

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

**Professional Services Division
March, 2019**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at William Jessup University. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation (with 7th Year Report)** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact		X	

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple & Single Subject	6	4	2	0

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 Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: William Jessup University

Dates of Visit: February 10-12, 2019

2018-19 Accreditation

Team Recommendation: Accreditation (with 7th Year Report)

Previous History of Accreditation Status	
Date	Accreditation Status
3/24/2011	Accreditation
4/26/2010	Accreditation with Major Stipulations Stipulations document

Rationale:

The unanimous recommendation of **Accreditation** (with 7th Year Report) was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, local school personnel, and other stakeholders. The team 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:

Program Standards

All Program Standards for the Preliminary Multiple Subject and Single Subject credential programs were **Met**, except for Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs), and Program Standard 3: Clinical Practice, which were **Met with Concerns**.

Common Standards

Common Standards 1, 2, 3, and 4 were **Met**. Common Standard 5: Program Impact, was **Met with Concerns**.

Overall Recommendation

Given the above findings on common standards and program standards, the review team recommends an accreditation status of **Accreditation**. In addition, the review team

recommends that the institution provide a 7th Year report within one year of the date of COA action to provide an update on those standards which were met with concerns.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject
Preliminary Single Subject

In addition, staff recommends that:

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

Accreditation Team

Team Lead:	Stephen Davis California State Polytechnic University, Pomona - Retired
Common Standards:	Keith Walters California Baptist University
Programs Cluster:	Karen Escalante California State University, Dominguez Hills
Staff to the Visit:	Jake Shuler , Consultant Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Program Review Submission
Common Standards Addendum	Program Review Addendum
Course Syllabi and Course of Study	Candidate Advisement Materials
Accreditation Website	Faculty Vitae
Candidate Files	Assessment Materials
Candidate Handbooks	Fieldwork Materials
Survey Results	Performance Expectation Materials
Precondition Responses	5 Year Plan
TPA Results and Analysis	Minutes from Advisory Committees, Data
SOE Website	Workshops and Diversity Committee
Job Descriptions	Advising Materials
Organizational Chart and Flowchart	

Interviews Conducted

Stakeholders	TOTAL
Candidates	26
Completers	22
Employers	8
Institutional Administration	15
Program Coordinators	3
Faculty	4
TPA Coordinator	1
Field Supervisors – Program	5
Field Supervisors – District	2
Credential Analysts and Staff	2
Advisory Board Members	7
TOTAL	95

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

Background Information

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

In 2004 William Jessup University (WJU) moved to Rocklin, California. The Rocklin campus of 125 acres originally consisted of the offices and warehouse facility for the Herman Miller Corporation and was designed by world-renowned architect Frank Gehry. Currently, there are over 300,000 square feet of finished space including offices, athletic fields, classrooms, a library, gymnasium, cafeteria, and residence halls. The institution's masterplan identifies the next phases of development in order to support additional growth as the institution continues to thrive in the greater Sacramento region.

Initially WASC accredited in 2002, William Jessup University is a Christ-centered liberal arts institution educating students for leadership and service in the church and society. The institution describes itself as a community of learners including students, educators, administrators and staff with a common vision of developing Christian leaders in their chosen career paths who are committed to professional excellence. Approximately 1,800 students are enrolled at WJU. Currently, there are many undergraduate and graduate program offerings, with doctoral degrees projected in the future. WJU's strategic planning guides effective growth of the institution.

Education Unit

William Jessup University has two teacher preparation pathways, a Bachelor of Arts in Liberal Studies with a California Multiple Subject Teaching Credential and a Masters of Arts in Teaching available to both California Multiple and Single Subject (English and Mathematics) teaching candidates.

Bachelors or Arts in Liberal Studies

The Jessup School of Education offers an integrated four year program leading to a Bachelor of Arts in Liberal Studies and recommendation for a California Multiple Subject teaching credential. The program provides a broad exposure to various fields of human knowledge with an emphasis on effective communication, critical thinking, leadership, education, and character formation.

