbook, required performance feedback and documentation forms, and candidate evaluation process for the respective credential program.

Interviews with district-based support providers indicate that they are aware of their roles and responsibilities as coaches and mentors. Interviews with district-based supervisors and faculty suggest that there is a uniform practice of candidate evaluation of the support providers. Forms for the evaluation of the supervisors as well as for evaluation of candidates were readily available in the appropriate credential program's manual or field experience handbook. Implementation of this supervisor evaluation process via the candidate feedback forms was confirmed by faculty, field supervisors and school administrators. Faculty interviews in all three departments confirmed that district-based support providers receive a stipend as acknowledgement of their service to the institution. These individuals are also eligible to receive a 25% tuition discount on coursework through the department.

### **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.
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### **Findings**

Candidates in the unit 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 effectively support all students in meeting state-adopted standards.

Candidates in the Multiple and Single Subject programs complete the Teacher Performance Assessments (TPAs) as part of their assessment throughout the program.

Candidates in the School Psychology, Administrative Services Preliminary and Clear, and Multiple/Single Subject and Clear programs complete multiple measures of competence throughout the program in order to demonstrate proficiency.

Each program measures candidate competence at the culmination of all coursework and field experience/student teaching to ensure that candidates have met all competency requirements.

# Program Reports

## Multiple/Single Subject Preliminary Credential

### *Program Design*

The Multiple Subjects (MS) and Single Subject (SS) credential programs are housed in the Department of Curriculum and Instruction (C&I) in the School of Education. The C&I Department prepares teachers for service in both California public schools and Seventh-day Adventist schools. The Department supports several pathways to earn a Multiple or Single Subject Preliminary credential including: undergraduate blended, masters of arts in teaching with credential, credential only, and intern. All coursework can be taken either on campus or online, and most students choose a combination of these options. The majority of candidates within the program are either current undergraduates within the blended program or former undergraduates who are now pursuing a teaching credential. However, a substantial number of candidates have no former affiliation with the school before admittance.

Leadership within the credential program is multi-layered. The C&I chair works closely with the Dean of the School of Education who reports directly to the Provost. The C&I chair collaborates in administrative and leadership duties with the two other chairs in School Psychology and Administration and Leadership. Interviews with faculty and documentation in the form of agendas and minutes document the regular and systematic communication between faculty, chairs, departments, and the Dean. The Chairs' Committee meets weekly or biweekly to engage in discussion and planning of School and program policies. School of Education faculty meetings are held on the first Wednesday of every month, and C&I Department meetings are held weekly. In addition, contract teachers (adjunct faculty) and field supervisors meet together and separately as needed for training and collaboration. Interviews with faculty, adjunct faculty, supervisors, the TPA Coordinator, and Credential Analyst confirm that regular meetings are held to communicate about the program and its students.

University resources are allocated to C&I for admission, advising, curriculum development, instruction, field supervision, and contract/adjunct faculty. The department's administrative assistant and staff organize and maintain student records, administer the admission process, and schedule prospective students for their departmental interview with the department chair. Primary responsibility for advisement is given to the credential analyst, who advises the blended students, and full-time faculty members who monitor the progress of candidates.

The structure of the coursework, fieldwork, and assessments is well sequenced. Program design has four phases:

- Phase I: *Exploring the Profession*, during which candidates are evaluated through examinations and coursework.
- Phase II: *Preparing to Teach*, during which candidates take professional coursework and fieldwork connected to coursework and also complete Teacher Performance Assessments (TPAs) 1 and 2.
- Phase III: *Performance in the Classroom*, during which candidates complete 18 weeks of Student Teaching and TPAs 3 and 4.
- Phase IV: *Program Completion*, during which candidates apply for the credential and evaluate the program.

Modifications and changes during 2013-14 include adapting their programs in response to changes in state standards. Evidence was provided that revisions were being made to the CSTP assessment and that course syllabi were being adapted to reflect an emphasis on Common Core Standards, English Learners, and changes in TPEs. All current credential candidates are developing an e-portfolio to document mastery, but candidates expressed uncertainty about how ePortfolios are going to be used as a candidate competency assessment. EDCI 564 Special Education in the Regular Classroom has become a required methods course. In order to better prepare teacher candidates to instruct English learners, EDCI 416/522 Language and Literacy was divided into two courses—one for K-8 (MS) and another for grades 9-12 (SS).

