

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

**Professional Services Division**

**June 2020**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at the **University of the Pacific**. 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** is made for the institution.

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

<b>Common Standards</b>	<b>Status</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple Subject, with Intern	6	5	1	0
Preliminary Single Subject, with Intern	6	5	1	0
Preliminary Education Specialist: Mild to Moderate Disabilities, with Intern	22	22	0	0
Preliminary Education Specialist: Moderate to Severe Disabilities, with Intern	24	24	0	0
Speech-Language Pathology	8	8	0	0
Pupil Personnel Services: School Psychology, with Intern	27	27	0	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:** University of the Pacific  
**Dates of Visit:** April 26-29, 2020  
**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">April 2011</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** 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, and local school personnel. 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:

Preconditions

All preconditions were found to be met.

Program Standards

All program standards were determined to be **met** for the Preliminary Education Specialist Mild to Moderate Disabilities; Preliminary Education Specialist Moderate to Severe Disabilities; Speech-Language Pathology; and Pupil Personnel Services: School Psychology. Further, all program standards for the Preliminary Multiple and Single Subject programs were determined to be **met** with the exception of Program Standard 3 (Clinical Practice) which was found to be **Met with Concerns**.

Common Standards

All Common Standards were determined to be **met**.

Overall Recommendation

Based on the fact that the team found that all standards met for all programs offered at the University of the Pacific with the exception of Program Standard 3 for the Preliminary Multiple and Single Subject program which was met with concerns, and all Common Standards were found to be met, the team recommends **Accreditation**.

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, with Intern
- Preliminary Single Subject, with Intern
- Preliminary Education Specialist Mild to Moderate Disabilities, with Intern
- Preliminary Education Specialist Moderate to Severe Disabilities, with Intern
- Speech-Language Pathology
- Pupil Personnel Services: School Psychology, with Intern
- Preliminary Administrative Services (inactive)

In addition, staff recommends that:

- The University of the Pacific's response to the preconditions be accepted.
- The University of the Pacific is permitted to propose new credential programs for approval by the Committee on Accreditation.
- The University of the Pacific 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:

James Zarrillo  
California State University, East Bay

### Common Standards:

Donna Elder  
National University

### Staff to the Visit:

Cheryl Hickey, Administrator  
Poonam Bedi, Assistant Consultant  
Commission on Teacher Credentialing

### Programs Reviewers:

Craig Bartholio  
Azusa Pacific University

John Erratt  
Orange Unified School District

Jonathan Parker  
California Baptist University

Thierry Kolpin  
Brandman University

### Documents Reviewed

Common Standards Submission

Common Standards Feedback

Common Standards Addendum

Program Review Submission

Program Review Feedback

Program Review Addendum

Course Syllabi and Course of Study

Course Matrices

Candidate Advisement Materials

Accreditation Website

Faculty Vitae

Candidate Files

Assessment Materials

Candidate Handbooks

Budget Reports

Survey Results

Performance Expectation Materials

Precondition Responses

TPA Results and Analysis

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	100
Completers	47
Employers	12
Institutional Administration	9
Program Coordinators	11
Faculty	58
TPA Coordinator	0
Advisors	7
Field Supervisors – Program	25
Field Supervisors – District	25
Credential Analysts and Staff	3
Advisory Board Members	27
Others	14
<b>TOTAL</b>	<b>338</b>

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

## Background Information

The University of the Pacific (UOP) was founded in July of 1851 and is the oldest chartered institution of higher education in the state. The institution was established first in Santa Clara, then moved to San Jose, and finally, to its current Stockton location in 1924. It was founded by Methodist ministers and, according to the institution’s website, remains the only Methodist-related institution of higher education in California.

Among its many firsts, the institution takes pride in noting that it was the first in the state to establish an undergraduate teacher corps program. The University of the Pacific has 11 schools and colleges among its three campuses (Stockton, San Francisco, and Sacramento) that offer students a choice of over 80 majors, including 21 graduate programs and 12 accelerated program options. Its San Francisco campus is home to the Arthur A. Dugoni School of Dentistry and graduate programs in health care and technology fields. The Sacramento campus is home to the Pacific McGeorge School of Law and graduate programs in health, education, public policy, public administration, data science, and organizational behavior. The majority of UOP’s students attend the Stockton campus. Currently, total enrollment at UOP is over 6,400 students, with just over half, 3,640, being undergraduates.

## Education Unit

Benerd College, formerly the Gladys L. Benerd School of Education, is the education unit for the University of the Pacific. It was established in 1924 and boasts over 90 years in the field of learning, education, and leadership. Bernerd College states that its focus is to “prepare students for service in public and private education and learning-related professions in other sectors; provide programs for current educational professionals to update and upgrade their understanding, knowledge and skills; and promote and engage in research leading to better education and learning.” The unit offers multiple pathways for its numerous programs. For example, there are six different pathways to the Preliminary Multiple Subjects credential and seven different pathways to the Preliminary Single Subject credential. Also housed with the unit are the Education Specialist programs and the Pupil Personnel Services: School Counseling program. The Speech-Language Pathology credential program is housed within the Thomas J. Long School of Pharmacy and Health Sciences.

Approximately 330 students are enrolled in UOP’s credential programs. Included in these numbers are also two affiliated partnerships – the Bay Area Teacher Training Institute and Alder Graduate School of Education.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2018-19)</b>	<b>Number of Candidates Enrolled (2019-20)</b>
Preliminary Multiple Subject, with Intern	82	108
Preliminary Single Subject, with Intern	50	69

<b>Program Name</b>	<b>Number of Program Completers (2018-19)</b>	<b>Number of Candidates Enrolled (2019-20)</b>
Preliminary Mild/Moderate, with Intern	24	44
Preliminary Moderate/Severe, with Intern	6	5
Speech-Language Pathology	30	62
Pupil Personnel Services: School Psychology, with Intern	16	44
Preliminary Administrative Services (inactive)	11	0

### **The Visit**

Until mid-March 2020, this visit was proceeding as normal with the exception that a new primary consultant was assigned in February 2020. The secondary consultant remained consistent throughout the year. However, the stay at home order issued by the Governor on March 19, 2020 necessitated moving this accreditation site visit to a fully technology-assisted visit. Each reviewer participated from their homes as did all interviewees. Multiple technological platforms were used throughout the visit and the team meetings were also held via technology.

## PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

## PROGRAM REPORTS

### Preliminary Multiple Subject/Single Subject Credential Programs, with Intern

#### Program Design

The Multiple Subject and Single Subject (MS/SS) Credential programs at the University of the Pacific are housed in Benerd College (the College). These programs are structured around the College's conceptual framework of the "Reflective Practitioner." Reflective practice involves reflecting on, and taking responsibility for, one's actions through continuous planning and re-planning of professional practice. The College also promotes six core values. These include scholarship, social and community responsibility, integrity and ethical conduct, collegiality, diversity and teaching, and learning. Coursework and fieldwork are designed to meet the needs of adult learners, incorporate the research base of adult learning theory, and are informed by best practices in teacher education and general principles of learning. A review of syllabi and interviews with faculty and students confirmed that reflective practice, the promotion of the six core values, and the utilization of adult learning theory and best practices in teacher education, are integral elements of these programs.

The MS/SS Credential programs are offered through a variety of pathways. At the baccalaureate level, students may elect to complete a Bachelor of Arts in Liberal Studies (BALS) or a bachelor's degree in a subject matter area along with coursework for the credential. At the post-baccalaureate level, students may complete an integrated Master of Arts in Education or a Master of Music in Music Education with either a traditional student teaching placement or an internship pathway. In addition, Benerd College has partnered with two external programs, the Bay Area Teacher Training Institute (BATTI) and the Alder Graduate School of Education, through which students may complete the requirements for teaching credentials (Multiple Subject only at BATTI through a residency model, both Single Subject and Multiple Subject at Alder). Recently, the College partnered with the Manteca Unified School District in developing the Tiger Teach program. In this pathway, students are placed in their student teaching classroom the semester prior to student teaching, work in that classroom for three days per week during that semester and then complete student teaching the following semester.