Successful graduates of the program will be credentialed to teach all subjects in kindergarten through grade 12 in self-contained classrooms in public and private schools in California. This is a traditional undergraduate program (TUG) integrated with a teaching credential that takes place on-ground at the Rocklin campus.

Masters of Arts in Teaching

Master of Arts in Teaching (M.A.T.) candidates embark upon a journey where collaboration, connection, and commitment take place in an accelerated cohort model. The journey includes coursework, fieldwork, character development, state mandated examinations, and a culminating research project paper. The program has adopted the Scholar-Practitioner theoretical framework that desires to produce effective classroom instructors who understand how to research and assess their own work.

This is a cohort-based program that takes place at both the Rocklin and Bay Area campuses. Upon the completion of the M.A.T candidates will have earned a Master’s degree and a California Preliminary teaching credential – Multiple or Single Subject (English or Mathematics).

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Preliminary Multiple Subject	61 (19 Undergrad, 42 grad)	247 (110 Undergrad, 137 Grad)
Preliminary Single Subject	8 (5 English, 3 Math)	12 (6 English, 6 Math)

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Preliminary Multiple and Single Subject Program Report

Program Design

The School of Education is led by the dean who oversees the Master of Arts in Teaching (MAT) and the Traditional Undergraduate (TUG) Liberal Studies program. The TUG program is an integrated program which allows a candidate to earn a Multiple Subject teaching credential and Liberal Studies B.A. degree within a four-year time span. Interviews with William Jessup University (WJU) School of Education's dean, associate dean, MAT and TUG program coordinators confirmed that the leadership within the MAT and TUG credential programs use an informal and formal distributed leadership model consistent with the unit's vision.

Communication within and across the credential programs is ongoing, including formal and informal modes of communication. Formal communication consists of email, "early alert system," and scheduled meetings. Informal communication consists of frequent "check-ins." These forms of communication were articulated within interviews with the dean, program coordinators, master teachers and university supervisors. Adjunct faculty are encouraged to attend meetings but due to traffic concerns or conflicts during teaching times, are often not able to attend. Adjunct faculty confirmed that offering meetings via Zoom (or similar platform) or recording meetings allowing for viewing at a later time, would support their desire and ability to remain current with information.

The WJU credential programs primarily serve candidates in suburban communities within Placer County. There is a satellite campus in San Jose, currently offering the MAT program. The San Jose MAT program services a small handful of candidates. The MAT program is designed to meet the needs of the adult learner, with courses being offered one night per week in the form of a cohort model. As evidenced within interviews, program completers articulated the rigor of the program in addition to the many supports provided. As noted by both current MAT candidates and MAT program completers, the cohort model fosters academic collaboration, companionship and the establishment of a network of professional colleagues.

The TUG program is designed to streamline the undergraduate and credential process by providing candidates a B.A. and Multiple Subject credential in a four-year span. The TUG program includes observation and assisting hours during freshman and sophomore years, providing candidates sufficient time to assess their desire to enter the teaching profession. This was corroborated by program coordinators, program completers and advisors.

The TUG and MAT programs culminate in 16-weeks of student teaching experience for Multiple Subjects candidates and 18-weeks for the Single Subject candidates. The Multiple Subject candidate's 16-weeks of student teaching may consist of one 16 week placement or two 8 week placements, depending on the needs identified by program and district staff and input from the candidate on preference. Before being accepted to the MAT program, candidates must show documentation of completing 90 hours of experience working with children. In conjunction

with coursework, MAT candidates complete 6 hours of “observation” followed by 6 hours of “assisting” in a Title I school in order to be recommended for student teaching. Additionally, candidates must pass the CSET before moving into student teaching.

TUG candidates must complete 40+ hours of “observation,” followed by 40+ hours of “assisting” in a Title I school. TUG candidates must pass the CBEST and satisfy subject matter competency before moving into student teaching. During student teaching, candidates remain engaged with coursework, including a TPA seminar held weekly or bi-weekly.