Members of the Community Advisory Committee and the Contract Faculty Committee confirm that meetings are held at least twice yearly (fall and spring). University supervisors receive training in annual meetings. Supervisors meet with candidates throughout the process of fieldwork and meet with master teachers regularly to explain program guidelines and discuss candidate progress. During student teaching, university supervisors visit classrooms for observation and de-briefing. In interviews, master teachers commented on the responsiveness of university supervisors and faculty. A weekly Seminar is held for student teachers where discussions occur regarding their experiences in current placements, and information is shared about needed improvements or changes. Communication and collaboration among stakeholders is further promoted through news stories about the School of Education published online and in print by the university.

Many of the adjunct/contract faculty members are currently employed in public schools, ensuring current practitioner knowledge. The C&I Department collaborates with several school districts, primarily the Alvord Unified School District, Jurupa Unified School District, Corona-Norco Unified School District, Redlands Unified School District, and the Riverside Unified School District. In order to connect with coursework and student teaching, candidates are placed for fieldwork experiences in these districts. In addition, candidates are placed in private schools of the Pacific Union Conference of Seventh-day Adventists if they are obtaining both a California credential and Seventh-day Adventist teacher certification.

### ***Course of Study***

All candidates are required to complete Pre-Professional Prerequisites (Phase I Exploring the Profession). The design of the program for candidates in both multiple and single subjects programs is developmental and sequential. During Phase I candidates complete six pre-professional courses to the Teacher Education Program.

Upon completion of the prerequisites, candidates apply to the Teacher Education Program and submit evidence of completing the required prerequisite coursework and examinations including the CBEST, CSET, Reading Instruction Competence Assessment (RICA-- for MS only), a GPA of at least 2.75, a negative TB test, and a Certificate of Clearance.

Both the Multiple Subjects and Single Subject programs require candidates to follow a sequence of coursework that builds on the strategies and skills learned in previous coursework. In each course, an emphasis is placed on the teaching of English learners and Special Education students. After completion of the prerequisite courses and admission to the credential program, candidates are eligible to take a sequence of methods courses with fieldwork, or labs. The lab assignments provide opportunities to apply knowledge learned in their methods courses while

observing, assisting students, and teaching small groups. After completing this series of methods courses, and TPA Tasks 1 and 2, candidates move on to full-time student teaching.

In the Multiple Subject Program, the methods courses in reading, mathematics, and science and health are well integrated with fieldwork. Each of these courses has a fieldwork component, or lab, in which candidates are required to spend 20-25 hours completing field assignments related to course content. In the Single Subject Program, EDCI 429 Middle School Theory and Practice and EDCI430 Secondary Theory and Practice also require 20-25 hours of fieldwork. Through interviews and document review it was evident that the current methods coursework does not provide adequate preparation in discipline specific standards and pedagogy. Consequently, candidates must rely heavily on their master teachers for expertise both during these early field placements and during student teaching. While Single Subject field supervisors often have broad and deep experience in secondary schools, they do not necessarily have sufficient expertise in the content areas their candidates are teaching, and consequently, are not able to provide mentoring in pedagogical content knowledge.

During Student Teaching, candidates are involved in two, 9-week placements; Multiple Subjects candidates have an upper and lower grade placement, and Single Subject candidates are placed in both a middle and high school. In interviews, candidates and master teachers describe conferencing with each other to prepare and review lesson plans. University Supervisors observe candidates weekly and provide written feedback. A seminar is taken concurrently with the Student Teaching Fieldwork. During this seminar, candidates reflect on and discuss their experiences with the director of student teaching and other classmates. Candidates are assessed through a standards based evaluation form by the master teacher and university supervisor at the end of every fieldwork placement.

