

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Pacific Oaks College

August 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Pacific Oaks College. The report of the team presents findings based upon a thorough review of the Institutional Self-Study reports, supporting documentation, and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Probationary Stipulations** is made for the institution.

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

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation		X	
3) Resources	X		
4) Faculty and Instructional Personnel		X	
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice		X	
8) District Employed Supervisors			X
9) Assessment of Candidate Competence		X	

Program Standards

Programs	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	19	19	0	0
Education Specialist: Mild/Moderate, with Internship	22	2	9	11

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

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

Institution: Pacific Oaks College

Dates of Visit: May 18-21, 2014

Accreditation Team

Recommendation: Accreditation with Probationary Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Probationary Stipulations** was based on a thorough review of the institutional report; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team determined sufficient and consistent information was obtained that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed the nine Common Standards to determine if the standards were met, met with concerns, or not met. The team found that Common Standard 1: Educational Leadership; Common Standard 3: Resources; Common Standard 5: Admission; and Common Standard 6: Advice and Assistance; are **Met**. Common Standard 2: Unit and Program Assessment and Evaluation; Common Standard 4: Faculty and Instructional Personnel; Common Standard 7: Field Experience and Clinical Practice; and Common Standard 9: Assessment of Candidate Competence, are **Met with Concerns**. Common Standard 8: District-Employed Supervisors is **Not Met**.

Program Standards

Individual team members and the total team membership discussed findings and provided appropriate input regarding the programs at Pacific Oaks College. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The team found the following:

Multiple Subject Program-- all program standards are **Met**

Preliminary Education Specialist Program:

The Preliminary Education Specialist Program must meet the 16 Education Specialist Teaching program standards as well as the six Mild to Moderate Disabilities standards.

- Education Specialist Program Standards:
 - Standard 10 is **Met**.
 - Standards 2, 3, 4, 6, 8, 11, 12, and 16 are **Met with Concerns**.
 - Standards 1, 5, 7, 9, 13, 14, and 15 are **Not Met**.
- Education Specialist: Mild to Moderate Disabilities
 - Standard 1 is **Met**.
 - Standard 4 is **Met with Concerns**.
 - Standards 2, 3, 5 and 6 are **Not Met**.

Overall Recommendation

The team completed a thorough review of program documents and program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and advisory board members. Due to the finding that four of the Common Standards are **Met with Concerns and one is Not Met**; eight of the Program Design and Preliminary Standards are **Met with Concerns** and Seven are **Not Met**; one Mild to Moderate Specialty Area Standard is **Met with Concerns** and four are **Not Met** the team unanimously recommends a decision of **Accreditation with Probationary Stipulations with a revisit** for Pacific Oaks College.

Recommended Stipulations

- 1) The institution must provide a clear description and supporting documentation to address all Program Standards for the Education Specialist Mild/Moderate credential program found to be Met with Concerns or Not Met. For each standard, this information must include:
 - A succinct description and supporting evidence of how and when candidates demonstrate competency in standard requirements
 - How scoring rubric(s) and other measures directly relate to each of the required program standards and how the measures are used to determine candidate competency with inclusion of evidence such as candidate work samples
- 2) The institution must notify the Education Specialist candidates in writing of the probationary status.
- 3) Provide an action plan and quarterly reports to COA
- 4) Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a written seventh year report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed.
- 5) Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team to collect evidence of actions to address the stipulations noted

above. Cost of the revisit will be paid by Pacific Oaks College as is required by the Cost Recovery regulations.

- 6) No new programs will be approved by the COA until the stipulations above are fully addressed.

Revisit

At the time of the site visit the Educational Specialist program had not completed Program Assessment (PA) review. Team members considered evidence gathered during the visit and engaged in a thorough discussion about the concerns found in the Education Specialist Program. Team members identified the specific areas of concern during the visit and have shared their findings in the program section of this report for COA consideration.

Based upon the findings, the team asks that Pacific Oaks provide the following in the revisit.

