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

University of San Francisco
Professional Services Division

May 2023

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at U**niversity of San Francisco**. 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 with Concerns**
4) Continuous Improvement	**Met**
5) Program Impact	**Met**

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple/Single Subject with Intern	6	5	1	0
Preliminary Administrative Services	9	9	0	0
Preliminary Mild/Moderate Support Needs with Intern	6	6	0	0
Pupil Personnel Services School Counseling with Intern	5	5	0	0
Bilingual Authorization, Spanish	6	6	0	0
Reading and Literacy Added Authorization	5	5	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 San Francisco**

Dates of Visit: **March 26-29, 2023**

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: April 2015	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
The team has determined that all standards are met for the Preliminary Mild to Moderate Support Needs with Intern program, the Bilingual Authorization program, the Reading and Literacy Added Authorization program, Preliminary Administrative Services and the Pupil Personnel Services: Counseling program. All program standards for the Preliminary Multiple and Single Subject with Intern credential program are met with the exception of Program Standard 3: Clinical Practice which is met with concerns.

Common Standards
All Common Standards are met with the exception of Common Standards 3 which is met with concerns.

Overall Recommendation
Based on the fact that the team found that all Common Standards met with the exception of Common Standards 3 which was met with concerns, all program standards for the Preliminary Mild Moderate Support Needs with Intern program, the Bilingual Authorization program, the

Reading and Literacy Added Authorization program, and the Pupil Personnel Services: Counseling program met, and that the Preliminary Multiple and Single Subject credential program was determined to be all met with the exception of Program Standard 3: Clinical Practice which was met with concerns, the team recommends **Accreditation with a 7th Year Report**. The 7th Year Report is to address the standards less than fully met.

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 and Single Subject with Intern
Preliminary Mild/Moderate Support Needs with Intern
Preliminary Administrative Services
Bilingual Authorization, Spanish
Reading and Literacy Added Authorization
Pupil Personnel Services School Counseling with Intern

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- The University of San Francisco be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- University of San Francisco 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

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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
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Constituencies	**TOTAL**
Candidates	82
Completers	50
Employers	20
Institutional Leadership	4
Program Coordinators	6
Faculty and Instructional Personnel	42
TPA Coordinator	1
Support Providers	2
Field Supervisors – Program	23
Field Supervisors – District	17
Fieldwork coordinator	7
Credential Analysts and institutional staff	6
Community Partners	15
TOTAL	**275**

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

The University of San Francisco (USF) is one of 28 Jesuit Catholic colleges in the country and the oldest university in San Francisco. The university's main campus (Hilltop) is located on a 55-acre setting between the Golden Gate Bridge and Golden Gate Park with additional branch campuses in Santa Rosa, Sacramento, and San Jose. The Pleasanton branch campus recently closed in 2022. The university enrolls approximately 10,000 students per year. The goal of USF is to provide a rigorous education to prepare leaders in all fields who will work to create a more humane and just world. USF's five schools/colleges offer over one hundred (100) degree programs at the graduate and undergraduate levels to a diverse student body. Jesuit values are central to the academic life at USF. Consequently, students are encouraged to: strive for excellence beyond grades; and engage in critical inquiry that encourages questioning, exploring, and reflection.

There exists a democratic diversity in faculty, staff, and students that not only welcomes all as full partners in the educational enterprise, but also fosters a spirit of leadership and service that exposes students to the voices of the underserved, the disadvantaged, and the poor. There are also opportunities for students, faculty, and staff to participate in service experiences that promote social justice and provide students a place to develop the talents and skills that they can use to create a better world for themselves and others, now and in the future.

Education Unit

The USF School of Education (SOE) offers credential and graduate programs designed to meet the needs of aspiring and practicing educators, counselors, and leaders to assume leadership roles in public, private, and independent schools, colleges, and universities, human services and government agencies, and corporate settings. The SOE consists of a Dean and an Associate Dean who oversee the programs. The SOE is comprised of 6 departments, 4 of which house credential programs. These departments are led by a Chair who is elected by the faculty of that department. The USF SOE website notes that 55 percent of the students in the School of Education are people of color and 54 percent of full-time faculty are of color. Forty eight percent of students in the School of Education were first-generation college students when they went to college.

Accreditation materials from USF's School of Education illustrate a SOE focus on advancing justice for the most marginalized communities and takes into account how social structures replicate existing inequities. The USF SOE sees learning as a "lifelong humanizing and liberating social activity" and the unit expresses a commitment to preparing counselors and teachers who draw upon the cultural wealth of students' communities and empower them to create transformational change.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Preliminary Multiple Subject, with Intern	64	121
Preliminary Single Subject, with Intern	57	101
Preliminary Admin, with Intern	5	13
PPS: School Counseling	28	53
Preliminary Education Specialist: Mild/Moderate, with Intern	10	22
Bilingual Authorization: Spanish	4	20
Reading and Literacy Added Authorization	13	8

The Visit

This site visit was conducted virtually. The institutional constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Single Subject Credential Program with Intern

Program Design

The Teacher Education Program (TED) in the School of Education (SOE) offers both Multiple and Single Subject Credential Programs. The program may be taken with or without a Bilingual Authorization in Spanish. Moreover, this program is a part of a graduate program and upon completion awards the candidate with a Master of Arts in Teaching (MAT) degree. The 40-unit teacher preparation coursework completes the preliminary teaching credential, and an additional six units awards the MAT degree. Finally, and for the record, the programs accept both regular students and University Interns into their programs.

The programs are offered at USF's main (Hilltop) campus and at the branch campuses located in Santa Rosa, Sacramento, and the South Bay. The Hilltop campus admits credential candidates both for the fall and spring semesters. Branch campuses operate on a cohort model and admit candidates once a year.

TED has eleven full-time and many adjunct faculty members. The department chair, who is a full-time faculty, is elected to a three-year term and leads the department. Each credential or authorization program has a full-time faculty coordinator overseeing the program. The chair is the default program coordinator for the MS/SS preliminary credential program. The program coordinator works in collaboration with other department faculty members and also is responsible for management of all aspects of the credential programs. In addition to the faculty, a full-time staff member serves as the department's credential analyst. The SOE Dean is responsible for the overall administration of TED. Full-time TED faculty meet monthly to discuss the academic program, manage program functions, and review issues related to candidate concerns.

All Multiple or Single Subject candidates enroll in foundational courses that provide a firm foundation in research and pedagogy, along with introductory experiences in classrooms to put into action the concepts studied in coursework.

As candidates move through the program, the Student Teaching I course provides a more focused experience in the classroom combined with Curriculum and Instruction courses specific to either a Multiple or Single Subject credential. Full-time Student Teaching II/III, together with other supporting coursework, does provide the culminating experience that prepares candidates to demonstrate they have met basic Teaching Performance Expectation (TPE) competencies and can be recommended for their preliminary credential and transition into the teaching profession. As was stated by several cooperating teachers, the candidates are,

"generally pretty solid candidates; they are pretty competent and capable." It was also stated that they appear to be getting the level of support they need.

TED offers several routes for a candidate to complete the MA/credential program: traditional and intern options, available at both the main and branch campus programs, and the Undergraduate Teacher Education Center (UTEC) at the main campus. Regardless of the route, all candidates complete the same credential course work and requirements.

- Traditional Program (Hilltop Campus): Candidates in this program are admitted in both fall and spring semesters. Candidates typically attend courses 3-4 evenings per week with each course offered weekly during a 15-week semester.
- Traditional Program (Branch Campuses): Branch programs admit once a year and candidates move through the five-semester program as a cohort. Candidates attend class one evening a week and two Saturdays per month. Courses are offered in a modular fashion, usually one course at a time, which allows candidates to focus intensively on course content.
- Intern Program (Hilltop and Branch Campuses): The USF Multiple and Single Subject Internship Program assists Bay Area public school districts in finding and preparing qualified teachers to serve in K-12 teaching positions. Candidates who are district hired to teach in a public school for their clinical practice must complete all course and testing requirements to be recommended for a university intern credential. Ongoing collaboration with school districts for USF interns includes recurring supervision visits from university supervisors interwoven with site-based district mentor support.
- The Undergraduate Teacher Education Center (UTEC) programs are designed to serve individuals admitted to USF as undergraduates who have already selected teaching as a career based on their past educational experiences, service to the community, and work with children which they articulate in their UTEC application essays. Once admitted to USF, an undergraduate can apply and be admitted to a UTEC program, enabling the student to take courses offered through SOE. Participants take a specific selection of graduate-level teacher education courses while pursuing their undergraduate degrees. Before enrolling in student teaching, UTEC participants apply to the SOE for official admission to a teacher education program. For participants pursuing a Master's degree, the credential courses completed during their undergraduate program are forwarded for advanced standing per USF policy.