### Intern Teaching

Candidates who wish to gain field experience in a full-time teaching situation must have completed a Bachelor's degree or higher, and have procured a full-time teaching position. Interviews with faculty and candidates confirm that interns are held to the same standards required of other student teachers including completion of prerequisite courses, regular supervisory visits and on-going mentoring. EDCI 525 Elementary Intern Fieldwork (18 weeks) OR EDCI 557 Secondary Intern Fieldwork (18 weeks) offers an internship teaching program in collaboration with the local conference or district and the School of Education. La Sierra University has a small number of candidates who choose the intern program and has never had a candidate choose the Early Completion Option.

### ***Candidate Competence***

Through a series of interviews with university supervisors, methods instructors, master teachers, and the field placement coordinator, it was confirmed that a variety of evaluation assessment tools are used to capture and document candidates' competency in both early fieldwork and student teaching. Additionally, candidates demonstrate their knowledge and ability to plan and teach through successful completion of a variety of tasks and the completion of all credential coursework. Candidates are also assessed through the Teaching Performance Assessment.

During Phase Two, Preparing to Teach, candidates are assessed by their methods instructor who monitors and evaluates progress on field-based assignments. Additionally, the methods instructor and school site supervisor complete a formal evaluation of each student teacher's

progress in fieldwork. TPA 1 and 2 are completed during Phase 2 and are aligned with relevant coursework. Multiple Subject candidates take and complete the RICA during Phase 2, and this coincides with the Language and Literacy Course. Candidates cannot enter student teaching until they pass TPA 1 and 2. During student teaching, candidates must pass TPA 3 and 4 and master teachers and supervisors complete both formative and summative evaluations based on the CSTPs and the Teacher Performance Expectations (TPE).

### **Findings on Standards:**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Multiple and Single Subject Credential program except for the following, which is **Not Met**:

### **Program Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction**

The team found that the program does not provide substantive instruction and supervised practice that effectively prepares each candidate for a Single Subject credential to plan and deliver content-specific instruction that is consistent with (a) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (b) the basic principles and primary values of the underlying discipline. The structure of the two single subject methods courses, in which students of all disciplines are present, results in a curriculum that relies too heavily on each candidate's ability to independently research, interpret and apply content-specific pedagogy.

## **Multiple and Single Subject Clear Credential Program Program Report**

### ***Program Design***

The Single and Multiple Subject Clear credential program is housed in the Department of Curriculum and Instruction (C&I) in the School of Education. The program design provides purposeful opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes collaborative experiences with colleagues and resource personnel and includes regular and frequent individualized support and assistance to each participant based on systematic formative assessment. The clear credential program is designed to provide an avenue for teachers with preliminary credentials teaching in Seventh-day Adventist (SDA) schools to earn a clear credential. Consequently, the constituency is made up of a small number of candidates teaching full time in SDA schools in southern California. All Clear credential candidates must have previously earned a preliminary teaching credential.

Leadership within the credential program is multi-layered. The C&I chair works closely with the Dean of the School of Education who reports directly to the Provost. The C&I chair also collaborates in administrative and leadership duties with the two other chairs in School Psychology and Educational Administration. The Chairs' Committee meets weekly or biweekly to engage in discussion and planning of school and program policies. C&I department meetings are held weekly as well. School of Education Faculty Meetings are held on the first Wednesday

of every month. In the case of the Clear Credential Program, all C&I faculty played a role in the program's development and continue to be involved in its implementation and oversight. However, primary responsibility for coordinating the program is assigned to one faculty member.

University resources are allocated to C&I for admission, advising, curriculum development, instruction, field supervision, and contract/adjunct faculty. Within the first two years of implementing the Clear Program, C&I faculty determined that the program was insufficiently funded, and The Chair of C&I and the current and former coordinator of the program initially decided to suspend it. However, recent commitments to provide additional support from the Pacific Union Conference, in addition to outstanding outcomes from the initial group of completers, led to a decision to continue offering the program. The Faculty reports that Adventist Education superintendents have stated their desire to hire individuals who hold both California State and Adventist Education teaching credentials. Consequently, La Sierra's state-approved, clear credential program is highly valued in Adventist Education.

