

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

Division of Standards, Accreditation, and Workforce Investment

June 2026

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple and Single Subject with Intern	7	6	1	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: Simpson University

Dates of Visit: March 23-25, 2026

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: February 12, 2018 Simpson University Report	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with a 7th Year Report** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, 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 have been determined to be aligned.

Program Standards

All program standards for the Preliminary Multiple Subject and Single Subject programs were **Met**, except for **Program Standard 5: Implementation of the Teaching Performance Assessment which was Met with Concerns**.

Common Standards

All Common Standards were **Met**, except for **Common Standard 4: Continuous Improvement which was Met with Concerns**.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple and Single Subject credential programs were met except for Standard 5: Implementation of a TPA which was met with concerns and that all Common Standards were met except for Standard 4: Continuous Improvement which was Met with Concerns, the team recommends **Accreditation with a 7th Year Report**.

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 Credential with Intern

In addition, staff recommends that:

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

Accreditation Team

Team Lead:

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Programs Reviewers:

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Common Standards:

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Performance Assessment Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	45
Completers	5
Employers	8
Institutional Administration	4
Program Coordinators	4
Faculty	9
TPA Coordinator	1
Partners	7
Field Supervisors – Program	10
Field Supervisors – District	9
Credential Analysts and Staff	3
Advisory Board Members	14
TOTAL	119

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Simpson University is a private, Christ-centered liberal arts institution in Redding, California with over 1,000 students. Founded in 1921 as Simpson Bible Institute by W.M. Newberry, the institution was originally located in Seattle, Washington, before relocating to San Francisco in 1955 and later to Redding in 1989. Since the early 1950's, the institution has embraced the motto "Gateway to World Service" reflecting its commitment to global service and faith-based education.

The university emphasizes small class sizes and strong faculty mentorship. As of the Fall of 2024, Simpson University employs approximately 100 faculty members including 40 full-time and 60 part-time faculty, with a student to faculty ratio of 16 to 1. Coursework emphasizes real world application and cohort-based support structures. A distinctive feature of the university is its ASPIRE program which offers seven-week accelerated courses in both hybrid and online formats designed to support adult learners returning to complete a bachelor's degree.

Education Unit

The education unit at Simpson University prepares teachers through a framework grounded in faith and service. A Bachelor of Arts in Liberal Studies is offered to prospective credential candidates which includes coursework in child development, curriculum and instruction. Candidates may pursue a preliminary multiple or single subject credential program through two pathways: a traditional student teaching pathway consisting of two semesters of coursework, including student teaching for 16 weeks, or an intern pathway that includes one semester of pre-service coursework and one full school year (two semesters) as an intern.

The school of education includes three full-time faculty and eight adjunct faculty members. There are just over 80 candidates enrolled in the credential program.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Preliminary Multiple Subject- Traditional	9	31
Preliminary Multiple Subject – Intern	12	24
Preliminary Single Subject – Traditional	1	20
Preliminary Single Subject - Intern	8	7

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols. This accreditation site visit is one of three where the accreditation team is piloting a new program report template format.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

MULTIPLE/SINGLE SUBJECT WITH INTERN PROGRAM STANDARDS FINDINGS

Program Standard 1: Program Design and Curriculum	Team Finding
Summary of information applicable to the standard The School of Education (SoE) emphasizes a Christ-centered learning environment focused on global service and faith-integrated education. Program design and curriculum align with this mission and incorporate research-based frameworks, including Howard Gardner’s Multiple Intelligences Theory, Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), Collaborative for Academic, Social, and Emotional Learning (CASEL), Restorative Justice, and the Gradual Release of Responsibility (GRR). Course matrices and syllabi demonstrate that coursework in psychological applications, philosophical foundations, multicultural education, technology, language arts, curriculum and instruction, special education, teacher development, and induction collectively address program standards. Teacher Performance Expectations (TPEs), aligned with the institution’s five learning outcomes, Constructive Thinking, Effective Communication, Christian Commitment, Cultural Engagement, and Servant Leadership, are adopted as Program Learning Outcomes (PLOs). These outcomes guide the design of coursework and field experiences to ensure candidates develop the knowledge, skills, and dispositions necessary to effectively teach and support all California students. Candidates engage with the TPEs through structured opportunities to practice, reflect, and receive feedback, including signature assignments, fieldwork activities, clinical practice observations and evaluations, CalTPA performance, and Individual Development Plans (IDPs).	Met

Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs)	Team Finding
Summary of information applicable to the standard The 32-credit Multiple Subject (MS) and Single Subject (SS) programs are designed to include six sequential, developmentally structured courses (20 credits) completed prior to clinical practice. Two foundational courses in technology and philosophy establish core competencies, while four methodology courses, psychological applications, multicultural instruction, language arts, and curriculum and instruction, include structured fieldwork components. These methodology	Met

Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs)	Team Finding
courses are differentiated by credential area to address subject-specific pedagogy and developmental literacy. Evidence from course matrices, syllabi, artifacts, and interviews confirms that Teacher Performance Expectations (TPEs) are systematically introduced, practiced, and assessed throughout the program. Candidates develop a philosophy of education aligned to the TPEs and engage in structured opportunities to practice, receive feedback, and reflect through coursework and field experiences. The Observe–TPE–Reflect (OTR) fieldwork process supports connections between theory and practice. Signature assignments, documented through the learning management system and the integrated Watermark assessment system, provide consistent measures for candidate assessment and feedback. Candidate readiness for clinical practice is determined through a multi-measure review conducted by the Credential Analyst, Director of Clinical Practice, and Dean, including evaluation of subject matter competence, course completion, fieldwork hours, academic performance, and faculty input. During clinical practice, candidates complete a Special Education course and participate in weekly professional development and induction seminars that support clinical experiences, Teaching Performance Assessment (TPA) completion, and Individual Development Plan (IDP) development. Additional units are provided for intern candidates to support areas such as classroom management, lesson planning, instruction, and TPA completion. Orientation materials, handbooks, and interview data indicate that supervisors provide timely, formative feedback through regular communication and multiple formal observations. Mentor teachers also conduct formal observations and collaborate with supervisors and candidates in the completion of final evaluations and the development of the IDP.	

Program Standard 3: Clinical Practice	Team Finding
Summary of information applicable to the standard The Multiple Subject (MS) and Single Subject (SS) programs provide developmental and sequential clinical experiences totaling over 600 hours across the program. Candidates complete four foundational courses, each including 15 hours of supervised field experience (Psychological Applications in Education, Multicultural Instruction, Language Arts Elementary/Secondary, and Curriculum and Instruction Elementary/Secondary), documented through structured Observe–TPE–Reflect (OTR) logs verified by experienced classroom teachers.	Met

Program Standard 3: Clinical Practice	Team Finding
Candidates pursuing the intern pathway meet the 120-hour pre-service requirement through prerequisite coursework in child and adolescent development (45 hours), linguistics (45 hours), and an intern preparation course (30 hours) addressing classroom management, pedagogy, literacy, and English learner support. Candidates engage in co-planning and co-teaching with general education and education specialist teachers. Within curriculum and instruction courses, candidates observe prospective mentor teachers and co-plan and deliver lessons. In the special populations course, candidates identify focus students and engage with education specialists to examine supports related to identification, planning, instruction, assessment, collaboration, communication, and resource utilization. Formal clinical practice observations include lesson plan review and formative feedback aligned to each TPE, documenting areas of strength and growth. During clinical practice coursework, candidates collaboratively develop and share instructional strategies and resources. The Director of Clinical Practice reviews candidate files and communicates progress and identified needs to seminar instructors. The Dean, Director, and Credential Analyst utilize end-of-clinical-practice survey data to inform program decisions, including adjustments to TPA support and placement quality. Documentation and interviews confirm that the SOE employs qualified university and district-employed supervisors who meet Commission requirements. University supervisors hold appropriate credentials and relevant teaching experience and receive structured onboarding. At the start of each term, supervisors participate in orientation and receive handbooks outlining program expectations, roles and responsibilities, co-teaching strategies, and the selected TPA model. Supervisors collaborate with candidates to plan clinical experiences using a gradual release of responsibility model. University and district supervisors conduct required formal observations each term and jointly complete final evaluations and Individual Development Plans (IDPs). Ongoing support is provided through regular communication and candidate reflections. Interns document required support hours through signed logs connecting theory to practice, all of which are maintained in a secure system monitored by the Director of Clinical Practice. Candidates requiring additional support are provided with timely intervention plans, and placements are extended as needed to ensure all program requirements are met. Documentation and interviews confirm that candidates complete 16 weeks of full-time clinical practice, including a minimum of four weeks of solo teaching. Multiple Subject candidates complete placements across two grade bands (K–2 and 3–8) with required solo teaching in each setting. At least one placement	