In recent years, TED has worked on program modifications in two important areas. First, it established protocols and processes that allow TED to improve the racial and cultural climate among department members and students, aiming to create spaces in their program for students to learn how to do the same in their K-12 classrooms. Second, it established hiring processes that are more intentional in hiring instructors who can contribute to fulfilling the TED mission. These targeted instructors are identified to have substantial experience in teaching equity and excellence within the SF Bay Area schools, which normally is tantamount to seasoned teachers whose teaching is deemed culturally relevant and rigorous.

The TED faculty and staff meet with various groups and committees as a means of connecting program design and improvement with current needs of the field. The following are examples of some of the ways TED connects input from constituencies to their program improvement efforts:

- hiring of active local teachers in public schools and graduate students to serve as part-time faculty,
- faculty participating in local schools through student teaching supervision,
- outreach by SOE School Community Partnership Task Force,
- regular institution of higher education meetings with schools and districts, and
- collaboration with local educational agencies to improve teacher candidate clinical experiences.

Course of Study (Curriculum and Field Experience)

The TED program is grounded in the TPEs and subject matter content standards. Foundational courses come at the beginning of the program linked with observations of classroom practice (through video and in-person observations in K-12 settings) that allow for the direct application of concepts and principles to the analysis of classroom practices. Curriculum and Instruction courses build on concepts and principles introduced in foundation courses. Additionally, these courses are linked to fieldwork experiences (e.g., Early Literacy 10-hour tutoring requirement) to allow for the direct application of concepts and principles to the analysis of classroom practices.

All teacher candidates take coursework in identified critical areas. Each course includes clinical experiences that help candidates reflect and analyze instruction through classroom videos, fieldwork observations that require journal reflections, data collection in the form of student interviews to learn more about the student and his/her family or an activity that includes a specific focus: classroom instruction, shadowing a focal student, tutoring or interviewing a student regarding a specific assignment.

Candidates in Student Teaching I are placed in a classroom for a total of 150 hours over the course of the semester. Full-time Student Teaching II/III candidates are placed in the classroom for a full semester (300 hours), including a minimum 4-week solo experience for both Multiple and Single Subject candidates. During a daily third period, the single subject candidates are engaged in activities supportive of the school. While in the student teaching experience, the candidates are concurrently registered to attend a weekly seminar that supports their student teaching.

Alignment between coursework and fieldwork is created via workshops provided by faculty to the community, including university supervisors and cooperating teachers. These stakeholders receive an initial orientation, as well as access to workshops in person and through online modules. The orientation emphasizes the clinical practice, Observation Rubric, developing shared language and expectations, and support for coaching and mentoring candidates. Candidates in both Student Teaching I and Student Teaching II/III are mentored by a

Cooperating Teacher and a University Supervisor who observes the candidate during the placement (4 times for ST I and 9 times for ST II/III). Field supervision, advancement and evaluation are conducted by the program coordinator for candidates in collaboration with the USF supervisor and the student teaching seminar instructors.

The coordinators work collaboratively with the principals and institutions of higher education (IHE) partners in school districts to secure appropriate field placements and assign cooperating teachers that are capable of high-quality modeling and supporting the implementation of evidence-based best practices. However, interviews with cooperating teachers, district coaches, and employers provided inconsistent evidence to support that the program is either providing the 10 hours of required training to all site-based supervisors or systematically assessing their experience or prior professional development in the areas of the program's curriculum, effective supervision approaches, adult learning theory, and current content-specific pedagogy and instructional practices.

Assessment of Candidates

During the fieldwork portion of the program candidates are evaluated via a wide range of assessments that allow faculty to identify candidates' completion of basic competencies linked to the Teaching Performance Expectations (TPE), to provide additional support to candidates as needed, to verify that each candidate has met program and CTC requirements to be recommended for a teaching credential, and to review candidate data for program review and improvement. Assessments completed during the program include:

- Mid-semester check-in with all faculty
- Mid-Term Cooperating Teacher Evaluation (Student Teaching I)
- Final Cooperating Teacher Evaluation (Student Teaching I)
- University Supervisor Evaluation (4 observations during Student Teaching I)
- Cooperating Teacher Evaluation (monthly during Student Teaching II/III)
- University Supervisor Evaluation (8 observations during Student Teaching II/III)
- RICA (Multiple Subject candidates only)
- Teaching Performance Assessment
- TPE self-assessment and induction plan during STII/III

Candidates are also formatively evaluated in several ways throughout the coursework portion of the program. These formative assessments are opportunities to regularly check for understanding, evaluate the quality of the candidate's work, and make determinations about their progress. Evaluations occur in the nature of their conversations and engagement in the weekly sessions. Additionally, candidates turn in a summative assignment where they apply the theoretical knowledge gained in coursework. These summative assessments are in the form of signature assignments and presentations that allow them to demonstrate their mastery of the content and develop their leadership skills as well as their voices as educators.

Upon admission, all candidates are assigned an Academic Advisor. Candidates must attend the required advising sessions each semester to be approved for course registration the following

semester. Other meetings between students and advisors occur as needed. The School of Education implemented the use of an advising system called Advising Hub via the Salesforce platform. This allows more efficient tracking of student performance for both students and advisors and facilitates communication. A semestral Advising Week is also instituted to support students. During their orientation, candidates are notified about assessments in the program via a presentation of the Student Handbook as well as in workshops, courses, and other academic advising opportunities.

Finally, a support mechanism is in place for the successful completion of the TPA. There is a TPA Coordinator who assists the faculty and the students to be successful in the TPAs. This coordinator holds meetings/workshops and drop-in advising and question sessions and is available year-round. Candidates are encouraged and reminded to avail themselves of this service. The Accreditation Data Dashboard demonstrates the program passing scores are somewhat comparable with the state's average passing scores with some cycles significantly above and some scores significantly below the statewide average. It should be noted that due to the pandemic, many candidates did not attempt this assessment as some were impacted by the Executive Order in place at the time.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and 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 MS and SS Credential Program except for the following:

Standard 3: Clinical Practice, 3D. Criteria for the Selection of District-Employed Supervisors

Rationale: The requirement that the program provides district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum exists but is implemented variably and inconsistently. Some cooperating teachers were aware of this requirement and had received the orientation and others had not.

Bilingual Authorization

Program Design

The Bilingual Authorization in Spanish program in the Teacher Education Department (TED) in the School of Education (SOE) is led by one full-time faculty member. Alongside an adjunct faculty member, they both teach Bilingual Authorization courses. The full-time faculty member is the main contact for this program. This person also mentors the adjunct faculty, administers and evaluates the language proficiency assessment of the candidates, and collaborates with other faculty and local educational agency partners in student-teaching placements of the Bilingual Authorization candidates.

USF also has a Fieldwork Coordinator that works with local schools to place the candidates for classroom observations and fieldwork experiences. Interviews and a review of documents

confirmed that the coordinator meets with university supervisors regularly to address any issues surrounding placements. In turn, the university supervisors work closely with each student teacher and cooperating teacher to ensure a positive experience for all parties concerned. Interviews confirmed that communication among parties is occurring regularly.

The Bilingual Authorization program is offered to candidates in the Preliminary Multiple and Single Subject program at the University's main campus. Additionally, in Fall 2020, USF began offering the BILA program at its branch campuses asynchronously online. The asynchronous online program is also made available to veteran teachers desiring to add their Bilingual Authorization in Spanish. In response to the recently adopted Bilingual Authorization program standards and Bilingual Teaching Performance Expectations (BTPEs), USF recently submitted their revisions to the program.

Course of Study (Curriculum and Field Experience)

Multiple and Single Subject candidates wanting to earn a Bilingual Authorization in Spanish are required to take a slightly modified set of courses compared to their peers in the regular MS/SS program. The program consists of two additional courses, a language assessment and a field placement in a bilingual setting. Candidates need to successfully demonstrate Spanish proficiency before enrolling in any Bilingual Authorization course. Students' oral language fluency in the target language is assessed by the Program Coordinator.

Candidates earning their preliminary credential with the bilingual authorization take two additional courses focusing on bilingual education: TEC - 635 Language and Culture of Emphasis: Spanish and TEC - 636 Methods and Materials in the Language of Emphasis: Spanish. Candidates do their fieldwork in either a Spanish Bilingual Education setting or a Spanish Dual Immersion setting. Candidates earning the Bilingual Authorization are subject to the same supervision and observation requirements as those earning the MS/SS credential and must be observed a minimum of three times delivering instruction in Spanish.

Each candidate in the Bilingual Authorization in Spanish program is partnered with a cooperating teacher and assigned a university supervisor, both of whom support the needs of the candidate in teaching and learning in Spanish. Interviews confirmed that regular meetings among the student-teacher, the cooperating teacher, and the university supervisor occur to make sure the candidate has appropriate opportunities to practice and refine their practice.