The Clear Program shares administrative operations with the rest of the C&I programs. The department's administrative assistant and staff organize and maintain student records, administer the admission process, and schedule prospective students for their departmental interview with the department chair. Primary responsibility for advisement is given to full-time faculty members who monitor the progress of candidates. Available faculty assess the Clear Candidates' ePortfolio defenses at the end of the program.

### *Course of Study*

The structure of the coursework, fieldwork, and assessments is well-sequenced and designed to provide professional development aligned with the FACT self-assessment process and Clear program standards. Program design requires the following coursework and full-time teaching as teacher-of-record:

- Phase I:* Orientation to the program occurs during the first of three summers of coursework study when candidates take EDCI 595 Clear Credential Orientation (1.5 units). At this time candidates set goals for professional development, are introduced to the Formative Assessment of California Teachers (FACT) and begin to set up their ePortfolio for the program. Candidates also take EDCI 513 Advanced Teaching of English Learners (3 units) and EDCI 565 Advanced Special Education in the Regular Classroom (3 units) during the first summer.
- Phase II:* Candidates spend the first of this two-year and three-summer program in their own classroom, as teacher-of-record, implementing best practices, reflecting on their professional activity, and being mentored by peers and district and university supervisors. The candidate is observed, assessed and provided with feedback a minimum of 9 times during their first year. The university supervisor, site principal, and a superintendent from the Pacific Union Conference each visit three times.
- Phase III:* Summer Two requirements include additional coursework, time to work with peer general education clear credential candidates in the cohort, and continued work on the ePortfolio. Courses required are: EDCI 550

Instructional Models & Origins of Learning (3 units) and EDCI 511 Advanced Safety and Health in Education (3 units).

*Phase IV:* Candidates complete a second year of being mentored, perfecting instructional practice, and reflecting on self-progress and regression. Local, district, and university supervisors each visit three times to observe and mentor the candidate.

*Phase V:* Summer Three includes the last of the coursework required for the program—EDCI 596 Clear Credential Portfolio (1.5 units). Candidates continue to function as a cohort, sharing ideas on successes and failures, helping each other with ePortfolio completion, and providing constructive feedback on reflective documentation. At the end of the summer session, candidates formally present their ePortfolios to the faculty for evaluation and assessment.

Candidate guidance through the General Education Clear Credential begins with the first course completed in the first summer of the program: EDCI 595 Clear Credential Orientation. As part of a cohort, each candidate is encouraged to establish peer relationships that will provide a network of support. Interviews with candidates and faculty confirm that candidates found significant support through peer networks as well as the mentorship provided by local mentors, district supervisors, and university supervisors. A brochure and Clear Handbook made available through the Curriculum & Instruction department provides further guidance about program requirements and expectations.

Instructors and supervisors are well-equipped to help candidates fulfill program requirements. Many of the adjunct/contract faculty members who teach the four clear credential courses are currently employed in public schools, and they are able to draw on their knowledge and experiences of induction standards, Common Core and ELD standards, as they instruct and support Clear candidates. When La Sierra was introducing its clear program to the Pacific Union Conference, the former chair of C&I conducted a series of trainings to help principals and district superintendents fulfill their roles as supervisors and mentors. These presentations not only provided an overview of the clear program but also provided specific guidelines about roles and responsibilities.

### ***Candidate Assessment***

When supervisors meet with the candidates in their classrooms during the regular school term, candidates are prepared to share evidence that they are addressing and reflecting upon their progress in relation to their yearly Professional Growth Plan. University faculty use an extensive checklist to monitor and document progress on professional growth plans, as well as evidence associated with differentiating instruction, analyzing student work, collecting and analyzing assessment data, and integration of technology in instruction. All items on the checklist must be completed before candidates can participate in a defense of their ePortfolios during their last summer in the program. The ePortfolio defense is observed and evaluated by multiple C&I faculty members and serves as the capstone project for clear candidates.