The Dean of Benerd College is responsible for ongoing oversight of all educator preparation credential programs offered by the university. The Assistant Dean for Educator Preparation serves as the director of teacher credentialing. The multiple and single subject credential programs have designated program leads who oversee the day-to-day operations of the programs. An MS/SS Field Experience Director and a Manager of Student and Credential Services provide support.

The Senior Associate Dean ensures that Benerd's external affiliates adhere to the college's established processes, criteria, policies, and practices for its educator preparation programs. The Manager of Student and Credential Services operates as the Credential Analyst and collaborates with the MS/SS program leads, the MS/SS Field Experience Director, the Faculty Assessment Coordinator, designated representatives from the external local educational affiliates, and other relevant administrative staff to ensure that all credential requirements are communicated to and met by each candidate prior to issuing a recommendation for credentialing to the Commission.

Faculty teaching in the credential programs meet monthly to plan, implement and review courses, and to ensure that courses and fieldwork are aligned with the Teaching Performance Expectations (TPEs).

The program employs a Council on Teacher Education that meets once or twice per year. The Council includes the MS/SS program leads and faculty representatives, the chair of the Music Education Department from the Conservatory of Music, and faculty representatives from Benerd College.

The Faculty Assessment Coordinator ensures that information regarding capstone projects and portfolios, graduate questionnaires, and/or other internal summative assessments that are required for degree completion are discussed and shared with representatives from the external local educational affiliates. The Coordinator also is responsible for collecting, compiling, (dis)aggregating and analyzing data from the College's internal summative assessments for federal, regional, national, state and/or local reporting.

The MS/SS Field Experience Director is responsible for the administration of internal evaluations on candidates' professional practice performance as well as their feedback to Benerd regarding its curricula, coursework and preparation of candidates. The Director regularly collaborates and meets with MS and SS program leads, the Faculty Assessment Coordinator and representatives associated with Benerd's external educational affiliates regarding professional practice placements and experiences. Additionally, the Director oversees the edTPA summative assessment data in the same manner as the Faculty Assessment Coordinator oversees the internal summative assessment data.

The traditional undergraduate and master's degree programs are organized in a four-semester format. The beginning of the program (Semester 1) focuses on theory. The middle of the program (Semesters 2 and 3) focuses on theory, planning, and practice. The end of the program (Semester 4) focuses on theory, planning, practice, and reflection. Although the internship and external pathways provide an accelerated time frame for completing the credential, their structure also reflects this developmental approach. Fieldwork aligns with the areas of focus in each semester described above.

Faculty in the credential programs have modified programmatic elements based on data from course and program assessments and ongoing implementation of the 2016 TPEs. The creation of the Introduced, Practiced, Assessed (IPA) matrix and analysis of sequence of courses

confirmed areas of revision and improvement the faculty previously identified and helped target new course content and field experiences. Faculty worked with the Center for Reaching and Teaching the Whole Child in implementing social-emotional learning and culturally responsive teaching (SEL/CRT)-related TPEs in January 2020. Beginning in January 2020, they also implemented California Council on Teacher Education's (CCTE) district-employed supervisor training. Faculty identified eliminating the stand-alone technology course and integrating technology throughout the program as a priority.

The college was recently awarded a grant from the University-School Partnership for the Renewal of Educator Preparation (US PREP) which will support the development and institutionalization of intensive clinical experiences in a residency model, district partnerships grounded in shared-decision making, and provide support for including more practice-based coursework. As part of the grant, the college will enter into memoranda of agreements with district partners, in which US PREP will provide training and support as the college establishes shared decision-making protocols and holds quarterly meetings. So far, the university has partnered with the Manteca Unified School District in piloting the Tiger Teach program as part of this grant.

The Dean's Educational Leadership Advisory Board, which consists of district superintendents, district office staff, staff from the San Joaquin County Office of Education, the Assistant Dean for Educator Preparation and the Senior Associate Dean meets once per semester. This Advisory Board provides insight regarding current issues and trends impacting educator preparation. The MS/SS Credential Programs also have an advisory board that was recently established. This group had an initial meeting this past fall to discuss the role they will play in advising credential faculty regarding their program.

The Senior Associate Dean meets regularly with representatives from BATTI, Alder Graduate School of Education and the San Joaquin County Office of Education (SJCOE). A Memorandum of Agreement (MOA) has been established with each of the three external affiliates. Each memorandum includes processes, procedures, guidelines, and expectations regarding recruitment and marketing, admission, enrollment, the approved tuition price-point, budget narrative, identification and hiring of instructional personnel, and the program of study and curriculum, program delivery, program instruction and program completion. The Senior Associate Dean works directly with representatives associated with the external affiliates to manage, monitor, and ensure, that the responsibilities, duties, and scope outlined in the MOAs are followed.

#### Course of Study (Curriculum and Field Experience)

Course sequences for the BALS degree plus MS credential, the bachelor's degree plus SS credential, the Bachelor of Music (BM) degree plus SS credential, the combined Master of Arts (MA) plus MS/SS credentials and the Master of Music (MM) plus SS credential programs are all published in the Academic Catalog found on the Pacific website. Course sequences for the BATTI and Alder Graduate School of Education external programs are found on those entities'

respective websites. Course sequences for the Tiger Teach block program are found in the Tiger Teach handbook.

Undergraduate degree programs require a minimum of 124 units with a cumulative GPA of 2.0 with a 2.5 GPA required in credential courses. The BALS degree plus MS credential program involves an appropriate progression of a broad scope of liberal arts courses, concentration courses, MS credential courses and a culminating experience of student teaching. The bachelor's degree plus SS credential program also includes an appropriate sequence of courses including general education and major courses, SS credential courses and a culminating semester of student teaching. The BM degree plus SS credential program shows an appropriate progression of foundational courses in music, participation in music performance groups, introduction to musical instruments used in K-12 music education, education courses with fieldwork, music pedagogy with fieldwork and a culminating experience in student teaching. The MA in Education requires a minimum of 32 units, of which 18 units must be in courses 200 or above and from Benerd College, with a UOP cumulative grade point average of 3.0. The program shows an appropriate progression from a theoretical core to field-experience oriented courses culminating in student teaching.

A review of the curriculum sequence, corresponding syllabi and the student teaching and intern handbooks confirm that the MS/SS programs are designed with course sequences that prepare candidates to effectively teach in diverse classrooms. Curriculum elements in these sequences of courses span a broad range of human development, educational foundations, learning theory, curriculum, and pedagogy topics that provide a rich introduction to the teaching profession.

Prior to student teaching, students in the MS program are involved in 100 hours of fieldwork while students in the SS program have 90 hours if undergraduates, 270 hours if graduate students. These fieldwork experiences are attached to particular courses and a variety of assignments integrating the content of the courses with the fieldwork experiences can be found in course syllabi. Alumni and current students confirmed in interviews that these field experiences were meaningful, closely connected to the attached courses, and were helpful in preparing for student teaching.

The University employs DegreeWorks, an electronic degree evaluation system that allows candidates to track and monitor their academic progress and program completion by showing them how the courses they have completed fit into their existing program of study. Each student teaching candidate must complete a Student Teaching Application Review (STAR) at both the beginning and toward the end of the semester prior to student teaching to verify and confirm if all testing and academic requirements have been met. Several interns in interviews indicated that they did not go through a similar process while others confirmed that they had.

The MS/SS Field Experience Director is responsible for identifying and selecting field placement sites. The Director typically contacts district HR directors who recommend school sites. Principals are then contacted and are asked to recommend individuals for cooperating teacher status. None of the criteria identified in Standard 3B are utilized in selecting school sites.