Assessment of Candidates

For the Bilingual Authorization program, additional assessments including proficiency of the candidates in the target language are assessed by the Program Coordinator. Prior to beginning Student Teaching 2 and 3, candidates take the USF Bilingual Authorization exam which includes an oral, written, translation, and grammar component. During the interview with the program coordinator, it was confirmed that the language proficiency assessments are administered by the coordinator. Furthermore, knowledge and understanding of the target culture are assessed during their coursework.

Candidates are formatively assessed in several ways throughout the program. These formative assessments are opportunities to regularly check in for understanding, make determinations about their progress, and evaluate the quality of their work. Evaluations occur in the nature of their conversations and engagement in the weekly sessions. Additionally, candidates turn in a summative assignment where they put their theoretical knowledge into practice as lesson demonstrations. The presentations allow them to demonstrate their teaching skills as well as develop their voices as educators.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Bilingual Authorization in Spanish.

Preliminary Education Specialist: Mild Moderate Support Needs with Intern

Program Design

The University of San Francisco (USF) Preliminary Education Specialist: Mild Moderate Support Needs (MMSN) credential program is housed in the School of Education (SOE) and is led by a dean and one associate dean. Each department in the SOE has a chair and each program in the department has a coordinator/manager. The Preliminary Education Specialist: Mild Moderate Support Needs (MMSN) credential program is led by a program manager in collaboration with the Learning and Instruction department chair. The program manager and department chair are jointly involved with recruitment, curriculum, advisement, and adjunct faculty support. In addition, the program manager directs the fieldwork supervisors and works closely with district partners, community members, faculty, SOE credential analyst, and the edTPA coordinator to support candidates.

Communication within the program is primarily conducted through emails between the program manager, interns, fieldwork supervisors, district support providers, faculty, community partners, and the department chair. Communication with the program was described as a strength. Faculty, community partners, and fieldwork supervisors provided numerous examples of engagement with communication, specifically sent by the program manager. “Communication is constant.” “Communication with stakeholders” ensures that candidates are on track to meet the requirements needed to earn their credential. “[The program manager] provided us with constant information and prepared us to transition to the new standards.” “[The program manager] is responsive to emails at a moment’s notice.” “Anytime there is concern with a candidate, she is very helpful in coaching. [The program manager] is available any time and is always there.”

Clinical or fieldwork supervisors are an additional channel for communication between the program and constituency groups. Site administrators, district support providers, completers, and interns overwhelmingly described the value of the fieldwork supervisor. “Fieldwork supervisors were consistent and supportive.” In addition to the program manager, fieldwork supervisors provided updates to the site administrators and district support providers regarding the changes and transition to the new MMSN program standards and Teacher Performance Expectations (TPEs). It was shared that fieldwork supervisors gave constant support to candidates and completers; many interviewed remarked about the supervisor’s ability to develop relationships and their quick response to address questions and concerns.

Interviews also confirmed that program faculty were also involved in the regular communication. Current candidates, completers, adjunct, and full-time faculty described the faculty’s receptiveness to feedback and input. All groups asserted that faculty were reflective in their teaching practices. Information taught within modules were relevant and faculty were active in their teaching and learning. At the end of each semester, interns complete a self-assessment of their practices utilizing surveys. This feedback is communicated to faculty and adaptations/modifications are made to support candidates in their growth and development as teachers. One group noted that “Instructors had active and reflective teaching practices.” In conclusion, there was consistent evidence to support the claim that communication was a strength. “Someone was always there to check in on me,” stated one of the interviewees.

The Preliminary Education Specialist: MMSN coursework is a two-year program delivered through a cohort model. Multiple constituent groups remarked that the small cohort model was a significant strength of the program: “Within their cohort, there is guidance, mentorship and support.” “The highlight of their program is the cohort model and cohort size.” All MMSN credential candidates are intern teachers (current n=18). The coursework for the intern program is spread throughout a two-year period; however, the program begins in the summer prior to the first year with pre-service courses. During the summer, candidates are exposed to five pre-service courses which touch upon literacy, math, science, and pedagogies to support dual language learners and students with exceptional needs. Faculty shared that the program has already embedded the new reading standards which address dyslexia. Candidates are required to complete assignments and observations during the summer to meet 100 hours of supervised early fieldwork. In the first year, following the summer pre-service coursework and field experiences, candidates take four courses and two teaching seminars which include 20 hours of general education and special education observations and 24 hours of supervised clinical fieldwork with support from the fieldwork supervisor. In their second year, candidates take two courses and two more teaching seminars which include an additional 24 hours of supervised visits. Interview groups remarked that this schedule allowed for “rigor and flexibility”. Interns are aware of the time commitments required of them and the rigor to be the teachers of record and full-time students.

The Preliminary Education Specialist: MMSN program has undertaken major modifications to transition to the new preliminary education specialist program standards and universal and

Mild to Moderate TPEs. These modifications have included changes to coursework and fieldwork. Interview groups noted that there were many meetings that entailed the transition to the new standards and a central group - Standards Transition Team - consisting of faculty, alumni, fieldwork supervisor, and staff led the work to prepare all groups for this change. Assignments and tasks were divided, videos were created, meetings were held, and guidelines were prepared and shared with all groups. Interviews with candidates confirmed that the new Teacher Performance Expectations (TPEs) were shared with them during orientation meetings in the summer and fall semesters. Candidates were aware of these new expectations, and some shared these new standards with their district support providers. Groups interviewed acknowledged that the new standards were explained to them approximately a year prior to implementation - summer 2021. For those who were part of the Standards Transition Team, these standards were provided in 2020 and they were then assigned tasks as "homework" for the purpose of designing modules, guidelines, and videos for all the other constituent groups which support the program. Fieldwork supervision has also been changed over the last two years as well. Multiple groups interviewed noted that the number of supervision visits increased with this current year to 6 visits a semester. Previously interns were being observed only 3-5 times a semester.

As noted above, communication within the program is primarily conducted through emails. All stakeholder groups mentioned the highly collaborative nature of the program and asserted that feedback to the program was received and recommended changes were implemented instantaneously. The department chair and program manager meet regularly, at least once a week, to discuss modifications, updates, and changes to be made. These meetings are primarily informal with some formal structured meetings interwoven. District representatives and the program communicate via email regularly regarding candidate progress and program changes. Monthly meetings are held with faculty and fieldwork supervisors. Various stakeholders interjected comments that input to the program was offered through semester evaluation/survey materials which are reviewed by the program manager, faculty, staff, and department chair. Fieldwork supervisors meet with intern teachers at the end of each semester to identify goals and areas of growth. Fieldwork supervisors also meet with district support providers and site administrators at least once a semester. Feedback regarding candidate progress and development is shared with the fieldwork supervisors during this meeting and supervisors then share this information with the program manager. Interns provide feedback on the TPEs and high leverage practices matrix based on their knowledge, skills, and abilities. Matrix results are analyzed and then information is shared with faculty to modify their instruction instantaneously. Written surveys and a follow-up 30-minute check-out are conducted with fieldwork supervisors at the end of the year.

<u>Course of Study (Curriculum and Field Experience)</u>

The coursework for the Preliminary Education Specialist MMSN credential is spread throughout a two-year period; however, the program begins in the summer prior to the first year with pre-service courses. During the summer, candidates are exposed to five pre-service courses which touch upon literacy, math, science, and pedagogies to support dual language learners and

students with exceptional needs. Faculty shared that the program has already embedded the new reading standards which address dyslexia. Candidates are required to complete assignments and observations during the summer to meet 100 hours of supervised early fieldwork. In the first year following the summer pre-service coursework and field experiences, candidates take four courses and two teaching seminars which include 20 hours of general education and special education observations and 24 hours of supervised clinical fieldwork with support from the fieldwork supervisor. In their second year, candidates take two courses and two more teaching seminars which includes an additional 24 hours of supervised visits.

Coursework for the Preliminary Education Specialist MMSN credential includes pedagogical theory and instructional practices to serve all learners. Assignments within coursework include readings and analysis of texts to embed culturally relevant pedagogy and teaching practices, Universal Design for Learning, supporting students with exceptional needs, and educating dual language learners. Multiple groups reported that interns were highly prepared in their understanding and creation of universally designed lesson plans to provide access for all students. Candidates prepared in this program were ahead of others in the district with the implementation of equity and social justice work of including all students in the general education curriculum. While this is a strength, there is still room for improvement with candidates understanding how to include students within instruction at various grade levels according to a few interview groups. Additionally, multiple groups noted that candidates were well-prepared for the basics of supporting students with exceptional needs. Candidates are taught the basics of developing Individualized Education Programs (IEPs), Individual Transition Plans (ITPs), and Behavior Intervention Plans (BIPs). Interview groups noted that during the two-year program, when there was a need to incorporate more strategies, the program responded with immediate changes in coursework and fieldwork support. It is apparent that the program is responsive to the needs of candidates with immediate action.