A final, confidential survey is required of all clear credential candidates during the last summer of this three-summer program. It is administered by the department's administrative assistant and is used by the department to reflect on the processes of the program, advising issues, courses, and fieldwork. This survey informs the faculty regarding candidate satisfaction with

the program and areas where change would improve program content and delivery. Due to the uncertain status of the program in the last year, these surveys have not yet been systematically analyzed to inform program changes. Although surveys and other feedback were mentioned by several faculty members, there has not been a systematic review of feedback thus far.

### **Findings on Program Standards:**

After review of the biennial report, program assessment documents, supporting materials available on the accreditation website and in the team room, and the completion of interviews with candidates, graduates, supervisors, practitioners, employers and advisory board members, the team determined that all program standards for the Multiple and Single Subject Clear Credential are **Met**.

## **Preliminary Administrative Services Credential**

### ***Program Design***

The La Sierra University Preliminary Administrative Services Credential Program is offered in the Department of Administration and Leadership within the School of Education. The program is embedded within a Master of Arts degree which prepares graduates to serve as school administrators in private or public schools. However, candidates have an option of completing the Credential program without the degree program if they choose. During interviews with the candidates and completers it became evident that candidates have an option of combining the Preliminary credential with the Doctoral program as well. Combining the Preliminary credential with the degree program requirements provides candidates with practical information about educational administration while framing these techniques and processes in the context of current leadership studies, administrative theory and best practice. Currently 63 candidates are enrolled in the Master of Arts program, but only two candidates are reported to be enrolled in the credential program. During an interview, the two candidates in the credential program shared that they are also pursuing their doctoral degrees.

The School of Education is led by the Dean, who reports directly to the Provost of the University. The Department of Administration and Leadership is comprised of three full-time faculty, adjunct faculty, and an administrative assistant. The Department has monthly faculty meetings to discuss candidate progress, course management issues, as well as any other issues pertinent to the department. All department chairs meet biweekly to consider management and planning issues.

The School of Education has a credential analyst who works with the department and provides candidates with information regarding credential requirements as well as preparing and submitting candidates' recommendations for credentials to the CTC.

Full-time faculty advise candidates in planning their academic programs and the sequence of their coursework.

In the Preliminary Administrative Services Credential program, courses are designed within the context of current research, current leadership and management theory. Credential candidates take 6 units of core curriculum followed by a sequence of specialization courses. These specialization courses provide a context and a solid foundation for the candidates who enter *EDAD 578: Supervised Field Experience at the School Level*, which generally is scheduled



toward the end of the candidate's formal study for the Preliminary Administrative Services Credential.

The supervised field experience builds on *EDAD 576 School Administration, K-12*, which is designed as a blended classroom and field-based, experiential course involving observation and shadowing of school administrators. These courses utilize a wide range of experiences, formative assessments, and coaching opportunities, as well as summative assessments, in order to ensure that the candidate's administrative and instructional leadership skills meet both CTC and Adventist program standards.

The Preliminary Administrative Services Credential program is available to full- and part-time graduate candidates through evening classes once a week. For candidates already employed, as many as three courses can be completed in six weeks during summer residential intensive sessions to facilitate access to graduate study. Some of the courses are also available online. During interviews, both current candidates and graduates spoke highly of the academic expectations of the Department of Administration and Leadership, which prepares them well for leadership roles in public and private schools.

The Department maintains partnerships with local school districts and administrators for the placement of student practicums and convenes an annual advisory council comprised of practicing principals and district supervisors, recent graduates and employers to provide stakeholder input for the program.

### ***Course of Study***

The Preliminary Administrative Services Credential program is designed to facilitate candidates' development of a professional perspective that enables them to effectively apply theory to practice in leadership, teaching and learning in both public and private school settings. The sequence and selection of coursework for the Preliminary Administrative Services Credential program is shaped by a clear departmental mission statement that emphasizes moral leadership and service as core values underlying the skills taught in the program.

Candidates may vary the sequence in which courses are taken to meet their individual needs and schedules, but the field experience courses are sequenced later in the program after certain pre-requisites are completed. Faculty advisors work closely with candidates to plan their sequence of courses, and advise and support them during their course of study.