1. Evidence that the Education Specialist program has successfully completed Program Assessment and responded to all standards
2. A logically sequenced program with syllabi that fully identify how the Education Specialist Program meets the standard requirements
3. Evidence that faculty possess appropriate knowledge and skills to teach the courses assigned
4. Evidence that college supervisors have the knowledge and skills to assess the candidates student teaching abilities
5. The number and status of the candidates who are currently enrolled in the Education Specialist Program and evidence that the candidates have received appropriate and timely advice about the program requirements.

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

Initial/Teaching Credentials

Multiple Subject, with Intern

Education Specialist Credential

Mild/Moderate, with Intern

Staff recommends that:

- The Pacific Oaks College response to the preconditions be accepted.
- Pacific Oaks College 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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Staff to the Accreditation Team:

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Documents Reviewed

Institutional Report	Program Assessment Summaries
Course Syllabi	Program Assessment Documentation
Candidate Files	Program Assessment Preliminary Findings
Program Handbooks	Candidate Performance Data
POC Website	Candidate Handbook
TPA Data	College Budget Documents
Biennial Reports and CTC Feedback	Accreditation Website
Schedule of Classes	Program Evaluations
Advisement Documents	University Catalog
Faculty Vitae	Meeting Minutes

Interviews Conducted

	Total
Candidates	21
Completers	15
Employers	8
Institutional Administration	24
Program Coordinators	10
Faculty	24
TPA Coordinator	2
Field Supervisors – Program	9
Field Supervisors - District	4
Credential Analysts and Staff	11
Advisory Board Members	6
Others	7
Total	141

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

Background

Pacific Oaks College is located in the city of Pasadena. It is a nonprofit, accredited higher education institution offering Bachelor's and Graduate degrees in human development, counseling, education, and early childhood education. In addition to these degrees, Pacific Oaks College recommends candidates for the California teaching credential. The school offers classes at its main campus in Pasadena and at a number of instructional sites throughout California, as well as online. Classes for the teaching credential, however, are only offered at the main campus in Pasadena or regional sites within the WASC approved guidelines (25 miles radius from the main campus), and on-line.

Founded nearly 70 years ago by a small group of Quaker families, Pacific Oaks College has remained dedicated to the fundamental Quaker principles of inclusion, social justice, and the valuing of every human being. Pacific Oaks College has a tradition of serving non-traditional adult learners from diverse backgrounds. More than 40% of the faculty are non-white. According to the spring 2014 enrollment data, a majority (50.5%) of the students at Pacific Oaks College identified as Hispanic. The demographic breakdown of the student population is as follows:

Hispanic: 50.5%
 International: 0.8%
 American Indian or Alaska Native: 1.1%
 Asian: 3.3%
 Black or African American: 13.6%
 Native Hawaiian or Pacific Islander: 1.0%
 White: 23.2%
 Mixed Race: 1.8%

Three basic concepts underlie the educational philosophy at Pacific Oaks

- that every individual has a fundamental worth;
- that growth is a dynamic and life-long process;
- and that every individual has a unique identity and human potential.

Pacific Oaks has a long history of serving non-traditional and adult students and focuses on implementing its progressive approach to teaching and learning—valuing real-world experiences in addition to academic achievements.

Program Name	Program Level (Initial or Advanced)	Delivery Model	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (2013-14)
Multiple Subject	Preliminary	Traditional Intern	2	87 Total for both programs
Education Specialist: Mild/Moderate Disabilities	Preliminary	Traditional Intern	1	

The Visit

The Pacific Oaks College (POC) visit took place from Sunday through Wednesday, May 18-21, 2014. The team also conducted a conference call prior to the visit to begin review of the site visit documentation. The POC accreditation team included four team members and a team lead. A Commission staff consultant supported the team's accreditation efforts.

Team members convened at the hotel at noon on Sunday to engage in the team meeting, discuss the interview schedule and develop interview questions. The team relocated to Pacific Oaks College where they were welcomed and greeted by institutional leadership. The president

provided an introduction to the institution and an overview of college. Interviews with constituent groups commenced Sunday afternoon and continued, along with document review, through Tuesday, May 20, 2014. On Tuesday morning, the Team Lead and Commission consultants presented the Mid-Visit Report to the Provost, the Director of the School of Education, and one faculty and staff representative.