The USF MMSN program currently has 18 interns in the two-year program There are nine interns completing Year 2 under the prior Education Specialist program standards which include the 13 Teacher Performance Expectations (TPEs). The remaining nine teachers are completing Year 1 of the new Education Specialist MMSN standards which include the Universal TPEs and MMSN TPEs. Since each intern is the teacher of record, their field placement is static, and they complete their fieldwork experience in one location. Upon successful completion of the first year as an intern, they are offered a contract to potentially work in the same assignment for the following year. Multiple stakeholder groups acknowledged that interns prepared by the USF program are strong in their skills and understanding of pedagogy. They commend the program's ability to prepare candidates to meet the needs of diverse learners with the development of lesson plans that include high leverage practices and are universally designed for all learners. The success of the program includes various groups noticing that interns who obtained credentials from USF remain in the profession.

The program manager, department chair, faculty, and fieldwork supervisors work in collaboration to ensure candidates connect the theory learned in courses to practice. There are

initial orientations and ongoing professional development that are provided to faculty, fieldwork supervisors and district support providers via virtual and/or in person meetings to cover topics such as the new Teacher Performance Expectations, Education Specialist Teacher Performance Assessments, high leverage practices, and the cycle of Planning, Teaching, Assessing, Reflecting and Applying (PTARA).

Candidates complete a series of field experiences that include observations with diverse learners in general education and special education classrooms. Program faculty use the cycle of PTARA, to prepare candidates for the TPA in designing experiences and assignments for candidates to observe the TPEs through virtual and in-person observations. Instructors require candidates to have their fieldwork supervisor observe lessons as course assignments utilizing PTARA throughout the observation cycle which includes preconference, teaching observation, reflection, and debriefing. Candidates are guided with the help of their fieldwork supervisor in preparing lessons to address the needs of all students. Candidates utilize the theories provided in coursework to support the work in the classroom. One interviewee noted that this was "applying theory to practice" and "living what they preach" in accordance with the Jesuit teachings. Other resources such as course overview videos, course syllabi, TPE/High Leverage Practices charts, professional development documentation, and the SPED Fieldwork Help Page, which houses the Fieldwork Supervisor Handbook, are shared with fieldwork supervisors and district support providers each year. Fieldwork supervisors receive on-going professional development on effective coaching practices and are required to record ongoing reflections regarding their coaching. Fieldwork supervisors partake in their own type of PTARA by choosing a focus intern to follow and complete reflections regarding the ways they support the work in planning, assessing, and applying strategies.

Fieldwork supervisors work in collaboration with the program manager, faculty, district support provider, and site administrator to support the intern. Fieldwork supervision includes six visits a semester. Of these visits, a minimum of four visits need to include observation of instruction. The remaining two visits must incorporate an observation of an IEP and a meeting with the site administrator. While some fieldwork supervisors connect with district support providers and site administrators on a regular basis, there is not a prescribed routine or procedure for this practice. Current candidates and completers reported that the fieldwork supervisor was a key support for their success in the program. Interviewees noted that if there was a concern or a question that they did not know how to address, their supervisor provided guidance in a quick and respectful manner. Trust and vulnerability were established within the relationship early in the partnership and candidates felt comfortable asking all types of questions without feeling judged. Interviews revealed that fieldwork supervisors, district mentors, and site administrators value the quality of all candidates prepared in this program and want to see them succeed and remain in teaching.

Assessment of Candidates

Candidates are currently assessed on the program competencies primarily in coursework, which includes the Teaching Seminars. Beginning in the fall of 2022, all MMSN candidates beginning a

program will also be required to take a teacher performance assessment (TPA). USF has chosen the option for their candidates to take the edTPA. The intention is that all candidates under the new standards will be required to take the edTPA in their second year of their intern practice, which will occur next academic year. As a result, there is no data available yet for this group of candidates. In conversations with the program manager, department chair, and edTPA coordinator, it was confirmed that candidates will be informed and prepared to take and pass the edTPA at the beginning of the fall 2023 semester. To assess reading instruction, candidates must take the Reading Instruction Competence Assessment (RICA).

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, as well as 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 Education Specialist: Mild Moderate Support Needs with Intern program standards.

Preliminary Administrative Services Credential (PASC)

Program Design

The USF Transformative Leadership Studies program (Preliminary Administrative Services Credential) attracts a wide variety of candidates reflective of the diverse community the university serves. While the program is designed for K-12 administrators, many graduates and current candidates serve in educational leadership roles outside of the traditional public school system such as in charter schools, community programs, and other educational settings. The mission of the School of Education to advance social justice through education is evident throughout the program, carefully embedded in the coursework, and exemplified by the work of the faculty. As shared by a faculty member, “difficult issues are addressed explicitly and intentionally, ensuring that crucial issues are discussed, opinions shared, and research examined.” Authentic leadership is a focus of the program, supporting the candidates to discover and identify their strengths and areas for improvement. An emphasis was noted on the application of theory to practice by several of the candidates who completed the program. One completer stated this as “studies coming alive through the fieldwork”, exemplifying the recognition of the contribution of their coursework into the field.

The program is led by two program co-directors and is housed in the Department of Leadership Studies. Program directors are responsible for recruitment, faculty development, program review and improvement, field experience supervision, and coordination of the California Administrative Performance Assessments (CalAPA). One program director is currently on sabbatical and was not available for interviews. As full-time tenure-track faculty, the program directors participate in departmental, faculty, school, and university committees and are integrated members of the institution. Faculty Co-Directors meet monthly with coordinators of the department’s other core programs including Higher Education and

Student Affairs (HESA), Catholic Educational Leadership (CEL), and Organization and Leadership (O&L) and the Chair of the Department of Leadership Studies.

The Transformative School Leadership (TSL) program prepares transformative school leaders to create, lead, and sustain schools committed to social justice. Students are admitted into the Transformative School Leadership program as a cohort. Regardless of their culminating degree pathway (M.A. or Ed.D.), candidates begin their coursework in the TSL course sequence and take the courses in sequence. Courses begin the summer term (June) allowing candidates to complete the school year and then focus on the program. Exceptions require advisor approval. Courses are also approved to be taken by individuals that are in the Ed.D. program and not seeking an administrative credential, allowing for larger class sizes and students from other programs. The program is a 30-unit, 15-month program that culminates in a California Preliminary Administrative Services Credential (PASC) and can be coupled with either a Master's degree (M.A.) or an Educational Doctorate (Ed.D.) within USF's School of Education. Pathways include:

- TSL + M.A. in Organization & Leadership (30 unit, 15-month program)
- TSL + M.A. in Catholic Educational Leadership (39 unit, 18-month program)
- TSL + Ed.D. in Organization & Leadership (60 unit, 4-year program)
- TSL + Ed.D. in Catholic Educational Leadership (60 unit, 4-year program)
- TSL + Ed.D. in International Multicultural Education (66 unit, 4-5 year program)

Administrative fieldwork takes place in the second to the last semester of the credential program to coincide with the academic school year. Candidates typically conduct their fieldwork at their place of employment; however, different arrangements can be made. Candidates are required to develop and facilitate communities of practice and address a problem of practice that they have identified. Specific standards are identified and tied to the CalAPA task that the students are to address in their fieldwork. Site supervisors are identified by the candidates to support their work in collaboration with a university supervisor. Feedback on meeting the specific California Administrator Performance Expectations (CAPE) standards and progress in the fieldwork is provided by both the university supervisor and the site supervisor.

The most recent program modifications have primarily been related to the scheduling of courses and course meeting times. For example, to allow candidates to focus and complete the K-12 school year, the program's June course starts as an online meeting for the first session and then meets on campus during the summer. Courses meet online on Friday evenings to support the working candidates and then meet on campus all day on Saturday. The sequence of courses has been adjusted to better align with the CalAPA cycles and ensure candidates are supported to complete the required activities.

Candidate input is solicited by the program directors on an annual basis through focus groups and one on one discussions with the candidates. Candidates are able to complete course and faculty evaluations at the end of each semester. External partners/constituencies provide input through a variety of informal methods. The program directors are well connected with the local school districts and work with district leadership to meet what they share are the common needs of their school and district leaders.

Course of Study (Curriculum and Field Experience)

Courses are intentionally designed to prepare leaders for the varied demands of contemporary school leadership, including but not limited to: developing student-centered visions of teaching and learning, implementing the vision with the entire school community in mind, using various forms of data to guide decision-making, creating safe and supportive school climates, effectively managing the material and human resources of a school site, and understanding the complex system of policies and laws that govern schools.