In the credential program, candidates take a core curriculum comprising two, 3-unit courses accompanied by a cluster of seven specialization courses. These specialization courses provide a context and solid foundation for the candidates when they take the practicum courses. Field experience for the credential must be completed at two public school sites. Three, 3-unit courses are available as electives, enabling candidates to customize their programs.

Supervision, advisement and assessment of the field experience are achieved in a partnership between a department faculty member and the candidate's site supervisor. Guidelines setting out learning outcomes and rubrics for assessments are carefully documented in the syllabi for the *EDAD 576 and EDAD 578* courses.

### ***Assessment of Candidates***

Candidate progress in the program and assessment of candidate knowledge, skill and competencies are monitored throughout the program. Candidate's progress is assessed during each course and field experiences. A comprehensive assessment is used as a summative evaluation at the completion of the program.

The field experience evaluation process begins by establishing the candidate's field experience goals and objectives. Throughout the field experience, the candidate is expected to keep a log of activities and to document completion of goals, objectives and experiences through use of a portfolio. The portfolio records become, in part, the basis for subsequent formative and summative evaluations. During field experience, candidate competency and performance is assessed by the site administrator who completes an evaluation of the candidate at the end of the field experience, and the university advisor who reviews the candidate's portfolio and evaluates it before assigning a grade for the course.

Finally, each candidate is required to take a comprehensive examination at the completion of the program of study, which is designed to assess candidate's broad knowledge base and ability to critically reflect on theoretical perspectives and apply theory appropriately to workplace settings.

Candidates participate in an end-of-course assessment of both the teaching and their own learning, which provides feedback to teachers and program directors.

An exit survey is completed by each student at the conclusion of their program of study. Feedback regarding program strengths and weaknesses and overall satisfaction is sought through formal and informal contacts from employers.

### **Findings on Program Standards:**

After review of the biennial report, program assessment documents, supporting materials available on the accreditation website and in the team room, and the completion of interviews with candidates, graduates, supervisors, practitioners, employers and advisory board members, the team determined that all program standards for the Preliminary Administrative Services Credential are **Met**.

## **Clear Administrative Services Credential**

### ***Program Design***

The La Sierra University Clear Administrative Services Credential Program is offered in the Department of Administration and Leadership within the School of Education. The program is designed to provide students with practical information about advanced educational administration while framing these techniques and processes in a context of current leadership and administrative theory and best practice. The Clear Administrative Services Credential is often taken as part of the Ed. D or Ed. S degree and in these cases it is embedded within a program which further prepares graduates to serve as effective school administrators. Currently about 28 candidates are enrolled in the Ed.D. Program; however, the department reported no candidate enrollment in Clear Administrative Services Credential program during the 2013-14

academic year. Furthermore, the department reported no record of Clear Administrative Services Credential graduates since the 2011-2012 academic year.

The School of Education is led by the Dean who reports directly to the Provost of the University. The Department of Administration and Leadership is comprised of three full-time faculty, adjunct faculty, and an administrative assistant. The department has monthly faculty meetings to discuss student progress, decide course management issues, and make recommendations on candidates' programs as well as any other issues pertinent to the department. The department chairs meet biweekly to consider management and planning issues.

The Department of Administration and Leadership works with the Credential Analyst who provides candidates information regarding credential requirements as well as preparing and submitting recommendations for the credential. According the department records, the last three candidates in the program completed the Tier 2 program in the 2010-2011 academic year.

Full-time faculty serve as student advisors, and a faculty member coordinates field experience practicum and communicates with district principals and administrators.

The Clear Administrative Services Credential program is designed to ensure that individual candidate's needs, interests and career goals are met through elective courses, course components and a flexible approach to the design of the supervised field experience. The progressive sequence of courses and experiences in the Clear Credential program is based on a strong conceptual base that includes both principles of Adult Learning Theory and Leadership Theory.

The Clear Administrative Services Credential preparation stipulates twelve credits of required coursework that provides an important contextual framework and serves as a common basis for each candidate's program. An additional six credits of electives provide candidates with the opportunity to select courses from any of the three departments of the School of Education. The six credits of field experience are highly individualized and based on a pre-assessment of the candidates' strengths, needs, and professional goals.