Tuesday afternoon and evening the team met to discuss evidence reviewed, interviews conducted and all Common and Program standards. Consensus was reached on all standard findings on Tuesday evening and an accreditation recommendation was prepared. On Wednesday morning, May 21st, the draft exit report was refined and presented to the institution.

Extraordinary Events

Credential programs at Pacific Oaks College were not offered for a couple of years while the institution went through a restructuring process. After the restructuring was complete the new version of the program started in fall 2011 with the establishment of the School of Education. Prior to this change the credential program was under the auspices of the Human Development Department.

The site visit was challenged by the fact that a portion of the Program Assessment process had not been completed prior to the visit. The Multiple Subject Program Assessment document was submitted and reviewed with all standards found to be preliminarily aligned. The Education Specialist Program Assessment Document was received and in process of review when the amount of turnover in faculty, staff, and administration at Pacific Oaks College necessitated a delay in completion of the Program Assessment Document for the Education Specialist Program. The full time faculty, School of Education director, program coordinator, and the provost have all arrived within the last 9 months. Because of the unusual circumstances, POC decided to opt for a full program review at the site visit for the Education Specialist Mild/Moderate Disabilities program. It should be noted that POC administration requested to delay their site visit for a year. With the previous one year delay for all site visits it was determined that proceeding with the site visit timeline would be the most appropriate process. The Program Sampling protocol normally followed at site visits could not be utilized for the Education Specialist Mild/Moderate Disabilities program. Instead, the two reviewers were assigned to conduct an in-depth review of the Education Specialist Mild/Moderate credential program. The Education Specialist team members were charged with completing a standard by standard review prior to determining program quality and effectiveness as part of the site visit review process.

COMMON STANDARDS

Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Pacific Oaks College prepares candidates to be culturally responsive to diverse communities. The mission of the School of Education is built on the College mission, which is clearly articulated in class syllabi. Interviews with faculty, staff and candidates confirmed the following:

- a. Awareness of diversity so that teachers value their students as individuals.
- b. Importance of having students and teachers participate in meaningful learning experiences characterized by inquiry, reflection and support.
- c. Constructivist learning tied to standards and the use of technology

The vision of educator preparation is presented in official documents such as the School Catalog and the Practicum Handbook. Scholars such as Piaget, Freire, Dewey, and Erickson influence the vision of teacher preparation. Candidates who were interviewed also confirmed that their preparation program focused on cultural diversity, the promotion of social justice, and developmentally appropriate learning. A review of syllabi revealed that the scholars noted above were also referenced in various courses.

Interviews with faculty and candidates indicate that the School of Education programs develop competencies in five key areas:

- Development – Understanding of developmental theories.
- Diversity – Understanding and valuing diversity, including an anti-bias approach.
- Communication – Ability to communicate with others in an effective and connective way.
- Research – Ability to collect, process, and evaluate data through research.
- Praxis – Ability to observe, critically reflect, implement theories, and empower others.

The vision of teacher preparation is integrated in various courses as evidenced by an examination of course syllabi. Candidates read and discuss the works of Freire, Dewey, Erickson, and Piaget. Furthermore, the signature assignments allow them to demonstrate their understanding of the works of these major scholars.

The Faculty participate in various committees in the College such as the Faculty Coordinating Committee, Development and Evaluation Committee, and the Assessment Committee. An

interview with the Faculty Senate President confirmed faculty involvement in the governance of Pacific Oaks College.

The School of Education seeks input from an Advisory Board. Interviews with Advisory Board members indicated that meetings are held twice a year. Minutes of past advisory board meetings were made available to the team. The Advisory Board has been involved in initiatives related to the Education Specialist program in the School of Education and the development of a Transitional Kindergarten training program with an emphasis on Special Education. The Advisory Board has also provided the School of Education with information on trends in the community, which have resulted in the development of programs by the School of Education. For example, an advisory board member made the School of Education aware of the need for teacher training regarding traumatized students. The School of Education met the need by providing a series of professional development sessions for a local school district. The Advisory Board has also been involved with technology initiatives. An interview with members of the Advisory Board confirmed that they interact regularly with the faculty and staff of Pacific Oaks College.