In courses, candidates engage in research projects and application projects that build towards the three Leadership Cycles that comprise the CalAPA. Leadership Cycle 1 is supported by Instructional Leadership and Professional Development and Impact and Assessment courses. Leadership Cycle 2 is supported through the Field Experience and Capstone course. Leadership Cycle 3 is supported through the Coaching and Observation course. Each of these cycles is specifically designed to assess students on the CAPE standards. Several program completers interviewed spoke proudly of the impact their field experience projects had at their school sites and shared the ongoing improvement efforts that these projects have led to. One program completer shared the changes and improvements that have taken place as a result of their leadership in supporting English learners, specifically during the post-pandemic return to school time period. Others shared how the work completed as part of their fieldwork experience is now influencing their dissertation research, again addressing the theory to practice loop.

The program impact shared by employers included that the employee “found her voice” through the TSL program. Another stated that the candidate “came into his own and became a voice of authority and a leader on campus” as a result of participating in the TSL program. Partners found that the candidates helped to “elevate the conversation” at their school site providing value to the school. Of note is the emphasis of the program to develop educational leaders for all levels and roles and not a single focus on school site administration. Program completers interviewed shared that they are working in a wide variety of settings currently including district office positions, charter schools, special education settings, and in the classroom.

Assessment of Candidates

Candidates are assessed during the program by classroom assignments, grades, and progress toward the CAPE standards. During fieldwork, candidates meet with the site supervisor and the program supervisor for a formal evaluation of their progress toward meeting the CAPE

standards. The CalAPA is embedded within the program supporting the students to demonstrate knowledge of the standards and apply this knowledge to the exam as well as the courses. Faculty meet together twice a year and review student progress, discuss any individual student concerns, and ensure that the student is advised if there are problems in need of addressing.

Students are required to attend an orientation meeting prior to the program start date where all program expectations including the field experience requirements and the CalAPA requirements are shared and explained. Students are provided a handbook that outlines all program requirements and the evaluation instrument used for the fieldwork portion of the program. Throughout the program, assignments are aligned with the CAPE standards as well as the required tasks for the CalAPA. Candidates are required to take the CalAPA exam at the conclusion of their program. Due to the small size of the program, there is currently no data available in the accreditation data system. Completers reported success and adequate preparation for the CalAPA in the interviews conducted.

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 Administrative Services Credential Program (PASC).

Reading and Literacy Added Authorization (RLAA)

Program Design

The University of San Francisco Reading and Literacy Added Authorization (RLAA) has been designed to prepare teachers for specialization in the teaching of reading and language arts for diverse populations of students. It was also designed to prepare teachers in curriculum and instructional leadership in the areas of language and literacy at the school level. The program offers candidates the option of completing a Master of Teaching in Reading (MATR).

The RLAA program is housed in the Teacher Education Department (TED), which is in the School of Education, and is overseen by the program coordinator who is a full-time faculty member in the department. The courses are taught by one full-time faculty with expertise in language and literacy and one adjunct who is a practitioner in the field and holds a master's degree.

The RLAA program coordinator attends quarterly program coordinator meetings in TED. The program coordinator works with the chair of the department and consults with the Dean of the School of Education. Additionally, the program coordinator meets regularly with the adjunct faculty who teach the RLAA courses to discuss candidate progress and update course content. Additionally, the program coordinator also meets yearly with other RLAA program coordinators

from other institutions of higher education to brainstorm over some of the challenges faced with low enrollments.

The RLAA program is a 4-semester cohort model that begins each summer and continues through the subsequent fall, spring, and summer semesters. The format for coursework consists of one in-person course, two hybrid courses, and three remote courses. Candidates who begin the program must be either credentialed, or have completed coursework in early literacy, intermediate reading language arts for multiple subject candidates, or academic literacy and adolescent development for single subject candidates. In the interviews, several candidates shared they were enrolled as Interns in the USF Multiple Subject credential program while concurrently in the RLAA program. Some also noted being a part of the 4+1 program, where candidates complete an undergraduate degree and a credential in five years. The program content is organized into 14 units of required coursework that deepens candidates' understanding of the following: development of fluency and comprehension for diverse language learners; development of assessment and intervention issues in reading research; and an understanding of culturally relevant reading instruction. Program content also includes intensive practicum experiences that include 20 hours of one-on-one targeted tutoring in reading at both the primary and intermediate grade levels and a culminating field placement in a 5-week community-based summer reading program for K-8 students. The summer reading program is an integral part of the RLAA program. In the interviews, program completers reported that these experiences provided them with the opportunity to connect with students, their families, and the community, but a few also mentioned that it changed their career trajectory, as well as built up their teacher efficacy. When asked about the summer program, community partners spoke highly of the "knowledgeable and skilled" teachers who worked with the students. Additionally, it was also reported that the summer program provides candidates the opportunity to work with diverse populations of students who are usually not a part of their regular classrooms.

Over the past two years, the program has made several modifications. There was a reduction in the number of required units from 16 to 14, which began with the 2018-2019 cohort. A three-unit course was created to specifically address reading instruction for English learners and two courses in fluency and comprehension were deleted. This was to increase instruction for English learners, which was identified as an area of need, and also to keep the program abreast with the latest research in reading. Three courses were moved to an online asynchronous format, which began with the 2021-2022 academic year, this was done to accommodate candidates who are full-time teachers. Candidates continue to conduct in-person tutoring for the two tutoring courses.

Throughout the school year, the RLAA program coordinator meets with leaders of the participating community-based organizations where candidates complete their practicum to plan the culminating summer reading experience. During the interview, these organizations expressed that they feel their voices are heard and reflected in the planning process. Each spring, a joint session is held with RLAA candidates and program staff from the partner

community organizations for planning purposes. Community partners stated that the students are not only supported in reading skills but motivated to love reading. Partners and constituencies such as reading specialists/coaches, experts in dyslexia, leaders of community-based organizations, experts in culturally responsive and anti-racist teaching, and former RLAA completers serve as guest speakers in the RLAA courses. Adjunct instructors and literacy leaders in the local school district also bring current practices and issues into the courses.

Course of Study (Curriculum and Field Experience)

The program begins each summer (Summer 1) with TEC 665 - Fluency and Comprehension for Diverse Language Learners, which has a focus on diverse English learners. In Fall, candidates enroll in TEC 661- Assessment and Intervention and TEC - 662 Tutoring Primary (field experience). In the assessment and intervention course, candidates are introduced to assessment tools and methods of analysis that are then applied during two tutoring practica. These three courses are taught by the same instructor. The fall semester practica involves working with primary grade students. In spring, one of the four foci courses is TEC 670 Literacy Leadership, Research, and Practice. This course addresses culturally responsive reading instruction, which the candidates apply in designing unit plans for their culminating fieldwork which is the summer reading program for local K-8 students. Along with the TEC 670 course, candidates also complete the second practicum - TEC 663 Tutoring Intermediate (field experience), which involves tutoring students in intermediate grades. Summer 2 is where the TEC 671 Reading Practicum (field experience) completes the program.

Critical areas in literacy development and reading instruction are addressed throughout the course sequence with particular emphasis in specific courses. While the needs of English language learners are incorporated into all courses, TEC 665 Fluency and Comprehension for Diverse Language Learners has a singular focus. TEC 661 Assessment and Intervention considers reading difficulties, including strategies for teaching students experiencing dyslexia. Similarly, culturally responsive literacy instruction is a guiding principle in the RLAA program but studied in depth in TEC 670 Literacy Leadership, Research and Practice where current candidates have reported they have “gained so much through learning research-based practices” and feel they have “developed a critical eye” in understanding research.

As noted in the Course of Study section, the program has three field placements; 1) tutoring 1:1 of a primary grade student (grade K-3), 2); tutoring 1:1 of an intermediate grade student (grade 4-8); and 3) classroom-based reading program (K-8). During fieldwork, candidates attend seminars to debrief, problem-solve, and reflect on their practicum experience as a group with their instructor (TEC 662, 663, 671).

Candidates in the tutoring practica submit analyses of assessments and draft lesson plans based on their analysis to the instructor for ongoing feedback while they are tutoring. They submit a tutoring portfolio for each practicum which is evaluated using an instructor-designed rubric. In the culminating reading practicum, candidates submit a Summer Unit Plan and weekly detailed lesson plans for instructor feedback. Candidates also receive visits from a

university supervisor/mentor using a cognitive coaching model. Candidates affirmed this process was followed, which included a pre-visit, a discussion of assessments, a full observation, and a debrief conversation with the rubric.

It should be noted that throughout the review of the program, great appreciation was expressed for the program by all constituents, especially concerning the quality, the collaboration, and the responsiveness to feedback. The community partners explained that the community-based organizations serve children from several schools and districts, and they greatly value their partnership with USF. A school principal who has hired a completer stated of the program, "The staff is excellent, the teachers who completed the program are well-prepared, highly engaging, and are current in curriculum. They know where reading is going." Another principal expressed there is "a great need for more reading teachers." He stated that he has seen an average of more than a year's growth in the students who worked with his reading teacher.