Additionally, the program offers candidates the option of creating their own course components through the selection of an additional twelve credits of coursework from any of the three departments of the School of Education, the completion of 120 clock hours of "non-academic activities" or a combination of the two options.

The field experience courses involve mentored, field learning experiences in administration at the school or district level. The EDAD 697A and EDAD 697 B Supervised Field Experiences are designed to meet the induction and field experience assessment requirements for the Professional Administrative Services Credential and are designed to assist candidates to apply leadership theory and to gain insight into the competencies, duties and responsibilities of school administrators.

The EDAD 697A course consists of pre-assessment, supervised field experiences and evaluation. In the process of setting up the field experience for the Clear Administrative Services Credential, the candidate is required to obtain a pre-assessment and/or a letter of reference of the candidate's demonstrated administrative competencies and experience. Then, the university advisor meets in a pre-assessment conference with the site supervisor and candidate to further discuss the field

experience activities. During the field experience phase, the candidate participates in a wide range of activities designed to enhance his or her administrative dispositions and skills. The field experience activities are individualized, in consultation with the candidate, the site supervisor(s), and the university advisor.

The assessment phase, EDAD 697B, consists of an evaluation of the candidate's administrative experience, skills, and goals. The assessment process is collaborative, including self-evaluation as well as input from supervisors and mentors. The candidate is required to complete all field experience activities which include development of a professional portfolio, and a reflective journal. Candidates are mentored and supported during the program with a focus on candidates' projects, goals, and activities throughout the process. During a final assessment conference, candidates' professional goals, evaluation plans, and portfolios are reviewed and evaluated. Then, based on the candidate's presentation, the university advisor submits a grade to the La Sierra University Office of Records.

The field experience placement is in a public school, public school district office, and/or county office of education. Fifty clock hours of involvement are required for each unit of credit, thus the candidate will successfully complete a minimum of 300 clock hours in order to receive a satisfactory grade for this course.

The Clear Administrative Services Credential program is available to full- and part-time graduate candidates through evening classes and summer residential intensive sessions to facilitate access to graduate study for candidates already employed. Candidates must meet the pre-requisite requirements of having a Preliminary Administrative Services Credential and two years of successful administrative experience.

The Department maintains partnerships with local school districts and administrators for the placement of candidate practicums.

### ***Course of Study***

The progressive sequence of courses and experiences in Clear Credential program is based on a strong conceptual base that includes both principles of Adult Learning Theory and Leadership Theory. Clear Credential candidates take a cluster of courses totaling 36 units, six of which are field experience (both induction and assessment).

The Clear Administrative Services Credential program is tailored to candidates' interests, needs and career goals and specifically designed to facilitate candidates in developing a professional perspective that enables them to skillfully and fluently apply theory to practice in leadership, teaching and learning. The sequence and selection of coursework for the program is shaped by the Department mission statement which emphasizes moral leadership and service as core values underlying the skills taught in the program.

Supervision, advisement and assessment of the field experience are achieved in a partnership between a department faculty member and the candidate's site supervisor. Guidelines setting out learning outcomes and rubrics for assessment are carefully documented in the syllabi for the two courses.

### ***Assessment of Candidates***

Candidate progress in the program and assessment of candidate knowledge, skill and competencies are monitored at various points. Although the program leading to the Professional Clear Administrative Credential is highly individualized and is based on the needs, interests, and goals of the candidates and there is a variation in selection of elective courses, course components and a flexible approach to the design of the supervised field experience, the candidates must still demonstrate the core competencies of the program which include:

- Successful completion of 18 credits of required coursework in order to ensure that he or she is equipped with a robust and appropriate conceptual framework from which to function as instructional leaders.
- Successfully completing a structured field experience.
- Demonstration of his or her competency as an effective instructional leader, efficient manager, ethical change agent, and community resource through the production of a professional portfolio.