The MS/SS Field Experience Director is also responsible for orientating and retaining appropriately credentialed university supervisors, site support teams, cooperating teachers and other educational practitioners to assist in the supervision, development, preparation and effectiveness of Benerd's student teachers and interns. A review of instructions given to individuals interested in part-time positions indicated that the requirements for selecting university supervisors and cooperating teachers conformed with the requirements enumerated under Standards 3C and 3D.

The MS/SS Field Experience Director is also responsible for providing a training program for cooperating teachers and university supervisors. In separate interviews with the Director, Cooperating Teachers, and the Tiger Teach Coordinator it was revealed that orientation and training for Cooperating Teachers currently consists of between six and eight hours of instruction, which is short of the required 10 hours of training specified under Standard 3D. This lack of training has had a detrimental effect on the educational experience of student teachers. In an interview with current candidates, numerous concerns were raised that cooperating teachers are not aware of certain policies, do not have adequate background in providing support for the edTPA portfolio development process, and that there is a general lack of communication on all fronts. The Director indicated that the College is in the process of developing a more robust training system for Cooperating Teachers, but has not yet completed the project. For example, as previously mentioned, the College has begun implementing the California Council on Teacher Education's intersegmental training for mentor teachers, however that has been in place only since January 2020.

Student teaching placements are made by the MS/SS Field Experience Director. MS candidates typically have two placements, one in K-3 and one in 4-6. SS candidates may elect to split their placement between junior high and high school assignments. This format will change as the program transitions to the Tiger Teach residency model where student teachers are placed in a single classroom for an entire school year. Total time spent in student teaching experiences is typically 600 hours. Interviews with alumni, cooperating teachers, university supervisors and current student teachers confirmed that student teachers have full responsibility for instruction for a minimum of four weeks.

Interviews with alumni and current students confirmed that student teachers receive at least 5 hours per week of cooperating teacher support and guidance during the student teaching experience. Student teachers complete a weekly log documenting the support and guidance received and also keep a professional reflective journal that is shared with the Cooperating Teacher, University Supervisor, and MS/SS Field Experience Director.

#### Assessment of Candidates

A review of syllabi confirmed that course assignments are aligned with the TPEs and include a variety of avenues for candidates to demonstrate competence: analysis papers, web quests, interview reports, in-class presentations, observation write-ups, scenario and article discussions, interview reports, assessment reports, reflection papers, lesson plans and demonstration lessons. Interviews with MS/SS faculty, both full-time and adjunct as well as

current candidates and alumni, confirmed a strong connection between course content and the TPEs.

All candidates are assessed for program competencies at the end of Semester I in a poster session (MS/SS); at the end of Semester II in a poster session, edTPA content area tasks, and embedded signature assessments (ESAs); at the end of Semester III in edTPA content area tasks and ESAs; and at the end of Semester IV with the edTPA portfolio. Candidates are notified about results of program assessments by TaskStream within 24 hours of completing each assessment.

At the end of the fourth, eighth, and twelfth weeks of the student teaching assignment, the student teacher and the cooperating teacher complete Cooperative Evaluation Forms, assessing the student's progress in meeting the TPEs. The cooperating teacher and the student teacher meet to discuss the form at these points in the student teaching experience. University supervisors currently complete six formal observations and conferences throughout the semester and may visit more often. This was confirmed in interviews with current student teachers and current university supervisors. Prior to the current semester instances of fewer than six visits were reported. Commission survey data from 2018-19 report that 11.7% of the student teachers and interns received fewer than six visits from university supervisors. This was confirmed in interviews with alumni and cooperating teachers.

Conferences are held with the student after each formal observation. During this conference, the university supervisor and candidate discuss the written report and make plans for improvement. At approximately the midpoint of each semester of each placement, the student teacher, the cooperating teacher, and the university supervisor meet to discuss the student teacher's progress and/or any other issues that might improve the student teaching experience. Before the end of the semester, the cooperating teacher examines the Candidate Competence and Performance Checklist and meets with the university supervisor to determine which competencies the student has met. If met, the cooperating teacher then signs off on the completion of each competency.

Interns are assigned Site Support Teams at the schools where they are completing their internships. According to the MS/SS Field Experience Director, these two-person teams typically consist of a teaching coach and either an assistant principal or mentor teacher. The role of the Site Support Team is to provide the Intern with classroom and general on-site supervision. The Site Support Team members support, mentor and supervise the Intern for a minimum of 189 hours (confirmed in interviews with Interns) and share the responsibility with the university supervisor of assisting the Intern to meet the required professional competencies and signing off on the competencies as they are completed. Interns are required to document all time and forms they receive at their school for their support, e. g., orientations, faculty meetings, department meetings, grade level meetings, etc.

University supervisors visit interns in their assigned classroom a minimum of twice per month. There are currently at least 6 formal observations and conferences during a yearlong internship. During the school site grading periods, the intern and at least one member of the Site Support

Team complete an evaluation. The intern and Site Support Team member(s) meet to discuss the evaluation and the internship experience. At approximately the midpoint of each semester, the intern, the Site Support Team, and the university supervisor meet to discuss the candidate's progress. Benerd College requires written verification by at least one Site Support Team member and a university supervisor that the candidate has satisfied each of the standards listed on a TPEs Rubric Checklist. The Checklist gives the Intern an indication of performance during week 4 of the semester, but is a mandatory evaluation during week 8 through week 12. The Site Support Team member's signature indicates that the intern teacher has met the standard of performance for each of the rubric categories. The university supervisor issues an interim evaluation of the intern to the university's MS/SS Field Experience Director and the site principal by the end of the first semester. The evaluation indicates whether, with input from the Site Support Team, the supervisor believes the Intern is likely to achieve successful completion of the competencies by the end of the school year.

During student teaching or internship, candidates complete an edTPA Portfolio. This is a three-to-four part assignment that covers a learning segment (a series of three to five lessons) which includes context for learning, planning, instruction, assessment, and analysis of teaching. It includes one or more videotaped lessons. Schools in which student teachers or interns are placed allow student teachers to videotape lessons, but require student teachers to obtain parent permission for the classroom videos. Information and support in completing the edTPA Portfolio is provided during the Professional Practice Seminar (EDUC 172/272) that is taken concurrently with student teaching or internship. A level of dissatisfaction with support in the edTPA portfolio development process was expressed by several candidates who are currently student teaching. Some cooperating teachers have not gone through a TPA process and have not received adequate training to provide an appropriate level of assistance in the process to student teachers.

Prior to the end of student teaching or the internship experience, students complete an Individual Development Plan (IDP). The IDP must be completed before the candidate can be recommended for the Preliminary MS or SS credential. Employing feedback from their cooperating teacher or Site Support Team, university supervisor, and edTPA performance, candidates develop a comprehensive and individualized plan for guiding their professional growth assisting them as they proceed into an Induction Program.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with current candidates, alumni, employers, faculty, cooperating teachers, and university supervisors the team determined that all program standards are met for the Multiple Subject/Single Subject Credential Programs except for the following:

### Standard 3: Clinical Practice – Met with Concerns

*Rationale:*

3 (b) There is no evidence that the Multiple Subject and Single Subject programs employ the set of criteria enumerated under Standard 3B in the selection of school sites for clinical experiences. There is consultation between program personnel and district personnel in regards to school sites for clinical experience, but there is no process for determining if a site meets the Standard 3B criteria. These criteria include appropriate instructional programs for English Learners and students with Special Needs. No checklist or other means of determining if sites meet criteria was produced and no verbal inquiries regarding these criteria were reported.

3 (d) It was confirmed in interviews with cooperating teachers and program personnel that the program provides initial orientation for Cooperating Teachers. However, these interviews also revealed that the total number of hours for these initial orientation activities totals between six and eight hours. This is short of the minimum of 10 hours enumerated under Standard 3D. Interviews with current candidates indicated many cooperating teachers are not aware of program expectations, especially timelines for candidate responsibility and the support candidates need to complete the edTPA.