Program Standard 3: Clinical Practice	Team Finding
occurs in a public school meeting all Commission requirements; an additional placement may occur in an approved, accredited private school aligned with California standards. Single Subject candidates complete clinical practice in public school settings aligned with their credential area. Application processes for student teaching and internship are clearly communicated through handbooks, program plans, electronic communication, and course-based outreach. The Credential Analyst and Director of Clinical Practice assess candidate readiness using established criteria and verify that placements meet program and Commission requirements, including placement in appropriate school settings, qualified supervision, and alignment with evidence-based practices. Interviews confirm that supervisors are selected collaboratively with input from districts, faculty, and candidates, and that they receive ongoing training and support. Feedback from supervisors and candidates indicates a high level of satisfaction with program support and communication. The program demonstrates responsiveness to supervision quality, including intervention and personnel decisions when necessary.	

Program Standard 4: Monitoring, Supporting, and Assessing Candidate Progress toward Meeting Credential Requirements	Team Finding
Summary of information applicable to the standard The School of Education (SOE) utilizes systematic processes to guide candidates in meeting all program requirements. Upon admission, candidates receive an admission packet and program completion checklist and meet with the Credential Analyst to develop an individualized program plan. The Credential Analyst maintains tracking systems to monitor candidate progress from admission through program completion and communicates requirements, timelines, and available supports (e.g., subject matter competency) through email and course-based outreach. Interviews confirm that candidates are aware of program requirements and report receiving appropriate guidance and support. Faculty and supervisors participate in onboarding with the Dean and relevant program leadership, including the Director of Clinical Practice. Interviews indicate that faculty value opportunities to receive feedback on course syllabi and instructional materials. Teacher Performance Expectations (TPEs) are consistently communicated and embedded across coursework and are integrated into observation instruments, lesson plan templates, clinical practice evaluations, and Individual Development Plans (IDPs). Signature assignments, collected through the learning management system (Canvas) and assessment platform (Watermark), provide consistent TPE-aligned measures of candidate progress and	Met

Program Standard 4: Monitoring, Supporting, and Assessing Candidate Progress toward Meeting Credential Requirements	Team Finding
mastery. Assignments are evaluated using a three-point scale (Not Met, Met, Exceeded), and candidates are required to revise work as needed to demonstrate competency, successfully complete coursework, and meet subject matter requirements prior to advancement to clinical practice. During student teaching and internship experiences, candidates receive ongoing support through weekly seminars, reflection activities, electronic communication, and formal observations conducted by university and district supervisors. Candidates identified as needing additional support meet with the Director of Clinical Practice and supervisors to develop targeted intervention plans. The Credential Analyst verifies completion of all program and credential requirements prior to recommending candidates for certification. While the MS and SS programs effectively monitor candidate progress toward TPEs through assignments, course performance, and TPA outcomes, evidence indicates that program-level analysis of TPE data to inform continuous improvement is not yet fully developed. Specifically, systematic processes to identify patterns of candidate strengths and areas for growth across the program (e.g., aggregated TPE data from exit surveys or TPA rubric results) are limited. Program leadership indicated that the recently established curriculum committee is in the process of developing structures to support more systematic use of data for continuous improvement.	