As evidenced by interviews with program coordinators and the dean, the credential programs have modified syllabi to reflect the new Teaching Performance Expectations (TPEs). In addition, according to interviews with program leadership, changes to demonstration assignments are imminent based upon a review of redeveloped CalTPA data. Finally, as identified by leadership with the unit, there is a desire to grow the number of single subject candidates. Single subject candidates and program coordinators verified the MAT program is primarily focused on the Multiple Subject credential candidates. Although team saw evidence that the program provides outside single subject content support, Single Subject completers and candidates verified they would benefit from additional supports.

WJU has a well-established relationship with local schools and districts as evidenced by the large percentage of candidates completing field work and student teaching within Placer County. Additionally, as evidenced by area principals and university supervisors, WJU candidates are often hired as classroom teachers upon program completion. WJU has an active Advisory Board including area administrators, many of whom have served on the board for over four years. The Advisory Board meets two times per year and is actively involved in the development and program improvements of the credential programs. According to master teachers and university supervisors, there is ongoing communication and a sharing of ideas to support candidates and credential programs.

Course of Study (Curriculum and Field Experience)

The TUG and MAT programs have appropriately designed coursework and fieldwork. As evidenced by syllabi, gaps may exist between theory and application. Both programs would benefit from a thorough and systematic integration of content and practice. This includes a description of the “Demonstration Assignments” in addition to rubrics or scoring criteria aligned with the assignments. WJU’s School of Education Character Traits are outlined on each rubric. Syllabi would benefit from a closer articulation of the TPEs and their related learning activities. In the MAT program, candidates enter the program with 90 hours of prior experience working with children. In conjunction with coursework, MAT candidates complete 6 hours of “observation” followed by 6 hours of “assisting” in order to be recommended for student teaching. Additionally, candidates must pass the CSET before moving into student teaching. TUG candidates complete 40+ hours of “observation” followed by 40+ hours of “assisting.” TUG candidates must pass the CBEST before moving into student teaching. Both TUG and MAT

candidates reported knowing about the assessments that need to be completed before moving into student teaching. “Assisting” hours for both TUG and MAT candidates are completed within a Title 1 school to meet the requirement of working with diverse populations. The TUG and MAT programs culminate in a 16-week full time student teaching experience for Multiple Subject candidates or an 18 week student teaching experience for Single Subject candidates.

Student teaching, as reported by the Field Experience Coordinator and program completers, is scaffolded, allowing for a gradual release of responsibilities. At the beginning of student teaching, the associate dean, master teacher, and university supervisor convene for a 1 hour “launch meeting.” During this meeting, expectations for each role are discussed. Master teachers and university supervisors each conduct 6 formal observations; observations are based upon the TPEs. If any concerns arise during student teaching, the associate dean is available for support and/or guidance. This was corroborated by master teachers and program completers.

Assessment of Candidates

WJU has recently transitioned from the original CalTPA to the redeveloped CalTPA. Program coordinators and adjunct faculty reported attending the redeveloped CalTPA trainings and sharing that information with additional faculty and candidates. As the redeveloped TPA is fully implemented, the program would benefit from closer articulation between course syllabi, Cycle 1 and 2 expectations, TPE alignment and Demonstration Assignment descriptions.

As corroborated by adjunct faculty and the associate dean, candidates receive TPA information during student teaching. A weekly or bi-weekly TPA seminar is provided to candidates. If a candidate does not pass one or more TPA cycles, the faculty member teaching the seminar is responsible for the first remediation. Any additional remediation is provided by the TPA coordinator.