The School of Education was created in 2011 as a separate School to enhance and promote the programs offered in educator preparation. The School of Education is led by a Director, who reports to the Provost. An Associate Director also supports the School of Education. The Multiple Subject and Education Specialist Mild/Moderate Disabilities programs each have a lead faculty member. During interviews and review of documentation the team found that, due to multiple transitions in the past year, all staff members who lead the unit have been holding these posts for less than a year. To aid in the transition, the Provost plays a key role in the School of Education and interacts regularly with the Director on issues related to budget and curriculum. In a meeting with the President, he also confirmed his support of the unit and the efforts of the School of Education.

The Associate Director of the School of Education also serves as the Credential Coordinator and is responsible for monitoring all credential recommendations. In an interview with the Associate Director, it was established that a procedure is in place to ensure that all candidates meet the requirements for a credential before they are recommended. Candidate files were examined and the team found that the School of Education uses a system of hard copy checklists in a candidate's file and an electronic system in which all credential documents confirming completion of certification requirements are scanned and stored. The Credential Coordinator is also responsible for keeping records related to admission, student teaching placement, and CalTPA scores. Although candidates claim that they did not always receive the credential information in a timely manner, interviews confirmed that they are aware of the credential information process.

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The School of Education utilizes an assessment system made up of a series of “gates” designed to assess candidates at various points during the program. Candidates must complete requirements at four gates:

- Gate 1: College Entry
- Gate 2: Initial Program Evaluation
- Gate 3: Fieldwork Evaluation
- Gate 4: Final Candidate Evaluation

To pass through Gate 1, candidates must meet minimum requirements including possession of a Bachelor’s degree and passing scores on the CBEST. To pass through Gate 2, candidates must achieve satisfactory grades in a series of classes including pre-student teaching practicum with evaluations from a District-employed cooperating teacher. To pass through Gate 3, candidates complete more courses and Tasks 1 and 2 of the California Teaching Performance Assessment (Cal-TPA). Candidates must satisfactorily complete Gate 3 in order to proceed to directed teaching in Gate 4. During directed teaching, candidates complete Task 3 and 4 of the TPA. To pass through Gate 4, candidates also complete a portfolio as a culminating project. Candidates are assessed throughout the program in accordance with their own rate of progression. It should be noted that candidates for the Education Specialist Mild/Moderate Disabilities credential are also required to complete the TPA.

At the College level, the Assessment and Program Review Committee (APRC) oversees a major assessment activity. The Committee meets monthly and is charged with ensuring that divisions in the College move towards continuous improvement. The College also requires the School of Education to assess program effectiveness and student learning every October in order to develop recommendations that align with planning, budget, and catalog revision. The team was provided with a schedule for the annual review and a program implementation and modification planning checklist and handbook. These documents provide guidance to College personnel for the program review.

Since the establishment of the School of Education in 2011, the unit has strived to create an assessment system. The system is influenced by the following components, which are integrated into the gate assessment system:

1. Professional competencies based in CTC standards
2. Meaningful Candidate Learning Outcomes (CLOs) aligned to the CTC standards.
3. Alignment of each program’s CLOs to the Institutional Learning Outcomes, and CTC standards.
4. Quantitative instruments focused on direct (e.g., exams, performance observations, papers, activity logs) and indirect (e.g., satisfaction surveys) assessment measures.

Systematic data collection has been inconsistent.. The gate assessment system was recently developed for use beginning with the 2013-14 year. The 2012 Biennial report submitted to the Commission on Teacher Credentialing showed that data are collected but not analyzed in a systematic way for completer performance and unit operations.

Rationale

A system has been developed and data are collected but analysis of the data has been inconsistent. To date, POC has not been able to collect adequate data to provide an accurate analysis. As numbers of completers increase plans are being implemented to utilize the analysis of the data to inform all future decisions.