Assessment of Candidates

Candidates demonstrate competence through seven competency assignments that reflect the RLAA Standards 5A and 5B posted in the revised RLAA handbook (2017). They compile evidence of competency into an RLAA Portfolio as they complete it. These include: 1) two tutoring portfolios (primary level and intermediate level); 2) school-wide data analysis, 3) self-assessment of "culture of literacy" and action plan; 4) synthesis of reading research topic; 5) plan for developing multiple digital literacies; 6) Summer Unit Plan for Summer Reading Engagement program; 7) action plan and reflection on work with university supervisor/mentor. In the first course of the RLAA course sequence, candidates are informed of course assignments that will contribute to evidence of their competency as per RLAA standards 5A and 5B. Ongoing feedback is shown to be provided by instructors as drafts are submitted, as corroborated by both candidates and faculty. Instructors share the results of assessments through rubrics and narrative feedback.

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 Reading and Literacy Added Authorization (RLAA) program.

Pupil Personnel Services: School Counseling

Program Design

The USF PPS: School Counseling program is housed in the School of Education which is led by a Dean who reports directly to the Provost. There is also one Associate Dean who works with the Dean in the SOE. Each Department has a Chair and each Program has a Coordinator and Fieldwork Coordinator. The program coordinator for the PPS School Counseling program manages the school counseling program and is involved with recruitment, admissions,

advisement, curriculum, schedule, and faculty support. The program coordinator also serves as the fieldwork coordinator overseeing all field placements processes, training, and documentation.

The University of San Francisco (USF) Department of Counseling Psychology (CPSY) in the School of Education has three programs: a) School Counseling, b) Dual Concentration in School Counseling and Professional Clinical Counseling (PCC), and c) Marriage and Family Therapy (MFT). The School Counseling Program is only offered at the hilltop (main) campus, and it is a 49-credit program that provides professional training in the area of K-12 counseling, leading to a Pupil Personnel Services Credential. Candidates in the dual concentration complete the 49 credits required for their School Counseling concentration, and 11 additional credits for the Clinical Counseling concentration.

The Chair of the program is involved with supporting the program and troubleshoots as well as brainstorms with the program coordinator as necessary. In addition to the program coordinator, there are 3 full-time faculty and 12 adjunct faculty operating within the school counseling program. Full-time faculty rotate in the role of program coordinator and department chair and there appears to be widespread collaboration and support for the school counseling program among full-time faculty. The program coordinator reported, “although we are a small group, we do the best we can to meet goals, so the program is usually manageable”.

USF also offers an intern pathway. Candidate requests for internship credentials are evaluated by the fieldwork coordinator who contacts the site to discuss the internship opportunity. Upon approval of the internship credential, candidates are supervised by the program under the supervision of the site supervisor and fieldwork instructor.

The Clinical Counseling Concentration provides a clinical pathway that leads to clinical counseling licensure. The coordinator provides clear distinctions between the Clinical Counseling Concentration and the School Counseling programs during information sessions. Candidates are asked throughout the program where Clinical Counseling might fall in their career objectives.

Communication with school counseling candidates in the school counseling program is facilitated by an academic advisor, fieldwork site supervisor, traineeship course instructor, School Counseling Graduate Association (SCGA) student leaders, the SCGA newsletter, and the School Counseling Program Canvas page. The program requires 3 traineeship courses in which candidates complete fieldwork objectives. Additionally, all candidates use Chalk and Wire, a fieldwork management platform, so fieldwork faculty and supervisor can monitor candidate progress. Advisors meet with candidates at least once a semester, site supervisors meet once a week for supervision, and candidates have class with their traineeship course instructor weekly (since 2022), or every other week in teaching weekend schedule (2023 graduating class). Additionally, the school counseling program coordinator sends information throughout the month through the School Counseling

program newsletter. Candidates also have access to a "School Counseling Program Canvas Group Site" that includes all necessary forms and materials for the program, as well as a Program and Fieldwork Handbook, and a School of Education credential candidates handbook at the beginning of the program as part of the orientation.

Communication is also provided by the program to site supervisors so that they are adequately prepared to supervise school counseling candidates. Full-time faculty meetings are held regularly at least once per month, but they communicate with one another more frequently informally on the weekends to discuss the program. In interviews, the site supervisors shared "the school counseling program is open in communication, and we can reach out to the program coordinator whenever needed." The school counseling program schedules meetings with site supervisors prior to assigning site supervision to prepare ongoing communication. "The school counseling program is streamlined well to ease in communication" as stated by one of the site supervisors.

First year candidates expressed concerns about the lack of communication related to the increase of fieldwork hours which led to a class meeting midweek. There was confusion reported about use of Chalk and Wire as well, but the program coordinator disclosed that there are technical issues with the user friendliness of the platform. Additionally, it was noted that the program coordinator is open to suggestions from candidates and even attends School Counseling Graduate Association meetings.

As further evidence of the responsiveness of the program personnel and based on candidates' feedback, the program began offering Friday evening courses in a hybrid format (5 in person meetings; and 4 online meetings). All Saturday class meetings are offered in person (9 teaching weekends, and 3-credits fieldwork classes meet weekly, 9 Saturdays in person, and on Wednesday evenings online during non-teaching-weekends weeks).

First-year candidates expressed appreciation for the weekend class schedule. A completer reported, "I appreciated the ability to work with classes held every other weekend so I can work throughout the week." Both first- and second-year candidates confirm they are actively involved with completing the First-Year and Second-Year Experience Profile and have opportunities to meet objectives aligned with the SCPEs at their fieldwork sites through traineeship courses. However, some second-year candidates reported traineeship assignments differ across sections and suggested that the program consider standardizing them so they can be more collaborative on assignments.

Some adjustments have been made to meet the new standards and also to accommodate program feedback received but the overall structure of the program remains the same. In addition, and based on students' feedback, the program revised its course sequence to offer Individual and Family Psychopathology in the summer semester, instead of Assessment and the Counselor, which now is offered in the Spring semester. Since 2022, advisors meet with students at least once a semester, mentor counselors/site supervisors meet once a week for supervision, and students have class with their traineeship course instructor weekly, or every

other week in teaching weekend schedule starting with the 2023 graduating class. Candidates also shared that the program was responsive to their suggestions of modifying the program to accommodate disruptions caused by the COVID-19 pandemic.

The School Counseling Program has active partnerships with school districts, including San Francisco Unified School District. In addition, the program also has an active alumni database in an online Google group for easier information dissemination. Meetings are held with counselors, principals, and administrators at partner schools and districts. The faculty and students meet regularly throughout the year for student advising meetings. As candidates complete the program, the Director of Effectiveness, Strategy, and Assessment (DESA) collects an exit survey that is shared with deans, and department chairs, who also share with departments. This data is used to inform program/department practices.

Every spring semester, alumni and community partners are invited to facilitate a career panel and mock interviews for the graduating candidates. Through panelists' presentations, program staff incorporates advice about current field trends in the traineeship courses. The program listens to recommendations from adjunct faculty who work in the field. SFUSD hosts counselor-trainees and university partners once per semester, which are attended by the school counseling program fieldwork coordinator. At this meeting, input and program practices are discussed. Program faculty and/or program coordinator meet with community partners and discuss collaborations and program and curriculum implications. The program intends to develop an advisory for stakeholders to provide input into the program.

School Counseling Graduate Association (SCGA) representatives also provide feedback to the program and assess the needs of candidates. A part-time faculty member shared “the program listens to part-time faculty and are respectful, responsive, and collaborative.”

There is no formal process for community partners established that contributes substantially to the design, implementation, quality and effectiveness of the program and there is no group that meets with the program on a regular basis to act in an advisory role. However, the program appears to have created these activities organically with community members. Community partners included a California Association of School Counselors representative who described the program’s involvement in the development of the models of supervision training. Other participants were former students who are now mental health clinicians who provide resources and attend program events such as mini conferences. There is also collaboration with career awareness provided by candidates to share college access information with the community. The program coordinator indicated an advisory board is being developed.

Course of Study (Curriculum and Field Experience)

Once admitted into the School Counseling program (summer semester start only), the curriculum delivery is designed as a two-year, cohort model, full-time and sequential program, including two summer semesters of coursework. The first year consists of the foundation courses and core requirements (e.g., Foundations of School Counseling, Counseling Theory and Practice, Cross Cultural Counseling, Law and Ethics, Lifespan Developmental Counseling). During

their second year in the program, candidates complete more advanced, specialized, and practice-based courses (e.g., Trauma and Crisis Counseling in Urban and Multicultural Contexts, Academic Counseling, Career Counseling, Assessment and the Counselor).