In regards to Program Standard 3, Clinical Practice, interviews and document review did establish that program personnel are making progress in policies and procedures. New accountability processes have been developed, but are not fully implemented. These accountability procedures include those addressing the team's Standard 3B and 3D concerns.

### **Preliminary Education Specialist: Mild/Moderate Disabilities (M/M), with Intern and Moderate/Severe Disabilities (M/S), with Intern**

#### Program Design

The Benerd College Preliminary Education Specialist: Mild/Moderate and Moderate/Severe credential programs have a cohesive design for both undergraduate and graduate candidates. Both programs are heavily interconnected with the credential programs for the Preliminary Multiple Subject and Single Subject credentials in order to foster working relationships among candidates in these credential programs during their coursework preparation. Additionally, and importantly, approximately 40% of the course sequence for all candidates for the Education Specialist credential are general education courses, taken with multiple and single subject candidates. Candidates participate in the fieldwork requirements of those courses from the beginning. As a result, Education Specialist candidates gain familiarity with the philosophy, thinking, and foundations of typically developing students and the curriculum and programming options in public schools.

Teacher education at UOP includes Multiple Subject, Single Subject, and Education Specialist credential programs, each of which has oversight by a Program Lead who is responsible for the program. The Education Specialist program seeks input from the local community, including various stakeholders and practitioners. Special education administrators, teachers, and a Special Education Advisory committee provide input as to the relevance and utility of the credential program focus, theoretical and scholarly basis, current instructional materials and course content, particularly with the expectation of creating access to the core curriculum and

the emphasis on an inclusionary approach in special education. One of the core values expressed by Benerd College is the collaboration they have between the university, the faculty, university supervisors, candidates, and their K-12 community partners. This longstanding collaborative relationship has been very influential in the development of their program, the advancement of the candidates to graduation and employment, and the rigor and relevancy of the curriculum. According to an advisory board member, the University of the Pacific is “very community focused,” evidenced by the development of several collaborative grants including the “US PREP grant, a residency grant, and a former 2+2 grant that were all created by both a K-12 partner district and the University of the Pacific.”

### Leadership within the Credential Program

The Education Specialist program is housed in the Curriculum and Instruction Department. The Curriculum and Instruction is one of three departments in Benerd College, including Educational Administration and Educational and School Psychology. The department chair has ultimate administrative responsibility for: 1) undergraduates in the special education core concentration, (2) the mild/moderate credential program, (3) the moderate/severe credential program, and (4) Master's degree-seeking students. A Coordinator of Special Education oversees the operation of the Education Specialist programs and advisement of students as well as its philosophical direction. This person reports to the Department Chair. In the Curriculum and Instruction department, the Multiple Subject, Single Subject, and Education Specialist faculty and Program leads work as a collaborative team to ensure that all candidates are provided an enriching educational opportunity and to provide meaningful clinical experiences within surrounding school districts. Through this synergy the Special Education program keeps abreast of new developments in the field through their continual involvement with their K-12 partner school districts and SELPAs. One of the outcomes of the “continued relationship” between Benerd College, students, alumni, and their K-12 partners is the “natural kind of loyalty” alumni have towards the college, faculty, and supervisors. During an interview, a current university supervisor mentioned that a “former student teacher from three to four years ago reached out to talk about her class situation.” According to the university supervisor, it’s about “building relationships that last beyond the program.”

### Course of Study

Candidates in either the Mild/Moderate or Moderate/Severe credential program complete a series of courses that provide a foundation of knowledge and skills in the areas of understanding the components of effective teaching, characteristics of and assessment of individuals with identified disabilities, classroom management, positive behavior support and meaningful literacy development to native speakers and English Learners. This core coursework includes: SPED 123: The Exceptional Child, EDUC 140: Transforming Teaching and Learning, EDUC 141: Transforming Teaching and Learning (Practicum), SPED 166: Building Family-Professional Partnerships, EDUC 150/250 Teaching and Assessment, SPED 131/231: Evidence Based Practices for Autism Spectrum Disorder, SPED 195E/295E: Positive Behavior Supports, EDUC 161/261: Literacy Development and Assessment, SPED 124/224: Assessment of Special Education Students, and EDUC 163/259: Teaching English Learners.

Coursework in Curriculum and Instruction and Advanced Programming differentiate the focus between candidates acquiring the Mild/Moderate or Moderate/Severe credential.

Mild/Moderate credential candidates also take SPED 128M/228M: Advanced Programming for Students with Mild/Moderate Disabilities, SPED 142M/242M: Curriculum and Instruction for Students with Mild/Moderate Disabilities, and SPED 198M/298M: Directed Teaching: Special Education (Mild/Moderate). While Moderate/Severe credential candidates will take SPED 128S/228S: Advanced Programming for Students with Moderate/Severe Disabilities, SPED 142S/242S: Curriculum and Instruction for Students with Moderate/Severe Disabilities, and SPED 198S/298S: Directed Teaching: Special Education (Moderate/Severe).

### Structure of coursework and field experiences in the credential program

The Education Specialist Program has multiple opportunities for undergraduate and graduate candidates to experience various programs serving the needs of students with exceptional needs for their clinical practice. Prior to student teaching, the undergraduate candidates spend approximately 157 hours in various classroom environments through six different courses from fall of their junior year through the completion of the program. Candidates are provided experiences in a full continuum of special education services from inclusion and general education settings, Learning Center Models, Resource programs, Special Day class settings, and specialized programs, including specialized schools and non-public schools. Since candidates with an Education Specialist credential are licensed to teach students aged five to twenty-two, candidates are placed in a variety grade level and age settings, including primary, intermediate, junior high, high school, and even young adult settings.

Candidates receive experience working with a wide range of exceptional needs, including students who exhibit typical developmental milestones, and students receiving Special Education services to support their atypical needs due to an identified autism spectrum disorder, orthopedic impairment, learning disability, intellectual disability, health impairment, behavioral disorder, or have identified needs in vision and hearing supports. Candidates are also placed in local high need urban school districts where the majority of schools have 75% or more students identified as needing free and reduced lunch services, culturally diverse populations of K-12 students, high percentages of students served in Special Education, and 25% or more students identified as second language learners. According to a current candidate, “in their courses on language acquisition [they] focused on the learning SIOP methodology” and had in-class and field experience activities where they “practiced and developed their skills working with EL students in an after school program”.

The majority of candidates are placed for their clinical experience within a 35-mile radius of the Benerd College. Due to partnering with a variety of districts locally and in the surrounding areas, Benerd undergraduate and graduate students interact with a variety of Mild/Moderate to Moderate/Severe placement settings. Demographics at each site vary in diversity from the needs of the students to the cultural, socioeconomic, racial, and other varied demographics. The program works with district HR departments to ensure diversity of placement setting for both fieldwork and student teaching. Candidates have field experiences in both general education and special education programs in the following Benerd courses: EDUC 141, EDUC

166/259, EDUC 161/261, In the last two years, the Special Education team changed 20 hours of field experience from SPED 123: The Exceptional Child to SPED 166: Building Family-Professional Partnerships. SPED 123: The Exceptional Child is a course taken by a variety of students fulfilling requirements in different programs. As a result, moving the 20 hours of field experience from SPED 123 to SPED 166 allowed for a greater focus for the education specialist candidates. In SPED 166, candidates are required to observe a special education program, observing parent-professional interaction through Student Study Teams, Individual Education Plans, and other designated activities. Candidates are also required to observe and engage with their Mentor Teacher in classroom routines, procedures, effective transitions, and social-emotional learning. In SPED 142/242, candidates engage in 25 hours of field experience and in SPED 128/228 an additional 20 hours. These two courses prepare candidates to engage K-22 students in pedagogical knowledge and effective accommodation and modifications for building students content knowledge in academic, social, and self-help skills.