Standard 3: Resources

Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Pacific Oaks College launched the School of Education in 2011, including credential programs in Multiple Subject, Education Specialist (Mild/Moderate Disabilities), and a dual credential program in Multiple Subject and Education Specialist Mild/Moderate Disabilities. Fiscal support for the School of Education was embedded in the 2012 budget. The School of Education is directly supported by a Director, Associate Director/Credential Coordinator, Administrative Assistant, three full-time faculty, and over 30 part-time faculty.

Pacific Oaks College declared financial exigency in 2008 and achieved its first surplus in 2012-2013. Prior to 2008, the budget was centralized across Pacific Oaks College. Following 2008, the budget was decentralized and each school became responsible for its own budget. Resource decisions and budgets are now based on predicted and actual enrollment, and regularly reviewed. Stakeholders described the arrival of a School of Education Director and a Chief Financial Officer who understand budgeting and budgeting processes as assisting in making a positive impact. From 2008 to the past year, Pacific Oaks College focused on achieving budget sustainability. As budget sustainability has now been achieved, a move has been made to focus on program needs. Starting in fall 2014, school and program budgets will need to account for student retention and graduation rates. Interviews with Pacific Oaks College administrators confirmed the budget process for next year will also be tied to program reviews. Budget planning starts in December for the following fiscal year.

Interviews with administrators and faculty showed that there are criteria for Faculty qualifications that are designed to meet CTC standards. Faculty and teaching supervisors in the Multiple Subject program have appropriate credentials and experience in Multiple Subject settings. Some discrepancies were noted when vitae for full time and adjunct Education Specialist faculty were reviewed for the past few years. Administrators who were interviewed and current documents that were reviewed supported the finding that changes have been made and new faculty hiring processes are being followed to ensure that all full-time and part-time faculty members and teaching supervisors are credentialed in their areas of teaching and supervision.

On-ground instructional activities are provided at two buildings located on Eureka Street in Pasadena. All classrooms are equipped with technology to facilitate off-site and online learning. The facilities at 55 Eureka are recently renovated, and both buildings are accessed via secure card passes.

Pacific Oaks College has partnered with TCS Educational System to provide administrative and student support services. Services provided by TCS Educational System include: Admission and Enrollment, Compliance and Legal Affairs, Human Resources, Finance and Financial Aid, Information Technology, and Marketing. TCS Educational Services is based in Chicago. These services are supplemented with on-site staff who coordinate and interact daily and weekly with their counterparts and support personnel at TCS. Representatives from TCS visit the Pacific Oaks campus at least once per semester.

Pacific Oaks College has a full-time IT Director, who is supported by two full-time staff and one student assistant. The Director supports faculty instruction. IT staff are available to assist faculty and candidates during all operational hours. Additionally, online and telephone support is available 24 hours daily. IT services are coordinated at the campus level and in association with TCS. Pacific Oaks College IT staff collaborated with TCS to move from eCollege to CANVAS Learning Management System in order to better meet faculty and student needs. Many stakeholders described that Pacific Oaks College new relationship with TCS “saved” them by providing information and support around the clock.

Pacific Oaks College has recently transitioned to the online platform Campus Vue for student records management and CANVAS Learning Management System LMS for the assessment management system.

Each year, the School of Education allocates \$3000 per full-time faculty member for professional development activities. Faculty reported using these funds for conference attendance; however, no mention was made of using these funds for research activities. Administration indicated that these funds are not used by all faculty yearly, and that these funds do not roll over.

Interviews confirmed all District-employed personnel or Cooperating Teachers (Fieldwork Supervisors) are financially compensated for their supervision of student teachers.

Pacific Oaks College employs a full-time librarian, and two part-time staff. Additionally, information services are also provided by an Associate Director of Information Resources from TCS Educational Services. An onsite library and computer labs are available for candidates. Candidates have access to hard copy materials onsite and via interlibrary loans, and access to partnership libraries in southern California and the Inland Empire. Online electronic databases (including ERIC, Academic Premier, APA PsycLists, etc.) are available for all candidates. These databases are provided in partnership with TCS Educational Services that is able to leverage purchasing of these resources based on their volume.