Program Standard 5: Implementation of a Teaching Performance Assessment	Team Finding
Summary of information applicable to the standard The institution has adopted the CalTPA, with implementation overseen by the TPA Coordinator in accordance with model requirements and program expectations. Candidates complete both assessment cycles during student teaching or internship placements. District memoranda of understanding and oversight by the Director of Clinical Practice ensure that candidates are placed in appropriate settings that meet video recording requirements and provide access to focus students. Candidates attest to obtaining required permissions and submit original work. Student Teaching and Intern Handbooks provide guidance for candidates, university supervisors, and district personnel, including video permission documentation, an overview of CalTPA cycles and passing standards, and processes for remediation, retakes, and appeals. Orientation materials direct supervisors to these resources. However, interviews indicate that university and district-employed supervisors, as well as some program faculty teaching	Met with Concerns

Program Standard 5: Implementation of a Teaching Performance Assessment	Team Finding
prior to clinical practice, demonstrate limited familiarity with CalTPA cycles, rubrics, and recent updates, and report uncertainty regarding how to effectively support candidates. Some supervisors expressed a need for additional training and resources to strengthen their understanding of the assessment. Candidates and completers report receiving instruction on CalTPA requirements, including cycles, rubrics, and expectations, within Student/Intern Teacher Development courses. Candidates indicate that they are well supported through structured coursework that includes scheduled meetings, established timelines, and formative assignments aligned to TPE and TPA expectations. Additional support is provided through individual meetings with course instructors and office hours with the Director of Clinical Practice/TPA Coordinator. Candidates report comparable support across both cycles, although some completers indicate feeling less prepared for Cycle 2. Program practices include the use of pass rate reports to identify candidates requiring additional support. Candidates who do not pass or receive condition codes are required to participate in remediation through regular office hours, submission of score reports, and continued enrollment. The Credential Analyst monitors completion of TPA requirements to ensure eligibility for credential recommendation. Accreditation Data System reports indicate that first-attempt CalTPA pass rates for Multiple Subject candidates were slightly below and at state averages for 2022–2023 and 2023–2024 (51.6% and 65.5%, respectively, compared to state averages of 57.8% and 65.2%; n=64). First-attempt pass rates for Single Subject candidates during the same period were below state averages (37.5% and 41.7%, respectively, compared to state averages of 73.6% and 77.6%; n=24). Although the Program Review Addendum included aggregate data for fall 2022 through fall 2023, evidence of consistent use of data over time for program improvement is limited. Evidence of systematic sharing, analysis, and application of aggregate data beyond program leadership and TPA support instructors is also limited. Documented program responses include increased instructional support within TPA coursework, expanded office hours, and targeted remediation requirements. A recently established committee has identified the need to expand access to data systems and provide additional training to support program improvement efforts.	

Rationale for the Finding

Standard 5: Implementation of a Teaching Performance Assessment – Met with Concerns

Not all program faculty were knowledgeable about the TPA tasks, rubrics, and scoring as well as how the TPA is implemented within the program so that they could appropriately prepare

candidates for the assessment. In addition, interviews and documentation confirmed that individual and aggregate results of program and candidate performance level data, including TPE data and TPA results are available but inconsistently used for program improvement purposes over time.

Program Standard 6: Induction Individual Development Plan	Team Finding
Summary of information applicable to the standard Interviews with completers, district-employed supervisors, and program supervisors confirm collaborative development of the Individual Development Plan (IDP). Expectations and procedures for completing the IDP are clearly outlined in program handbooks and clinical practice orientation materials. The IDP serves as a comprehensive document that identifies candidate strengths and areas for growth, including two targeted growth areas supported by Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals aligned to each TPE domain. The IDP also documents key program information, including candidate pathway, number and modality of formal observations conducted by university and district supervisors, and completion status of basic skills, subject matter competency, and TPA requirements. Candidates submit the IDP as part of their exit process, and it serves as a formal program completion document. The IDP is reviewed and approved by the Dean, Director of Clinical Practice, and Credential Analyst. The School of Education maintains official records and provides candidates with a copy for submission to their employing district's induction program.	Met

Program Standard 7: Effective Literacy Instruction for All Students	Team Finding
Summary of information applicable to the standard The Multiple Subject (MS) and Single Subject (SS) literacy standard submission was accepted through the Commission's SB 488 literacy certification process. Documentation and interviews confirm that the programs have implemented Program Standard 7 and TPE 7. Expectations are clearly communicated through memoranda of understanding (MOUs), placement documentation, handbooks, orientations, course syllabi, assessments, and Individual Development Plans (IDPs). Placement districts are required to ensure that site administrators and supervisors: maintain current knowledge of the Literacy Standards, TPEs, and California Dyslexia Guidelines;	Met