Program developed curriculum such as “make it happen” which connects several courses to develop and review the effectiveness of the program with middle and high school students. One of the partner administrators shared, “The program has a well-articulated experience profile which is a helpful blueprint and students are more guided than students from other universities.” First and second year candidates report that they chose the program because they were drawn to the ability to complete the program in two years.

The fieldwork courses are aligned with the academic courses so candidates begin fieldwork in their first year in the program and can directly apply counseling skills as they are learning them in their classes. There is the First-Year Experience Profile and Second-Year Experience Profile, which are expected experiences informed by the School Counseling Performance Expectations (SCPE) that candidates complete at their fieldwork sites and are also aligned with the course work. Objectives may be embedded into coursework; candidates apply objectives through fieldwork. There is communication between fieldwork instructors and the fieldwork coordinator to ensure objectives are aligned and met.

Candidates expressed appreciation that they could directly apply coursework in their traineeships. There are also opportunities for faculty to ask candidates about their experiences in the program during class. Fieldwork progress is assessed through the Chalk and Wire platform of submitted assignments that align with SCPEs. Site supervisors ensure objectives are met and through traineeships work that is assessed. At the end of each semester, students are evaluated by fieldwork instructors. Candidates have a different fieldwork instructor through each traineeship completed at different levels. However, some candidates expressed that it would be helpful to have the same fieldwork instructor to build their relationships so that fieldwork instructors had more opportunities to better understand their needs and strengths.

The sequence of the coursework shows a progression through the curriculum in relation to the SCPEs. The sequential design of the program allows candidates to become knowledgeable in multiple areas of education related to school counseling as a way of building upon basic generalized concepts to more in-depth specialized courses that relate directly to on-site school counseling experience. Evidence confirmed that there is a strong focus on social justice, multiculturalism, and advocacy throughout the program. The focus on social justice seemed to be the most valued strength of the program according to candidates, completers, and employers. Site supervisors indicated the social justice orientation prepares students well in working with marginalized groups. Employers are very satisfied with social justice, family partnership and empathy for students. However, it was also shared by an employer that activism sometimes creates tension with staff, so graduates should understand the “big picture” when suggesting initiatives and. should also be aware of politics in the educational system.

In the 2022-2023 academic year, there are 50 students enrolled in the School Counseling Program, all of them are doing placements in K-12 public schools. Specifically, 22 students are placed at the elementary and middle school levels, while the other 28 are placed at the high school level. In the current academic year, a total of 40 school placements are active–this number varies each year, depending on program enrollment. Candidates receive weekly supervision at their fieldwork sites in addition to university supervision from their fieldwork course instructors.

Frequency of supervision was confirmed by first- and second-year candidates as well as site supervisors. Individual check-ins are held virtually with candidates in 1st and 2nd year. Traineeship courses meet every other Saturday (9 times per semester under old standards). However, to align with the new CTC school counseling standards that require weekly meetings with fieldwork university supervisors, 1st year candidates in traineeship courses meet every other Saturday and every other Wednesday.

Along with the delivery of the curriculum, graduate students are required to complete 100 hours of practicum and 800 hours of fieldwork experiences (total 900 hours) during enrollment in the program in order to be eligible for the Pupil Personnel Services Credential. All of the faculty work to ensure that the courses prepare the candidates well for their ongoing and simultaneous work at the fieldwork site. The fieldwork courses are aligned with the academic courses so students begin fieldwork once they enter the program and can practice and hone counseling skills as they are learning them in their classes.

The connection of curriculum to practicum and fieldwork was confirmed by faculty as well as candidates. The fieldwork coordinator explained assignments in traineeships are aligned with SCPEs and the site supervisors ensure objectives are met and through traineeship work which they assess. Candidates also confirmed experience profile requires objectives are met in courses and completed in fieldwork.

Candidates meet with their field supervisor (mentor counselor) for 1 hour each week at their school sites, and they review and discuss cases, their required site experiences (Experience Profile), and address professional development issues. Candidates are required to meet with their advisor at least once a semester, but they may meet with their advisers more frequently if desired/needed. During the advisement meetings they discuss academic performance, candidate's standing in the program, program feedback, fieldwork performance, coursework, and career and professional development. Candidates meet with their fieldwork instructor in a small class (8 candidates starting in 2022; 10-11 candidates for the graduating class of 2023). These meetings are to discuss cases, counseling skills and program development, advocacy, leadership, collaboration, challenges at the school site and areas of growth and professional development.

Site supervisors confirm meetings are held by the program prior to assigning site supervision to prepare communication and candidates are strategically matched with a site supervisor. In

interviews, an administrator added, “Students might be assigned to a counselor based on style, geographical location, or language.” Fieldwork instructors also confirm that they do supervise approximately 7-12 students. If there is an issue with a candidate in fieldwork, the fieldwork instructor meets with the candidate and involves the site supervisor or fieldwork coordinator if necessary. The fieldwork coordinator shared there are also opportunities for faculty to ask candidates about their fieldwork experiences in the program during class to evaluate progress.

Partners share responsibility and the program collaborates with partners on the design and quality of field experiences. Site supervisors are invited to attend the CASC supervisor training but are required to complete the asynchronous institutional training provided by the program which is recorded. The program was also involved in the development of the CASC training, which is used statewide by school counseling programs, according to one of the community partners.

Assessment of Candidates

Candidate assessment is measured by the following: A) course assignments, B) fieldwork evaluations (4 total, one for each semester of fieldwork), C) completion of Experience Profiles (2 total, First-Year Experience Profile and Second-Year Fieldwork Profile), D) evaluation of candidate’s performance by university instructors, and E) candidate self-evaluation of school counseling program professional dispositions (these are assessed by fieldwork instructor also).

New candidates are assigned advisors who are full time faculty, and meetings are held with advisors once per semester, according to the program coordinator, beginning with the fall semester of the first year in the program. Second year candidates shared that they receive feedback from instructors and peers in traineeship, particularly through video assignments. New students attend a program orientation and receive information about the assessment processes. The program provides candidates with information about their academic assessment and overall program performance and standing. The fieldwork orientation discusses how they are evaluated along the experience profiles at their fieldwork site and in the fieldwork class by their site supervisor. Beginning with the 2022 cohort, the School Counseling Performance Expectations (SCPE) are discussed as they inform candidate assessment. Candidates also discuss feedback and the results of their fieldwork assessment from supervisors in fieldwork.

Consistent with program standard 2, evidence confirmed that the USF PPS Counseling candidate fieldwork plan includes the activities candidates are expected to experience, the experiences used to attain competencies, and a plan for determining competency attainment. A review of evidence and through interview it was confirmed that fieldwork progress is assessed and available through the Chalk and Wire platform after candidates submit the experience profile which is used as the planning document. At the end of each semester, candidates are evaluated by fieldwork instructors.

PPS administrators confirm they receive exit surveys to complete. Fieldwork instructors stated “Feedback is given to students through development of dispositional goals which are also assessed at the end of the traineeship.” Candidates are also evaluated on their experience profile by fieldwork instructors which are aligned with the SCPEs. Candidates also provide feedback to one another. According to fieldwork instructors, the program uses a collaborative model so peers

provide feedback on experience profiles. A site supervisor shared If there is a problem with an unprepared student, the university supervisor is contacted and more observations for the student can be provided. Additionally, interviews confirmed that candidates are also evaluated on their experience profile by fieldwork instructors.

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 PPS School Counseling Program.

INSTITUTION SUMMARY

There are a few keywords that resounded throughout interviews with the multiple stakeholder groups that make up the USF School of Education, namely: community, justice, and care. It is inspirational to see the shared experience of students, faculty, staff, and K-12 partners across multiple programs exemplify a school's mission statement. The School of Education's commitment to manifesting social justice principles in its daily operational functions is commendable. Amid the numerous impacts the COVID-19 pandemic brought to educator preparation programs and K-12 school communities throughout the state, USF's School of Education centered its work during this challenging time on responding to the immediate and specific needs of their local communities via multiple resource and support initiatives. To produce and quickly implement thoughtful changes as evidence of genuine holistic care for community member support during the challenges of a global pandemic is noteworthy. There is a clear ongoing critical inquiry process that is uniquely humanistic and a result of the school's transformative leadership. Evidence of the ongoing positive impact the school is having on preparing California educators and education professionals is clear. The USF School of Education is a testament to the University's values of cura personalis, being people for others, and diversity in all its forms.

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:	***No response needed***
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**
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**

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

A research-based vision is evident across all programs within the School of Education. Programs are informed by research aimed at preparing candidates to promote equity, diversity and social justice in P-12 schools and educational community organizations. This research includes sociocultural theories of learning and development and critical theories of inequality in schools and society. The School of Education's mission to prepare educators focused on advancing justice for the most marginalized communities is evidenced not only through individual program design and implementation but also through the unit's approach to resource management and allocation.