Program coordinators, university supervisors and master teachers report that the Student Teaching Evaluation Packet (STEP) form is an additional assessment. The STEP form uses a five-point rubric to measure a candidate’s demonstration of the TPEs. It was formerly a four-point rubric but was updated to reflect the redeveloped CalTPA rubric five-point scoring. The STEP form is completed at the end of student teaching.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the WJU School of Education, except for the following:

Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs) – Met with Concerns

The program’s organized coursework and clinical practice loosely articulates opportunities for candidates to learn, apply and reflect on each Teaching Performance Expectation. There is inconsistent evidence in regards to how candidates apply the TPEs, as noted within course syllabi. “Demonstration Assignments” were referenced within interviews, however there was a lack of evidence in regards to the assignments within syllabi. The review team did not see full descriptions of demonstration assignments, evidence of completed assignments or associated rubrics demonstrating how candidates are scored on these assignments.

Standard 3: Clinical Practice – Met with Concerns

There is evidence that district employed supervisors (master teachers) are generally aware of the 10 required hours of initial orientation and professional development, as noted within interviews. However, there is insufficient evidence that master teachers are receiving the 10 required hours to ensure master teachers are effective with supervision approaches including cognitive coaching, adult learning theory and content specific pedagogy. Those training hours that are occurring appear to be completed primarily to satisfy the required hours, rather than focused on specific skills necessary for supervision.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met		
<p>Brief summary of information applicable to the standard (required for all findings)</p> <p>The unit operates under an infrastructure that supports the various components and functions of the teacher credential program. The material, financial, and human resources needed to support the unit are in place and coherently integrated into the overall mission and vision of the unit and institution. The intimate nature of the unit has produced a workplace culture where communications and decision-making processes within the organization are open and accessible to unit employees regardless of rank or position. In addition, there is a strong culture of collaboration, particularly between the unit and its school district partners.</p>			
Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.			
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used 		X	

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies			
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>Brief summary of information applicable to the standard</p> <p>A variety of print and on-line venues define and communicate admissions criteria. Interviews confirmed implementation practices. The institution’s relational climate allows and leverages communication between admission personnel and School of Education (SOE).</p> <p>The WJU “One-Stop” webpage provides candidates and faculty a place to record and request support. Interviews with faculty suggest the SOE rarely uses this resource because of their commitment to provide high touch mentoring and support. Candidate interviews repeatedly noted high praise for the informal steps faculty take to support their holistic development.</p> <p>Advisory Board documentation, confirmed in interviews, demonstrates the unit’s commitment to recruit and admit candidates that will diversify the educator pool. Interviews with WJU’s Diversity, Equity and Unity Committee members indicated systematic efforts to establish and nurture a climate that will embrace a diverse candidate population.</p> <p>Advising sheets are used to verify candidates meet program expectations. Communication between staff and program coordinators provide a level of corroboration. Interviews suggest that the system is working.</p> <p>The team noted a few cases of delay between course completion, completion of subject matter requirements, and the start of student teaching as well as the completion of student teaching and the ability to file for a credential. Clear policies and procedures designed to support candidates in these circumstances have not been established.</p>			
Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.		X	
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards. 	X		
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met		

Brief summary of information applicable to the standard

Fieldwork experiences progress from observations through assisting classroom teachers and into student teaching. Documents reviewed and interviews with administrators, faculty, and staff confirmed the process offers candidates opportunities to encounter issues relating to diversity among California’s students and to experience a variety of school settings. All candidates complete the “assisting” portion of the pre-student teaching program requirement in a Title I school.

Meeting agendas and interviews with university supervisors and administrators highlighted consistent training protocols. The student teaching “launch meeting” materials supports the university supervisor’s responsibilities to orient and support candidates and district employed supervisors. Interviews confirmed that the launch meeting clearly articulates program expectations. Candidates and field supervisors reported that the final student teaching fieldwork experience provides opportunities to practice and demonstrate competencies that are required of the credential they seek.

A review of syllabi and student teaching evaluation forms highlight a clear connection to the relevant TPE standards. Interviews with supervisors, administrators, and advisory board members highlighted deliberate efforts to collaborate with partners regarding the design and implementation of all student teaching expectations. Verification that the same level of care was taken to coordinate course content knowledge with the fieldwork experience could not be found.