The spring of their senior year, undergraduate candidates complete 15 weeks of student teaching (SPED 198M (Mild/Moderate) or SPED 198S (Moderate/Severe), or 16 weeks if they are a dual candidate in multiple subject/special education or mild/moderate and moderate/severe disabilities. Candidates are placed with a mentor teacher who has a clear credential and has been recommended by their administrator. Candidates spend over 600 hours in their student teaching placement. They spend the first few weeks learning the procedures and routines, which lays the foundation for the eventual responsibility of assuming a greater role in delivering class content in the various subjects prior to their two weeks of designated solo teaching. During their solo teaching, candidates plan and teach the entire course of the day including the routine and procedures, academic content, and social-emotional growth. The mentor teacher is there to provide continuous feedback, support, and encouragement as the candidate progresses through their student teaching experience.

As part of the culminating experience in their Master's degree program, graduate candidates must be enrolled in SPED 298 M (Mild/Moderate) or SPED 298 S (Moderate/Severe) and complete 15 weeks of directed teaching (student teaching) or 16 weeks of directed teaching (student teaching) if the candidate is completing a dual credential in Mild/Moderate and Moderate/Severe or Multiple Subject and Mild/Moderate or Moderate/Severe credential. An intern must complete two semesters of directed teaching. During their directed teaching, candidates have two evaluations, including a Cooperative Evaluation of Directed Teaching Competency Checklist and Competencies Student Worksheet (see Exhibit 6.6.1). A candidate must pass with a 3, 4, or 5 at the midway point on the Competency Checklist. If a candidate receives a 2 in an area, the candidate will receive additional support by an Education Specialist faculty, the fieldwork supervisor, and cooperating teacher. A candidate must have all aspects of the competencies signed off by their district mentor/cooperating teacher (i.e., Competency sign off) to meet the requirements of their directed teaching. A candidate must also develop a thorough Individual Development Plan (IDP) that indicates their strengths and areas of development, which candidates take with them to their future Induction program.

Candidates must also complete a comprehensive Competency Portfolio. The portfolio is designed for candidates to critically reflect upon their internship or student teaching in the designated competencies. In interviews with current candidates who are completing their internship or student teaching experience, they said they “feel well prepared to deal with behaviors, modify curriculum, and [use] SEIS to develop IEPs for their students.”

### Assessment of Candidates

Assessments are administered at transition points in the teacher education program for candidates in the Education Specialist credential(s) program. To begin, each Special Education course contains an Embedded Signature Assessment/Assignment. The Embedded Signature Assignments are designed to integrate demonstration of many of the Education Specialist standards and the Teacher Performance Expectations (TPEs). Candidates who are student teaching or serving as interns develop a portfolio during their time in the classroom. This is considered an initial portfolio that will serve as the foundation for their final portfolio they will complete for the clear credential. The Coordinator of the Special Education program reviews the portfolio, in conjunction with interviewing the candidate, as a summative assessment of their field placement. The portfolio is to be completed at the end of, or shortly following, the completion of directed teaching. Each candidate is supported in his or her student teaching or internship by a fieldwork supervisor. As expressed in interviews with university supervisors, the fieldwork supervisor and cooperating teacher completes a Teacher Performance Expectation (TPE) rubric to document a candidate’s progress toward meeting the TPEs, including pedagogical skills, monitoring student learning, interpretation of assessments, making content accessible, instructional planning, social environment, and legal obligations. The field supervisor and cooperating teacher rates candidates on a Likert scale from 1 to 4 with a 1 being the lowest (Below Novice Practice), and 4 being the highest (Exceptional Beginning Practice). The evaluation process is a collaborative effort between the candidate’s self-assessment, university fieldwork supervisor, and the cooperative teacher. Finally, candidates must also develop an Individualized Development Plan (IDP). The IDP document is created based on the set of strengths, growth areas, and areas of intended future study for the candidate's transition into an Induction program. In an interview with a current principal, he indicated recently hiring seven Benerd College education specialist graduates and mentioned he “hired well and does not have to worry about these teachers.”

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with Advisory Board members, community partners, employers, cooperating teachers, alumni (undergraduate and graduate), adjunct faculty, university supervisors, full-time faculty, the Director of Field Placement, and current students (undergraduate and graduate) the team determined that all program standards are **met** for the Education Specialist Mild/Moderate and Moderate/Severe credential programs.

## **Pupil Personnel Services: School Psychology, with Intern**

### Program Design

The Pupil Personnel Services (PPS) School Psychology program is within the Benerd College and overseen by the Dean. The School Psychology program is currently led by the Department Chair who is one of the full-time faculty for the program. The Interim Department Chair also sits on the Education Cabinet which meets bi-weekly. There are three full-time faculty and four part-time lecturers who work with the candidates throughout the program.

The School Psychology Department holds monthly meetings for all faculty. The leadership team works together with the faculty to support the program, ensure alignment of standards, and promote program coherence. There is a School Psychology Advisory Board that meets twice a year and provides input on the program's impact in the schools and how to best meet the needs of the community and candidates.

At the beginning of the program, candidates are paired with a faculty advisor who assists with planning and supporting the candidate. The program maintains a faculty-to-student ratio of approximately 1 to 12. Additionally, each candidate works with the Clinical Director, who is also the university supervisor, from the beginning of the program and through graduation. The Clinical Director works with each candidate to ensure they have a fieldwork placement in their first term and subsequently throughout every term of their education. Candidates noted that the Clinical Director's interaction with the community "made obtaining a fieldwork site relatively easy".

The program is also accredited by, and aligned to the standards established by, the National Association of School Psychologists (NASP). The program requires candidates to complete, or have completed a Master's degree in Counseling Psychology or a Master's degree in Education, Educational Psychology, Counseling Psychology, or other closely related degree, in order to be admitted into the Ed.S. School Psychology credential program. Candidates are expected to complete all program requirements through a three-year process, which includes regular coursework, fieldwork, and supervision meetings. The course sequence is designed to build on each previous course and to be integrated with the fieldwork experience.

Through the first two years of the program, candidates complete 450 hours of practicum as a means to introduce candidates to the schools and prepare them for their internship experience. The courses and fieldwork assignments provide candidates the opportunity to understand the NASP domains within a practicing School Psychology setting. The third year includes the internship at a public K-12 school, a culminating portfolio, and comprehensive exam required for program completion. Candidates are assessed upon entering the program, throughout the courses, during their field experiences, and upon exiting the program.

In the past two years, the program has made some changes to their portfolio requirements including more emphasis on strengths and weaknesses, and pre-intern case studies. One of the Advisory Board members indicated that "the program hears what we have to say and makes changes based on that feedback" which specifically related to the pre-intern portfolio changes.

### Course of Study

The program is designed with courses building on content from previous courses. Candidates in the first year take courses primarily focused on the foundational and introductory school counseling and school psychology skills and knowledge. The program is designed to provide candidates with a strong experience in the schools before they start their third-year internship and is evidenced in the course sequence. Additionally, key stakeholders including employers, site supervisors, and completers felt the experience helped the candidates “stand out from other programs that only focused on their last year internship” with one employer stating that UOP graduates are “the graduates I seek first when hiring.”

In the second year, candidates are taught to understand and implement many of the psychological assessments that are required in the profession. The fieldwork section of the courses provide candidates the ability to practice what they learn in class within the site setting.

In the third year, candidates start their supervised internship experience. Candidates, completers, and site supervisors indicated during interviews that course material is well-matched with their experience in their respective fieldwork/internship settings. Some candidates specifically noted that “we felt prepared for the things they really wanted us to do.” The program documents show that the program covers the California standards as well as the NASP domains.

The program assists all candidates in finding their fieldwork/internship placement sites; and has agreements with many districts in order to meet the needs of their students. The candidates are observed and evaluated three times a year by their university supervisor and twice by their onsite supervisor. A standard rubric is used for the evaluation.

### Assessment of Candidates

Candidates are assessed throughout the program. Grading rubrics are developed for each course and utilized by all faculty and supervisors. Candidates are assessed during three points in the fieldwork/internship process by the university supervisor and assessed twice by their site supervisor. Site and university supervisors assess for work ethics, interpersonal skills, attitude, communication skills, professional skills and overall strengths and areas that can benefit from more assistance.