The multiple initiatives achieved through the most recent strategic plan work demonstrate an intentional focus on involving faculty, fieldwork staff, and relevant constituencies in the decision-making process, responding to the experiential needs of program candidates, and providing focused resources for academic, credential, and socio-emotional support services. Program candidates and completers highlight the strength of experience, qualifications, mentorship, and relationships they have with faculty even after completion of their individual programs.

Faculty recruitment, retention, and development efforts have resulted in the cultivation of an activist scholar community that reflects the diversity of the program candidate population. The faculty meet not only the qualifications outlined in the standards and but are also active within the local school communities into which candidates are placed for their student teaching experience. Candidates reported faculty really understood how to support them with strategies for successful classroom teaching learned through their courses that could be immediately applied to their student teaching the next day. This is consistent with evidence found in Accreditation Data System (ADS) reports on candidate demographics, confirming the success of the School of Education's commitment to diversity in the educator population.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*

Common Standard 2: Candidate Recruitment and Support	Team Finding
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**
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

Review of the Preliminary Report of Findings, evidence provided for Common Standard 2.2 Advising Process, and program student handbooks demonstrate candidate advisement and support towards the attainment of program requirements. Interviews with various constituency groups confirm these findings.

During an interview with employers, one interviewee stated, "…teachers are well prepared and know a lot about the art of teaching. They know how to receive coaching. They are socially aware of student needs, not just subject matter. They are focused on Social Emotional Learning activities in the classroom. They are also very good at reflective practice." Site Supervisors noted a high level of fieldwork preparation in candidates, stating that USF candidates are "…prepared, and willing to apply what they are learning at USF. They start during the summer and that results in a high level of reflection." These supervisors stated they could reach out to faculty at any time if there were concerns, and that there is open communication with the program, which is very streamlined and effective.

Program completers shared that while they finished their program within the last 2-3 years, they continue to receive ongoing, personal support from program faculty and staff as they request it. One program completer also stated that Chalk and Wire platform makes it very difficult to miss a deadline. Program candidates receive focused support and advisement on their credential requirements and process. Dedicated support staff visit classrooms multiple times to review the credentialing process with students, provide support for meeting outstanding requirements, and hold office hours to help advise candidates. One staff member

concluded that “The School of Education is a strong community with a lot of compassion for students, and passion for the vision”.

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.	**Inconsistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Consistently**
For each *program* the *unit* offers, candidates have significant experience in *California public schools* with diverse *student* populations and the opportunity to work with the range of *students* identified in the *program* standards.	**Consistently**

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard

It is clear that all programs intentionally center the fieldwork or student teaching experience as a cornerstone of their program success. For example, MS/SS fieldwork coordinators indicated

that they try to "…build strong connections between theory and practice. Strong supervisors are hard to find and we intentionally try to find supervisors who are aligned with our mission and vision." Interviews with program candidates and completers confirmed that focused care and effort were evident during their placement process. Candidates reported providing input and preferences that were taken into consideration during the placement process and having multiple individuals identified as additional sources of support when they had questions.

Interviews with Program Chairs also indicated that various resources such as a supervisor training hub, the Chalk and Wire platform, and the School's Advising Hub are being leveraged and expanded to provide further areas of contact and support for both program candidates and site-based supervisors. The organic and ongoing relationship-building approach programs have towards the school communities they work with to place candidates in the field is an indicator that the unit is dedicated to ensuring a successful experience for all those involved.

Rationale for the Finding
Common Standard 3 is met with concerns due to inconsistencies related to this specific element: "Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner."

The School of Education provided spreadsheets that summarize supervisor qualifications and experience in California public schools. The training modules and videos found in the addendum for standard 3.5 also evidence that training and orientation resources for site-based supervisors exist. However, there is limited or no evidence across all programs that site-based supervisors successfully completed the mandatory training and orientation, and received evaluation and recognition in a systematic manner.

While the PPS School Counseling and Special Education MMSN programs provided clear evidence of mandatory training and orientation for their site-based supervisor, such evidence was unclear or missing for the Multiple Subjects/Single Subjects (MS/SS) and Bilingual Authorization (BILA) programs. Additionally, all programs were missing evidence of systematic evaluation and recognition for their site-based supervisors.

During interviews with the MS/SS program fieldwork coordinators, the stipend that is provided to some site-based supervisors was indicated as an example of how they are recognized, however, it is not clear what other forms of recognition are used more uniformly. A subsequent interview with MS/SS and BILA program candidates produced the following comments regarding evaluation of site-based supervisors: "We don't evaluate our site supervisors or our cooperating teachers. We do some limited evaluation of our course instructors as an assignment." While systematic and formal evaluation of site-based supervisors does not seem to be in place, MS/SS and BILA program candidates are asked to give feedback about their site-base supervisor during the program exit interview. There is limited or no evidence to support that this feedback is communicated back to site-based supervisors in a systematic manner.

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.	**Consistently**
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.	**Consistently**
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

Summary of information applicable to the standard

USF's education unit, the School of Education, has developed and implemented a comprehensive continuous improvement process at both the unit level and within each of its programs. The components of the assessment system identify and evaluate detailed program and unit effectiveness. The system generates sufficient data to enable the unit to make useful modifications based on findings. Administrators, program chairs, faculty and all staff involved in assessment processes meet on a regular basis as specified in the Education Assessment Cycle. The School of Education is in its final year of a 5-year Strategic Planning and prioritizing process. New and updated assessment instruments and processes that specifically track this work are a key part of this effort.

As portrayed in the School of Education Assessment Cycle and Responsible Parties graphic, the Dean and Associate Dean provide oversight and approval for all assessments and activities related to institutional effectiveness and the Director of Effectiveness, Strategy, and Assessment manages the process and monitors assessment requirements from CTC and other accrediting bodies.

The CTC Committee plans and organizes unit and program assessment processes for credential programs, identifies best practices for their programs, and manages assessment communication to stakeholders. The University Assessment Committee supports and coordinates assessment across the university, and program chairs, in consultation with program faculty and staff, plan relevant assessment activities regarding the course of study, fieldwork and clinical practice, and support services for candidates.

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. For example, analyses of the results of student intake and exit surveys highlighted a need for clearer written communication about advisement, and significantly affected decisions about course formats (in person, hybrid, completely online) when emerging from pandemic restrictions. The School of Education's website was also revamped to include all application materials, program information, and other pertinent information in one place. A curricular improvement occurred as a result of Multiple and Single Subject candidates' request that a dedicated course focused on teaching students with disabilities be included in their programs.

The Advising Hub, an extensive online interactive repository for candidate information such as courses taken and assessments (RICA, TPA) completed, was created to facilitate the advisement process and help candidates track their progress. This has been very well-received by university faculty advisors as well as candidates. Candidates in the Teacher Education program use the website Chalk and Wire to store important documents for the credential. It is also a platform for cooperating/master teachers and supervisors to provide feedback about their student teachers. The program uses this feedback to monitor the credential candidate's progress toward the credential. Chalk and Wire is now embedded in the Canvas Learning Management System so that all forms, assessments, and important information are readily available to candidates.

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. Instructor and course evaluations have now begun to be administered as a mid-term as well as an end-of-semester evaluation.

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. Interviews with employers who have USF interns or have hired graduates indicate that USF candidates are very well-prepared to enter professional practice and acknowledge the quality of their preparation. A principal in a community partner school noted the attitude that student teachers and USF candidates who are hired as aides display, saying that "they have complete buy-in to work with kids. They are very flexible and jump in when needed." Another principal stated that many USF grads have a "huge ability" to use reflection and are comfortable with being honest with themselves.

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

The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state-adopted academic standards. Results of fieldwork and clinical practice assessments by field (school-based) and university supervisors indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

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. Interviews with community partners and employers that provide student teacher placements and hire interns and graduates indicate that USF Interns and student teachers have made an impact in their schools. As one principal said, "The student teacher brought new actual ideas to support kids. Our cooperating teachers and other teachers in our school learned new stuff!" Two community partners, directors of local community centers, stated that the USF Coordinator of the tutoring program and the USF candidates in the Reading and Literacy Added Authorization who work with children in the centers' summer program have greatly impacted their knowledge of reading instruction methods. Local principals, including those in San Francisco Unified School District, have stated that they prefer to hire graduates of USF's education programs because they are ready to have their own classrooms.

USF faculty and department chairs have noted the impact that graduates have had on their schools and districts. A large number of graduates have become teacher-leaders in their schools and districts. Many now support their own USF student teachers and interns. Adjunct instructors who teach in the credential programs have stated that they are committed to giving back to future teachers by doing this work.