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		

Finding on Common Standard 4: Continuous Improvement	Met		
<p>Brief summary of information applicable to the standard</p> <p>Unit efforts to engage in continuous improvement are guided by an assessment system which includes an annual data workshop and a recently developed Five Year Plan. The unit assessment system is supported by well-developed faculty and program review protocols. While the potential for establishing a comprehensive, robust, and coherent assessment system exists and will be enhanced by the implementation of a new university-wide data support system, the unit would benefit from a closer articulation between the gathering and analysis of both summative and formative assessment data and their application toward shaping unit and program improvement. Feedback from school district employers underscores the high level of readiness and abilities of teacher credential program graduates.</p>			
Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.		X	
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students	X		
Finding on Common Standard 5: Program Impact	Met with Concern		

Brief summary of information applicable to the standard

Interviews consistently demonstrate that the WJU SOE's emphasis on character development is having a positive impact on candidate competence, and on teaching and learning in schools that serve California's students. Employers and district-employed supervisors repeatedly shared comments about the manner in which candidates and completers seamlessly integrated into the school culture, actively sought out opportunities to assume extra-curricular activity leadership roles, and intentionally invest in the holistic development of students. Assessments such as the Character Development form and the Assistant Teaching Evaluation form clearly move the program's commitment from words to actions. A group Advisory Board interview revealed intentional efforts to calibrate candidate character values with area employer expectations. Interviews with candidates, administration, and faculty emphasized that character instruction starts with program personnel modeling the principles. Candidates repeatedly expressed appreciation for the program's commitment to engage in proactive communication, responsive problem solving, and investments in building professionally supportive relationships.

Administrator interviews and personnel transition documents made reference to a non-systematized San Jose satellite-main campus relationship. Current practices appear parallel. However, the lack of disaggregated data made it difficult to verify that both sites were ensuring candidate demonstration of knowledge and skills.

Rationale

While there was evidence that candidates are assessed on the TPEs during field experience, there was inconsistent evidence that program assessments within coursework ensure candidates demonstrate the knowledge specified in the Commission adopted TPEs. Documents reviewed along with faculty and administration interviews provide minimal and inconsistent evidence for a systematic implementation plan or regular program reflections on student knowledge-based outcome data. Faculty and administration referenced the scholarly practitioner research-based vision as the guiding principle for demonstration assignments.

INSTITUTION SUMMARY

As a unit within William Jessup University (WJU) at large, the School of Education is guided by a clear and widely recognized mission statement and supporting philosophical framework. The mission and its philosophical foundations permeate every facet of the institution and unit culturally and academically. Interviews with school district employers and program completers revealed that the philosophical foundations possessed by WJU teacher credential program graduates in concert with strong teaching skills distinguishes their qualities and performance abilities from those who graduated from other institutions. While some elements of the Common Standards are more fulsomely developed by the Unit than others, the overall quality of the teacher credentialing program is exemplified by the strong demand for its graduates by local and regional school districts.

The School of Education conducts its operations and functions through a combination of formal systems and informal relationships. As a small university, the close relationships among and between students, university employees, and external stakeholders provide students with a high degree of personalized support. In addition, structures and procedures are in place to provide a range of support services to students. The unit seeks to hire tenure line and adjunct faculty from diverse backgrounds. All current faculty possess the required qualifications to teach in the program. The undergraduate and graduate teacher credentialing curriculum (coursework and fieldwork) is framed around the TPEs and includes a variety of observation, assistance, and student teaching fieldwork placements in school settings that represent California's diverse population.

However, as the unit continues to pursue growth in size and scope, the SOE will benefit from the formalization and systematic implementation of key policies and practices across programs relating to the management of students' academic requirements and experiences and the related professional practices among program instructors and support staff (both at home and satellite campuses). In addition, the unit gathers and assesses a variety of information regarding students, faculty, and other instructional support personnel (both on campus and in the field). However, as it continues to grow, it will benefit from continued development of assessment protocols relating to the formative learning processes and experiences across the curriculum.