Additionally, candidates participate in an annual review where their progress is discussed, changes are made if needed, and they are then given the opportunity to provide overall program feedback. Candidates must also submit two portfolios for review. One is pre-internship and is required to pass in order to start the third-year full time internship. The second portfolio is for program completion. The portfolios focus on the specific National Domains of the profession which align with the California standards for Professional School Psychologist.

Candidates reported through interviews that they felt supported throughout the whole program evaluation process and felt comfortable approaching any faculty with concerns or difficulties. Candidates also appreciated and noted an anonymous means by which they could

provide feedback to the program, and then recounted how those sources of communication resulted in specific program changes.

### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Pupil Personnel Services: School Psychology Program.

## **Speech Language Pathology Services**

### Program Design

The Speech-Language Pathology Services credential program at the University of the Pacific is designed to ensure that the Commission on Teacher Credentialing's (Commission) program standards are consistently met through course content, research, fieldwork, and internships. The program is offered through the Department of Speech-Language Pathology in the university's Thomas J. Long School of Pharmacy and Health Sciences (PHS). The program works closely with the Benerd College of Education for alignment with Commission standards, requirements, and credential recommendations. The program leads to a Master's of Science in Speech-Language Pathology and prepares candidates to apply for the California Speech-Language Pathology Services credential as well as California state licensure and American Speech-Language Hearing Association (ASHA) certification. The program is nationally accredited by ASHA's Council on Academic Accreditation. The program admits eight to ten candidates into a 24-month program for candidates with undergraduate degrees in fields other than Speech-Language Pathology and approximately 24 candidates to a 15-month program for candidates with undergraduate degrees in Speech-Language Pathology annually. Candidates admitted to the 24 month program take foundational coursework in Speech-Language Pathology and begin clinical experiences during the first year in the program.

Unit faculty and administration interact within the college and university administration through the organizational structure and through college and university committees including the university committees and organization, and Benerd College of Education's Education Cabinet, Campus Committee, and Educator Preparation Committee. Faculty members meet informally frequently and meet formally on a monthly basis. The department sponsors an annual retreat which provides a forum to review Program Learning Outcomes (PLOs), review data, revise the strategic plan, and provide recommendations for program improvement. A review of documentation and interviews confirmed that faculty input has resulted in additions to coursework to include a course on autism and shifts in course sequence to better address candidate and student needs. A Speech-Language Pathology Alumni Advisory Board provides additional input and support to the faculty and candidates. The faculty and clinical directors regularly interact with community partners including school districts and medical facilities on issues regarding the needs of the community and clinical practice opportunities for candidates. Employers in the community, including hospitals and school districts, consistently reported very high satisfaction with the preparation and professionalism of SLPs from the University of the

Pacific program. The program's community involvement is further evidenced through participation in school-based career awareness opportunities and annual participation at the Northern California Science Festival where diverse high school student populations are introduced to science and health-related careers. These interactions have resulted in many applicants to the undergraduate and graduate Speech-Language Pathology program at the university.

The Master of Science (M.S.) degree program in Speech-Language Pathology (SLP) is nationally accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). Candidates in the program take advanced coursework in all aspects of speech and language pathology practice including clinic, healthcare, and school-based services. Based on a review of evidence and interviews, it is confirmed that all candidates must successfully complete clinical practicum requirements as an integral part of the SLP graduate program. Coursework is coordinated and aligned with school-based internship/fieldwork experiences, on-campus clinic, and medical externship experiences. The California Speech-Language Pathology credential program is embedded in the M.S. in SLP program. The program provides experiences in public schools, on-campus child, adolescent, and adult clinics, and in medical settings throughout the state. Candidates complete a minimum of 400 supervised clinical clock hours in the practice of speech-language pathology.

#### Course of Study (Curriculum and Field Experience)

The credential program is offered through the Master of Science in Speech-Language Pathology degree program in the Thomas J. Long School of Pharmacy and Health Science. Earning the master's degree prepares the candidate to apply for the Speech-Language Pathology Services credential. Candidates take advanced coursework in speech-language pathology which includes information pertaining to evidence-based practices relevant to the contemporary conditions of schools, the full range of service delivery options, general education, and the knowledge and skills needed to effectively meet the needs of the students they serve in school and clinic settings. Candidates complete a variety of sequenced clinical experiences, fieldwork, and internships in the university's Speech, Hearing, and Language Center, the RiteCare (Scottish Rite) Childhood Language Center, the Language-Literacy Center, schools, hospitals, community-based clinics and private practice. Clinical experiences progress in intensity and in expectations. Candidates participate in on-campus diagnostic and therapeutic clinics across two semesters while simultaneously gaining experience in public school settings two days per week. During the third semester of the program candidates are placed in medical settings. Candidates complete 13 units of coursework in the summer session between the second and third semesters.

Candidates participate in sequenced internship, fieldwork, and clinic experiences. The internship experience is a beginning public school experience taken in the first graduate semester, while the fieldwork experience is an advanced public school experience. Prior to beginning the public school internship, candidates take a six week course on public school issues including case management, assessment, therapy structures, documentation including Individualized Education Program (IEP) and Individual Family Service Plan (IFSP) preparation, team collaboration, family interactions, and meeting presentation. Public school practicums are

completed concurrently with coursework and on-campus supervised clinic experience. Candidates participate in two semesters of Advanced Clinic at the Stockton campus and a final semester externship in a medically-based setting.

The program employs 12 full-time and part-time faculty members and two additional faculty members with a primary focus on clinic direction coordination. Candidates participate in advanced coursework and clinical experiences aligned with ASHA, the California Speech-Language Pathology, Audiology, and Hearing Aid Dispensing Board, and the requirements of the Commission. Course work areas include deep examination of conditions and disorders related to speech, language and hearing, evaluation and treatment, case management, and issues specifically related to the public school practice of speech-language therapy. Coursework is aligned and sequenced with clinical experiences. Candidates are individually assigned on-campus clinic clients whose disorders align with completed coursework. Candidates gain experience with diverse client types across the range of clinical experiences. Candidates complete 400 clinic hours with at least 325 hours during graduate studies. The undergraduate SLP program at UOP is unique in offering undergraduate clinic hours, and undergraduates matriculating to the graduate program may enter the program with these hours already completed. Clinic experiences progress in intensity as described in the course descriptions from beginning/intermediate to advanced over two semesters of clinical experience. Candidates gain experience in individual, group, and whole class therapy formats. During the two-semester, two day/week internship/fieldwork, candidates have an extended opportunity to participate in and receive feedback in school-based intervention, IEP writing and meeting participation, staff in-services, and teacher consultation. The public school internship/fieldwork experience is a two semester, two day/week program and totals 140 hours in alignment with SLP Standard 6: School Field Experience. Many candidates exceed these hours. Following summer coursework, candidates are placed in medical facilities for a final, third semester externship.

The program employs two full-time faculty with clinic supervision responsibilities and 16 part-time university clinic instructors. Clinic instructors and Master Clinicians in public school settings are certified by ASHA, are licensed to practice in California, and hold California Speech-Language Pathology Services credentials. Clinic supervisors and Master Clinicians are recruited through public announcements, connections with local school districts, and through alumni connections. Applicants for the positions are vetted by program faculty and university human resources. Training for supervisors is provided at the time of onboarding with a meeting to review clinical guidelines, supervision requirements, and evaluation systems. New Clinic Instructors and Master Clinicians participate in a professional development training program in alignment with national and state supervision requirements. Handbooks for candidates, Clinic Instructors, and Master Clinicians are regularly updated and are available online. University faculty and clinic directors and coordinators are readily available by email or in-person for additional questions. All Clinic Instructors and Master Clinicians have opportunities to participate in ongoing professional development on campus. Clinic Directors observe and provide feedback to Clinic Instructors on their effectiveness, provide suggestions for improvement, and mediate when differences arise between instructors and candidate clinicians. Master Clinicians are observed by the university faculty who serve as liaisons

between the school sites and university. University program liaisons may be called upon to mediate differences between candidate interns and Master Clinicians, and may initiate a change in placement if necessary. The university receives feedback through candidate evaluations on the Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office Operations (CALIPSO) system at the end of their fieldwork experiences. University liaisons provide feedback and mentoring to the Master Clinicians, and the Master Clinicians have access to candidate feedback provided on CALIPSO.