Candidate competencies are assessed and candidate progress is monitored in each course. Assessment results are posted to a candidate's record by faculty at the conclusion of each course and are based on both formative and summative assessment tasks.

Assessments are completed by a wide array of individuals including instructors, admission and records office personnel, the credential analyst, supervisors from the university, site supervisors and the department chair.

The department staff reviews candidate progress and processes applications for candidacy and for graduation. A comprehensive examination is required at the completion of the program of study to assess the broad knowledge base and ability to critically reflect on theoretical perspectives and apply theory appropriately to workplace settings. A candidate program file is maintained by the department for each student and is updated throughout the program of study.

An exit survey is completed by each student at the conclusion of his/her program.

During interviews, the Clear Administrative Services Credential program graduates spoke highly of faculty support and academic rigor during their study at La Sierra. They also confirmed the program is being implemented as designed and explained different components of the program ranging from admission to the program, to planning the course of study with their advisor, to elements of the Supervised Field Experiences and program completion.

### **Findings on Program Standards:**

After review of the biennial report, program assessment documents, supporting materials available on the accreditation website and in the team room, and the completion of interviews with candidates, graduates, supervisors, practitioners, employers and advisory board members, the team determined that all program standards for the Clear Administrative Services Credential are **Met**.

## **Pupil Personnel Services: School Psychology Credential**

### ***Program Design***

The La Sierra University Pupil Personnel Services: School Psychology (PPS) credential program is designed to prepare candidates to perform duties of a school psychologist in a California, K-12 setting. The department is comprised of three faculty members: Chair, Program Director, and Internship Supervisor. All personnel are full-time positions and have terminal degrees. The Chair is responsible for the day-to-day management of the department, as well as the budgetary oversight. The Program Director is responsible for the oversight of the credential program, as well as the Master's degree in Counseling. The Internship Supervisor assures candidates are appropriately placed in a school setting for their fieldwork and internship and provides university monitoring of the progress during the internship period.

A review of faculty vitae and interviews with faculty, candidates, and site supervisors indicate all PPS faculty members are qualified to teach in their respective field and have current knowledge in the content. They provide professional development opportunities and clinical experiences within the program. Faculty members communicate within the department on a frequent basis and jointly make decisions regarding the program needs. All full-time faculty participate in research and professional conferences to maintain current in their field.

The Department hires adjunct faculty on an as-needed basis. Adjuncts are usually practicing school psychologists from local school districts. They may concurrently be Site Supervisors for interns in the program.

### ***Course of Study***

The course of study for the PPS Credential (and degree program) moves from an initial theoretical base of courses to practical application. Courses have been developed to meet the requirements of the California Commission for Teacher Credentialing (CTC). Courses are designed to be relevant, interrelated, and sequenced in a way that leads to candidate success. Syllabi are available for all courses and include course learning outcomes aligned with CTC standards.

During the past three years, the department has used data submitted for the Biennial Report to make changes within the program. These changes include the consolidation of assessment courses to eliminate redundancy in content.

The School Psychology Field Handbook indicates the PPS credential is available to candidates who complete the Educational Specialist degree and State credentialing requirements. The number of required courses varies depending upon whether or not the candidate possesses a qualifying Master's degree. The Internship Supervisor stated that there has been only one candidate in the last seven years desiring the Credential without acquiring a degree. Upon completion of required coursework, candidates for the PPS Credential complete a 450-hour practicum and 1200-hour internship in a K-12 setting under the direction of a credentialed school psychologist. During interviews, Site Supervisors praised candidates' high level of competency and mentioned them as being "the best interns we've ever had in our district." Riverside City USD has 22 school psychologists and seven are La Sierra University PPS graduates.

### ***Candidate Competence***

Through a series of interviews with faculty and students and a review of documents, it was confirmed that candidate competencies are evaluated using a combination of the following: candidate's cumulative GPA, end of course ratings by instructor, Site Supervisor rating of internship performance, University Supervisor rating of internship performance, and a PRAXIS score of 165 or higher.

### **Findings on Standards**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and site supervisors, the team determined that all program standards for the Pupil Personnel Services: School Psychology Credential program are **Met**.