Standard 4: Faculty and Instructional Personnel

Met with Concerns

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

The School of Education faculty at Pacific Oaks College are qualified through their P-12 experience, and represent the demographics of their service areas. Interviews with candidates indicated that recent turnovers in faculty have resulted in new faculty who are knowledgeable in their field of study and create a supportive and safe learning environment. Full-time faculty possess either a Ph.D. or Ed.D. and at least one teaching or professional services credential. Adjunct faculty must hold a minimum of a Master's degree and a credential in their teaching area. District-employed cooperating teachers are required to hold a credential in their content area. An area of concern is faculty who are teaching outside of their area of expertise in the Education Specialist Mild/Moderate Disabilities program.

The School of Education faculty in the Multiple Subject program at Pacific Oaks College maintain current knowledge in the content they teach and develop an understanding of the public school system in their service area. According to faculty and candidates, following recent changes in full-time and adjunct faculty, gains have been made for faculty to model best professional practices in teaching, learning, and service. No evidence was provided for how faculty model best practices in scholarship.

Full-time and adjunct faculty in the School of Education at Pacific Oaks College are demographically diverse, and represent the diversity of their service areas. Pacific Oaks College has been designated a Hispanic Serving Institution. The Pacific Oaks College educational framework centers on social justice and a culture-centered model of education, focusing on race, religious beliefs, social status, and family. No evidence was provided for how faculty demonstrate knowledge about gender diversity.

All full-time faculty in the School of Education at Pacific Oaks College have had experience in the K-12 system. A faculty evaluation system has recently been developed to ensure compliance and development in the areas of teaching, scholarship, and service. This new evaluation system was developed spring 2014 and is in the process of being launched. A systematic evaluation of adjunct faculty is in the process of being developed and is scheduled to be launched fall 2014. Currently, adjunct faculty complete a self-evaluation which is reviewed with the program director. The Program Director observes adjunct faculty twice during their first year of teaching and then once per year afterwards. No evidence was provided regarding the evaluation of District-employed cooperating teachers or field supervisors employed by the School of Education.

Full-time faculty collaborate with local communities and school districts for common core implementation and professional development. Collaborative efforts and partnerships include: Advisory Board, and Field Experiences. The Advisory Board consists of credential faculty, college administrators, and school district representatives along with school district administrators, and educational community representatives. The Advisory Board collaboratively discusses and proposes changes to the course and program curricula. The Advisory Board meets twice a year and individual board members also meet with faculty and staff from the School of Education at Pacific Oaks College to discuss various needs of the partners and how School of Education personnel can assist with various projects. Advisory Board members who work in school districts provide guidance in the selection of school sites. Fieldwork school sites are selected by district and principal recommendation.

As Stated in the finding for Common Standard 3, each year, the School of Education allocates \$3000 per full-time faculty for professional development activities. Faculty reported using these funds for conference attendance; however, no mention was made of using these funds for research activities. Administration indicated that these funds are not used by all faculty yearly, and that these funds do not roll over.

During the past year the School of Education at Pacific Oaks College hired a number of new administrators, faculty, and staff. These individuals have taken on a number of additional duties as Pacific Oaks College moves toward focusing on program outcomes and development. Additionally, new systematic processes including full-time faculty and adjunct faculty evaluations are scheduled for fall 2014 to ensure only consistently effective faculty are rewarded and retained.

Rationale:

More effective evaluation systems are needed. The team is aware that newly developed systematic evaluation processes for full-time faculty and adjunct faculty are being developed and will be launched in fall 2014. These new evaluation systems are expected to include additional evaluation of university supervisors and cooperating teachers (fieldwork supervisors), evaluation of scholarship for full-time faculty, and evaluations to assist in recognizing and retaining only consistently effective faculty. When/if the evaluation system is completely implemented it appears that the designed system will address the concerns. Time is needed to provide evidence of appropriate implementation of the plan. Also, the team did not find evidence that instructional personnel and faculty are knowledgeable about gender diversity. In addition, no evidence was provided for how faculty model best practices in scholarship.