Program Standard 7: Effective Literacy Instruction for All Students	Team Finding
• provide opportunities for candidates to develop balanced literacy instruction that integrates oral and written language, including meaning making, language development, and effective expression; • support candidates in the use of screening and diagnostic assessments to inform instruction and early intervention; and • guide candidates in preparation for the Literacy Performance Assessment (LPA) and in supporting students with dyslexia. These expectations are communicated through clinical practice orientations and handbooks and are consistently implemented, as evidenced by interviews with employers, supervisors, and candidates. Coursework and supervised field experiences are aligned with the California English Language Arts/English Language Development (ELA/ELD) Framework and provide multiple opportunities for candidates to develop, practice, and be assessed on the cross-cutting themes of foundational skills, meaning making, language development, effective expression, and content knowledge, including application of the California Dyslexia Guidelines. Within Language Arts coursework, candidates engage in structured assignments that include supervised field observations, lesson planning and instruction, and assessment analysis aligned to TPE 7. These activities support candidates' ability to apply literacy instruction strategies across developmental levels and content areas. Across Language Arts, Curriculum and Instruction, Multicultural, and Psychology courses, candidates complete structured fieldwork experiences that require reflection on TPE 7.1–7.11, as well as integration of Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), Bloom's Taxonomy, accommodations, and assessment practices. Coursework includes targeted activities such as analysis of English learner instruction using established observation protocols, collaboration-focused interviews with educators, tutoring experiences, and the design and implementation of integrated and designated English Language Development (ELD) lessons. Intern candidates complete an Intern Development course that includes dyslexia-focused modules and case studies to develop knowledge of diagnostic practices and early intervention strategies prior to assuming full instructional responsibilities. Signature assignments further reinforce candidate literacy development. These include culturally and linguistically responsive instructional design, analysis of student learning needs, and application of evidence-based literacy practices.	

Program Standard 7: Effective Literacy Instruction for All Students	Team Finding
The SOE lesson plan template, utilized in Curriculum and Instruction courses and clinical practice, requires candidates to plan, implement, assess, and reflect on instruction aligned to TPE 7.1–7.11 and related instructional frameworks. Clinical practice evaluations include a rubric aligned to all elements of TPE 7, with specific feedback on candidate strengths and areas for growth. Collectively, evidence from TPA/LPA performance and clinical practice evaluations informs the development of the Individual Development Plan (IDP), which identifies strengths, targeted areas for growth, and corresponding SMART goals aligned to TPE 7.	

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple and Single Subject Credential program except for the following:

Standard 5: Implementation of a Teaching Performance Assessment – Met with Concerns

Not all program faculty were knowledgeable about the TPA tasks, rubrics, and scoring as well as how the TPA is implemented within the program so that they could appropriately prepare candidates for the assessment. In addition, interviews and documentation confirmed that individual and aggregate results of program and candidate performance level data, including TPE data and TPA results are available but inconsistently used for program improvement purposes over time.

INSTITUTION SUMMARY

Founded in 1921, Simpson University in Redding is California's northernmost four-year university. Its emphasis on integrating faith and learning encourages the university community to proactively respond to the wholistic needs of its students and the surrounding region. The university enrolls approximately 1000 students with 100 being in the School of Education (SOE).

The School of Education (SOE) offers master's degrees and preliminary multiple/single subject credential programs. Many SOE alumni remain in the area as teachers or administrators. Their presence fuels the SOE's passion to serve the region's cities, towns, and rural communities. The desire to grow local teachers committed to staying in the area motivated the SOE to secure a \$15,000 grant to make their synchronous online learning option more accessible through an upgrade of on-site classroom technology.

Simpson University's devotion to being the hometown university is operationalized through collaborative interactions with a wide range of local individuals. SOE's community partnership provides space for faculty and staff to listen and respond. Examples include (1) coordinating their master's degree with Shasta County of Education's administration credential program, (2) exploring the ability to implement a potentially innovative alternative to residency grant and internship program, (3) submitting to the Commission a proposal for a PK-3 ECE Specialist Credential, and (4) developing continuing education unit offerings that support TK-12 student learning gaps (e.g., math pedagogy).