Candidates completing the Master's program are eligible to complete fellowships and examinations necessary to earn a California license in Speech-Language Pathology, American Speech-Language-Hearing certification in Speech-Language Pathology, and the California Speech-Language Pathology Services credential. The curriculum is designed to ensure that the speech-language pathology program standards set forth by the Commission are consistently met through rigorous course content and required fieldwork, giving each candidate a broad background in the different specialties within speech-language pathology. Candidates are trained to implement evidence-based and ethical practices, assess and educate diverse learners, use educational and assistive technology, work collaboratively with families, other education professionals, and the community. Candidates have additional experience in IFSPs, IEPs, and post-secondary transition planning. The course sequence provides evidence that the University of the Pacific's Speech-Language Pathology Services Credential program fully meets each performance expectation as they are introduced, practiced, and assessed. As evidenced by a thorough review of course syllabi, as well as staff, candidate, and completer interviews, adherence to the candidate performance expectations is demonstrated within course calendars, activities, assignments, rubrics, or appendices. Adherence with all eight program standards is evidenced throughout the program.

### Assessment of Candidates

Program course syllabi are required to include the formative Course Objectives/Learner Outcomes where the learning outcome is explicitly connected to assessment measures for the course. Candidates track their learning outcomes as they are measured by the specified assignments. Students who struggle with academic coursework have ready access to faculty who may provide additional learning opportunities, counseling and guidance, or arrange peer support. Formal remediation strategies are initiated by faculty if candidates fall below a B grade on any of the specified assessment measures. Remediation may include additional support from the instructor, extending the program from 15 to 24 months, reducing the clinic load, and/or reducing the academic load. While all faculty have established office hours, the program has an open-door policy for faculty, making access to faculty available at a variety of times. The program supports candidates with challenges in clinical practicum individually through additional training, as the challenges often stem from a need for additional foundational coursework or skill training. Support is customized to meet the needs of individual candidates. Support may include directed study in areas of candidate need, modeling, peer mentoring, faculty mentoring, and opportunities for additional experience.

Clinical experiences (on-campus and internship/fieldwork) and externships require the candidate to apply previously acquired knowledge to real-life situations. Current candidates consistently reported feeling well prepared for their clinic experiences, internships, and externships and noted the alignment of course work and clinical experiences. Course syllabi for clinical experiences include Course Objectives/Leaner Outcomes similar to academic courses. Candidates receive the syllabi and clinical competency expectations before they begin each clinical experience. Success in these experiences is dependent on the ability to assess and treat clients under the supervision of a Clinic Instructor/Master Clinician. Candidates receive written feedback following on-campus clinic sessions. Master Clinicians provide regular feedback in either written and/or verbal formats. Clinic Instructors and Master Clinicians provide formal written midterm and final assessments with recording of skills and additional information on CALIPSO. The final evaluation is aligned with the clinic syllabus, grading rubric, and the knowledge and skills demonstrated for each candidate at the internship, fieldwork, or clinic site. Through this process, each public school, clinic, or medical experience is assessed through both formative and summative means. Each specific clinical competency is thus measured through basic knowledge, critical thinking, and application of that knowledge across the nine skill areas as set forth by ASHA and divided into four areas: Writing, Assessment, Treatment, and Professional Behavior. Clinical Instructors and Master Clinicians are trained on the use of the forms to provide ongoing feedback to candidates regarding progress. Alumni overwhelmingly reported feeling well prepared to enter the field as practitioners and remain connected to the University and program.

The program uses the CALIPSO process to ensure that only highly qualified candidates are recommended for the Speech-Language Pathology Services credential. In the areas of evaluation and intervention, candidates are evaluated for competencies in varying disability areas including articulation, fluency, voice, language, hearing, swallowing, cognition, etc. Through this matrix, candidates are also evaluated for preparedness, interaction, including integration of research principles into evidenced based practice, and personal qualities.

#### 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, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Speech-Language Pathology Services Credential.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<b><i>No response needed</i></b>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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 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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

## **Finding on Common Standard 1: Met**

### **Summary of information applicable to the standard:**

Based on document review and interviews with leadership, faculty, staff, candidates, and completers, the team finds the University of Pacific and the education unit have an infrastructure in place to operate effective educator programs.

This infrastructure includes a research-based vision of teaching and learning. The vision is “To cultivate hubs of innovation and learning by empowering passionate leaders in Northern California and beyond.” Evidence shows this vision is operationalized throughout the unit’s programs. The core value of commitment to the community is apparent in the close relationship of the institution, unit, and programs with surrounding school districts.

The institution actively involves faculty and stakeholders in the decision-making process for all programs and the unit. Documentary and interview evidence demonstrate that several governance committees operate effectively. The Education Cabinet and Benerd College of Education Advisory Board empower faculty within the unit. The Campus Committee on Teacher Education provides a forum for dialogue with institutional units beyond the education unit. The advisory boards of each program regularly allow P-12 stakeholders to play a role in decision making. For example, members of the College Advisory Board reported that they are always consulted prior to meetings and encouraged to help define agendas. Also of note, the General Education Advisory Board has representatives from eight local school districts.

There is regular and systematic collaboration with colleagues in P-12 settings, institutional units outside the education unit, and the broader educational community. In addition to the formal structures mentioned in the previous paragraph, collaboration exists through a number of avenues, including professional development for K-12 personnel provided by unit faculty and externally-funded grants, especially the US PREP grant in cooperation with the Manteca Unified School District.

The Institution provides the unit with sufficient resources and unit leadership have the authority and support to address the needs of the unit’s programs. Recruitment and faculty development efforts support the hiring and retention of faculty who support diversity and excellence. Among the qualifications required of successful applicants for unit faculty positions is that the applicant “demonstrate commitment to teaching in diverse settings, as well as working with students from culturally and linguistically diverse communities.”

The University of the Pacific’s educational unit employs and retains only qualified persons to teach courses, provide professional development, and supervise field experiences. The evaluation of unit faculty is rigorous and ongoing and includes evaluations completed by candidates and peers, along with an annual self-assessment. Instructor and university supervisor evaluations are reviewed by program leads, the assistant dean, and the associate dean.

Finally, the education unit has a credential recommendation process that ensures candidates have met all program requirements. Staff in the Credentials Office schedule individual conferences with each credential candidate to review the candidate’s status and clarify the process for credential program completion. Staff in the Credentials Office work closely with Program Leads to resolve any questions regarding a candidate’s completion of a program requirement. It is noteworthy that the staff in the Credentials Office completed the large task of creating digital files for all credential candidates.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<b>Consistently</b>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
Evidence regarding progress in meeting competency and performance expectations is consistently used 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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Benerd College of Education has developed attractive and accurate recruitment materials for each of their credential programs. For example, a flyer provides prospective candidates with a clear description of the program and the process for admission and the expected outcomes of the program. General application processes are clear. Each program provided information about the diversity of the candidates in the program. Stakeholders shared a variety of recruitment strategies that target a diverse candidate pool. Through interviews across stakeholders, it was determined that the recruitment and admissions process are connected and candidates are supported as they are deciding to enter the programs. There is a clear process to determine that candidates are eligible for being admitted into the credential program of their choice.