The SOE's collegial, reflective, responsive, proactive, flexible, service-oriented, and missional values transfers into a collaborative ethos that seamlessly transitions the hometown commitments into program design. Using the TPE domains as Program Learning Outcomes coordinates state expectations with SOE instructional practices. The recent Weave software adoption is helping the SOE refine program level data gathering activities. The SOE's next step will be to analyze and reflect on program level candidate performance data as a means of systematically developing program improvement action steps.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
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.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The vision of Simpson University's School of Education (SOE) emphasizes the preparation of highly effective educators who demonstrate professional, ethical, and socially responsible practice. The unit's research base reflects a focus on fostering a culture of learning, supporting the delivery of essential content, and promoting candidate ownership of learning. Faculty interviews indicate that this vision is consistently reflected in program implementation and is

supported by institutional practices that allow for instructional flexibility responsive to faculty expertise and candidate needs.

Program coherence is supported through the active involvement of faculty and relevant stakeholders. Interviews and document review indicate that the size of the SOE facilitates regular review and feedback on course syllabi by the dean. Evidence confirms that bi-monthly faculty and staff meetings support ongoing dialogue related to curriculum and program initiatives, while a dedicated SOE curriculum committee provides a structure for reviewing program scope and sequence. Additionally, bi-annual advisory board engagement, including meetings and surveys, supports systematic collaboration with P–12 partners. These structures contribute to a responsive program that maintains strong connections with the local educational community.

Interviews with university leadership, corroborated by faculty, staff, and candidates, indicate that the institution provides sufficient resources to support the effective operation of educator preparation programs. The budget development process includes input from the dean, collaboration with the provost, and final approval by institutional leadership. Resource allocation processes ensure that program needs related to admission, advising, curriculum, professional development, and clinical practice are adequately supported. Budget planning also includes provisions for flexibility in addressing programmatic needs.

Institutional documents, including the Faculty Handbook, reflect a stated commitment to fostering an inclusive and supportive community. The 2024 WSCUC Report Summary indicates increased representation of employees of color over recent years. Interviews with faculty and administrators further confirm efforts to recruit and retain diverse faculty with demonstrated cultural competence. Recruitment strategies and professional development opportunities, including training focused on bias awareness, support an inclusive environment aligned with institutional values.

A review of tracking systems, program completion documentation, and interviews with staff and candidates confirms that the SOE maintains processes to monitor candidate progress and ensures that all requirements are met prior to credential recommendation.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
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.	Consistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	Consistently
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.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Candidate recruitment and support within the School of Education at Simpson University reflect a purposeful approach aligned with the institution's nondiscrimination policy, which affirms equal access for all students regardless of race, color, national origin, or ethnicity across admissions, programs, and institutional services.

Interviews indicate that recruitment efforts include local outreach to prospective candidates, engagement with community members, and personal networks. Candidates report selecting Simpson University due to its Northern California location and the opportunity to complete a credential program within a local, faith-based educational environment.

Clear admission criteria are published and include multiple measures such as references, interviews, and review of prior experiences. Candidate interviews confirm that each candidate is assigned an advisor to support progression through program requirements. Program resources, including handbooks and identified personnel, are accessible to support candidates in meeting program expectations.

Evidence from interviews with faculty, mentor teachers, and candidates indicates that multiple measures, such as coursework performance and observation data, are used to monitor candidate progress and inform advisement and support. A defined process is in place to identify and assist candidates who require additional support, including the implementation of individualized support plans. Interviews further indicate that faculty and mentor teachers collaborate to identify areas for candidate growth and provide targeted guidance. Candidates report that faculty conduct classroom observations and provide constructive feedback, contributing to a supportive and collaborative learning environment that promotes candidate development.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The unit designs and implements a sequenced course of study informed by faculty input, grounded in research-based theory and practice, and guided by curriculum committee oversight. Program expectations, including required knowledge, skills, and competencies, are communicated to candidates through documented plans of study, orientation sessions, and

advising meetings. Evidence from lesson plan templates, course syllabi, and interviews confirms alignment with state-adopted content standards and demonstrates intentional integration of coursework and field experiences.

Collaboration with partner districts is intentional and ongoing. Clinical personnel, including site-based supervisors, are selected in accordance with Commission requirements and program needs and frequently include program completers and experienced local educators. Interviews with district personnel indicate an emphasis on placements in Title I schools to ensure candidates engage with diverse student populations. Additional interviews confirm that candidates are placed in California public schools, including rural and geographically remote settings.

Site-based supervisors receive training through meetings with university support faculty and candidates and are provided with handbooks that outline expectations and responsibilities. Candidate orientations are structured to promote effective communication among clinical practice faculty, university supervisors, and site-based mentor teachers. University supervisors conduct formal observations to evaluate candidate performance, and candidates engage in reflective discussions with mentor teachers following each observation. Opportunities for continued reflection and feedback are further supported through clinical practice coursework.

Common Standard 4: Continuous Improvement	Team Finding
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.	Inconsistently
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.	Consistently
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.	Inconsistently
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 constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met with Concerns

Summary of information applicable to the standard

Evidence supporting the unit's development and partial implementation of a comprehensive continuous improvement process includes survey results that inform program decisions related to emerging needs. Interviews confirm that multiple opportunities exist for stakeholders to

provide input regarding community needs in educator preparation. The January 2021 WASC School of Education report provides additional evidence of the unit's capacity to aggregate Program Learning Outcome (PLO) data and supports the potential for program-level analysis of Teacher Performance Expectations (TPEs). Demonstrations of the Watermark system during interviews indicated that data from prior years have been aggregated; however, the action planning components of the system have not yet been completed, and further analysis to inform program improvement remains pending. At the time of the visit, there was no evidence of program-level modifications informed by TPE student performance data.

Interviews describe structured processes to support candidates in completing CalTPA requirements, including multiple opportunities for assistance for candidates who experience difficulty with assessment expectations. Recent CalTPA data were presented in the form of overall pass rates. However, interviews confirm that discussions with stakeholders and faculty do not routinely include analysis of candidate performance data related to TPE or CalTPA outcomes. A systematic, program-level process for the collection, analysis, and use of candidate and completer data has not yet been fully implemented to inform program effectiveness or guide continuous improvement efforts.

Rationale for the Finding

While a continuous improvement cycle has been established at the unit level, a program level structure has been developed but not fully implemented. There is inconsistent evidence to show that the credential program systematically analyzes and uses candidate and completer data, including data that reflects effectiveness to improve programs.

Common Standard 5: Program Impact	Team Finding
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.	Consistently
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.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard

A review of admission documents and course syllabi, corroborated by faculty, staff, and candidate interviews, indicates that the program effectively supports candidates in connecting their personal backgrounds and prior educational experiences to the demands of working with PK–12 students. Interviews further indicate that faculty utilize both formal and informal TPE-

aligned feedback to support candidate development of the knowledge and skills necessary to effectively educate and support all students in meeting state-adopted academic standards.

A review of course syllabi, clinical practice observation instruments, weekly reflection assignments, and final student teaching assessment rubrics indicates that the School of Education employs multiple measures to comprehensively assess candidate performance. Faculty interviews confirm these practices and highlight the dean's role in promoting a candidate-centered approach that allows for instructional and assessment flexibility. Faculty also noted that the shared electronic repository supports professional decision-making by facilitating collaboration related to scope and sequence, as well as the sharing of instructional resources. Collectively, these practices reflect a candidate-level, data-informed approach to verifying that candidates meet Commission-adopted competency requirements as specified in the program standards.

Interviews confirm that candidates are provided with the Intern and Student Teacher Handbook, which includes detailed descriptions of evaluation rubrics and a comprehensive checklist outlining all requirements for credential recommendation. Interviews with university and site-based supervisors indicate the use of observation protocols that incorporate TPE-specific feedback. Faculty further report that multiple sources of information, including updated CTC literacy requirements, faculty and candidate survey data, and input from community stakeholders, inform program modifications, such as increased emphasis on special education content. Collectively, these practices support the institution's ability to evaluate and demonstrate a positive impact on candidate learning and competence, ensuring that candidates are prepared to serve effectively as professional educators.

Interviews with advisory committee members, community partners, site-based supervisors, and local hiring representatives consistently indicate that candidates are well prepared. Several participants who are program completers shared positive reflections on their preparation experiences. Stakeholders further emphasized that the School of Education's commitment to restoration, collegiality, and servant leadership fosters a professional ethos that contributes positively to candidates' effectiveness in teaching and learning within California schools.