There is a concerted effort in the two affiliate programs, Alder and BATTI, to recruit from the local communities where their K-12 schools are located. Alder recruits 50% of the candidates

for the program from the local school communities. Benerd College has also provided a plan for recruiting diverse candidates. Programs have made statements about a process such as the multiple and single subject program’s partnership with Manteca Unified School District through the Tiger Teach program. As stated in the documents and confirmed by interviews, “Our programs are diverse, but we are working deliberately to recruit teaching candidates that reflect California’s K-12 students. We are in conversations with our pilot partner and other districts to begin focused recruitment efforts, including Grow Your Own Teacher clubs”.

There is a candidate support team that works with students from the beginning of their program until the end. This group of staff supports candidates from advising at the beginning of the credential program until the recommendation for the credential. In addition, they have a process for verifying all credential information before recommendation for a credential. Through interviews with stakeholders, it was verified that assistance and advisement are available to all credential candidates and provides them the information necessary to complete their programs. Each candidate has a meeting toward the end of the credential program to review all of the requirements and what they need to do to complete the program.

There is a balance of full-time and part-time faculty who teach in the programs. They are assigned appropriate roles and academic courses to teach for their areas of expertise. Faculty provide ongoing advisement for candidates as they proceed through the programs. There is a clear plan across the unit that provides processes and procedures for more intense candidate support as needed. There is also a mechanism for a written plan to be generated if required. The credential analyst and staff meet with candidates to review their progress in the program.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Inconsistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Inconsistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met.**

**Summary of information applicable to the standard:**

Across the credential programs in Benerd College of Education, there is a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. All stakeholder groups mentioned the connection from theory to practice in the programs. There is an integration of coursework and fieldwork to provide the candidates in each program with both a theoretical frame and the practical application of that framework. Through the review of program matrices, interviews with faculty, employers, alumni, partners, and candidates, it is clear that candidates learn, practice, and demonstrate competencies required of the credential they seek.

Each program has defined a process for collaboration with their partners in determining the criteria and selection of both site-based and University support providers. As an example, in the Teacher Education program, Benerd College of Education is partnering with Manteca Unified School District in the University-School Partnership for the Renewal of Educator Preparation grant (US PREP). The focus of this partnership is to provide high quality clinical practice for candidates. Benerd College of Education has two additional partnerships/affiliates that provide pathways to the credential program, Alder Graduate School of Education and the Bay Area Teacher Training Institute (BATTI). Through interviews across stakeholder groups, the coordination and support of these partnerships are strong. The partners work closely together with UOP to provide candidates with a high quality credential program.

In the selection process of site-based supervisors there is a clear process to determine that they are certified and experienced in teaching the specified content or performing the services authorized by the credential. Each program has a person who is primarily responsible for field experience and clinical practice which includes identifying, selecting, orientating and/or retaining appropriate credentialed university supervisors, district supervisors, cooperating/lead teachers, and mentor teachers. Each program has a process for placing candidates that ensures that they have significant experience in school settings where the curriculum aligns with

California’s standards and the school reflects the diversity of California’s students. Programs provide professional development for university support providers.

Through review of documents and interviews, it is demonstrated that candidates across all credential programs are provided with significant experience in school and clinical settings where the curriculum aligns with California’s adopted content standards and frameworks, and the schools in which candidates are placed reflect both the diversity of California’s students and provides candidate with the opportunity to work with the range of students identified in the program standards.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

Based on document review and interviews with all relevant constituencies, the team concluded that the education unit at the University of the Pacific has a comprehensive improvement process both at the unit and program levels. The unit and programs regularly assess the effectiveness of unit operations and programs’ courses, fieldwork, and support services. The continuous improvement process includes multiple sources of data to measure the extent to which candidates are prepared to enter professional practice. Candidate performance data, completer data, survey data, and feedback from key stakeholders are integral parts of the continuous improvement process.

In the model adopted by the unit, there is a *Unit Plan for Improvement* and separate *Program Plans for Improvement*. At both the unit and program level, data-driven objectives for improvement are defined. For example, one of the 2018-2019 objectives for the unit addressed the professional competence of candidates. Among the key sources of data was aggregated results from the edTPA. A review of the objectives defined at the program level shows that there are a reasonable number of objectives and that the scope of the objectives is pragmatic.

The evaluation of the achievement of these unit and program objectives is result of analysis of the relevant data. Documentation and interviews confirmed that the Accreditation Coordinator shares the results of aggregated data with unit leaders, program leads, and program faculty in a systematic and ongoing fashion. It is encouraging to see that there is ongoing and successful process for examining data across programs to define appropriate unit objectives.

Finally, there is clear and convincing evidence that the analysis of the data has been used to make appropriate modifications in unit operations and programs' courses, fieldwork, and candidate assessment. For example, the faculty in the School Psychology program, after reviewing the relevant data regarding one program objective, developed a plan to better coordinate course-based and field-based instruction in data-driven decision making.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard:**

Under the direct supervision of the Associate Dean, the manager of the Office of Credentials, Assessment, and Student Services collaborates with the Department Chairs and Program Directors, academic faculty advisors, relevant administrative staff, and designated representatives from educational partners to ensure that all educator preparation credential requirements are communicated to and met by each candidate prior to issuing a recommendation for credentialing to the Commission. Credential advisers conduct credential reviews with all candidates to verify and confirm if all academic and credential requirements have been met before submitting a recommendation for credentialing to the Commission. The Benerd College of Education Credential Analyst has been approved by the Commission to issue recommendations for credentialing. The Credential Analyst regularly participates in trainings and professional development activities provided by the Commission to ensure that they stay current on policies, practices, and processes associated with this role as well as maintain accurate and relevant information and communications regarding credentialing.

Benerd College of Education has begun an effort to determine the impact that their candidates are having in the K-12 schools. In the fall of 2019, the unit developed a brief impact survey with four questions, and asked each credential program, including external partners, to send the link to the survey out to various constituents (mentor and cooperating teachers, supervisors, and

employers). Some programs, such as Education Specialist and Speech-Language Pathology, modified and extended the survey, as those programs wished to have additional information. It should be noted that the unit-level survey was purposefully designed to be brief so as to encourage response rates, but also flexible enough for programs to add questions. Some programs (e.g., school psychology) have additional impact measures and data that was included. The results for each program, along with a conclusion were provided. This demonstrates one measure of impact on K-12 education. Through the interview process, examples were shared about the connections that candidates make to UOP as they stay and teach in local schools. Employer groups stated that they will always hire a UOP graduate as they know they are well prepared. In the next phase of the impact study, more of this type of information could be collected and presented as the impact that UOP is having on the K-12 community.

## **INSTITUTION SUMMARY**

The University of the Pacific provides quality credential programs for general education (Multiple Subject, Single Subject), special education (Mild to Moderate Disabilities and Moderate to Severe Disabilities), Pupil Personnel Services (School Psychologist), and Speech-Language Pathology (SLP). All programs are housed in the University's Benerd College, except SLP, which is housed in the Thomas J. Long School of Pharmacy and Health Sciences; but there is a strong unit identity as SLP leadership and faculty fully participate with the other credential preparation programs.

A clear strength of the education unit is the advanced level of collaboration with local school districts. Documentary evidence and interviews clearly reveal the ongoing, and effectiveness, of UOP's involvement with the broader educational community. Several school district administrators and district-employed supervisors commented on the close relationship that has developed over the years with the University of the Pacific. The US PREP grant project with Manteca Unified is off to an exciting start and has the potential to improve the quality of the general education programs. The unit has a successful relationship with two agencies that are pathways for teaching credentials: The Bay Area Teacher Training Institute (BATTI) and the Alder Graduate School of Education (ALDER). These agency pathways are fully integrated with the unit, appropriately monitored, evaluated and reviewed by unit personnel, and provide alternatives to general education and education specialist candidates.

The education unit and its programs have a sophisticated and effective continuous improvement processes. Documentary evidence and interviews reveal that at both the unit and program level, meaningful data is gathered, analyzed, and used for unit and program improvement. Data-driven objectives are defined for the unit and each program, and evaluations of those objectives are data-based.