Standard 5: Admission**Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Pacific Oaks College has a philosophy of open-admission, focusing on non-traditional adult students interested in career enhancing or mid-life career changes. They have partnered with TCS Educational Services to administer their admission process. There is an on-site admission coordinator/counselor who coordinates with the TCS Director of Admissions assigned to Pacific Oaks College. Approximately 90% of all applications are submitted online via TCS. TCS processes all applications for online programs, while the on-site admissions coordinator processes all on-ground applications. The School of Education faculty determine the admission criteria and ensure that it meets all Commission-adopted requirements. Applicants have access to the on-site admissions coordinator and TCS Director of Admissions to assist with their application. Faculty and staff in the School of Education participate in recruitment activities such as information sessions and open houses. Online materials are also available to assist applicants through the admission process, and the process is also available in the Pacific Oaks College catalogue (which is available online).

The admissions coordinator and director of admissions process the application materials and make a decision regarding acceptance based on a paper review. Applicants are not interviewed as part of the application process. Faculty are only engaged in the admission and application process if an applicant is requesting “credit for life experience”, at which time appropriate faculty review the request and make a decision regarding approval or not. Neither the on-site admissions coordinator nor the TCS director of admissions are faculty members. Applicants are assigned an Admissions Counselor (onsite for on-ground applicants), and the TCS Educational Services Director of Admission (for online applicants). These individuals assist applicants in preparing their application materials, are available to answer questions, and provide guidance to facilitate the application process. Admissions staff indicated that a key to the application process is for them to determine that applicants are a good fit with the mission and values of Pacific Oaks College.

Application materials include: a demonstrated commitment to mission and values of Pacific Oaks College, undergraduate degree from a regionally accredited school, pre-requisite courses, application, transcripts, CBEST scores, personal statement, and application fee. Pacific Oaks College has an open-admissions policy focusing on non-traditional students interested in career enhancing or mid-life career changes regardless of their gender, race, ethnicity, or disability.

The full-time faculty of the School of Education at Pacific Oaks College has the fundamental responsibility to determine admission requirements and that these requirements meet Commission-adopted requirements. Admission criteria are specified in the school catalog and in program recruitment materials. Interviews with full-time faculty indicated program curriculum reflects an awareness of diversity issues.

All candidates must complete three practica (classroom observations) and 15 weeks of full-time student teaching (fieldwork placements). Interviews with stakeholders indicated every effort is made to provide candidates with experience in fieldwork settings that are diverse from their prior personal experiences. All candidates must maintain a 3.0 GPA to continue in the program in good academic standing. Once admitted to the School of Education, faculty described how they assess candidates throughout their program for suitability as professional educators. If a candidate is noted to be displaying weak communication skills, they are referred to the writing center and/or the Center for Achievement, Resources, and Enrichment (CARE) as appropriate.

Standard 6: Advice and Assistance

Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Once accepted to Pacific Oaks College, admissions personnel assist the candidates with registration and enrollment. Following, a transition process occurs to move candidates from admissions to programs. Each candidate is assigned an Academic Advisor who is a faculty member, and a Student Advisor from TCS Educational Services. Prior to January 2014, Student Advisors are only assigned to online candidates. Following January 2014, all candidates are assigned a Student Advisor. Academic Advisors assist with program planning and academic concerns, whereas Student Advisors assist with any support services concerns, online access, etc. Academic and Student Advisors email each candidate at the beginning of each quarter with reminders of upcoming due dates and notices.

A full-time Credential Advisor is available onsite for all credential candidates. The Credential Advisor reports frequent email and phone contact with all credential candidates including reminder emails of upcoming due dates and requirements emailed at the start of each semester. These reminders include information regarding TPA, fieldwork requirements, and credential requirements.

All appropriate information is available and accessible to candidates electronically via the Pacific Oaks College website and through the electronic CANVAS Learning Management modules. Information includes college catalogue, program handbooks, TPA requirements, fieldwork requirements, credential requirements, etc.

All credential candidates must maintain a 3.0 GPA to remain in good academic standing in the program. Candidates who fall below a 3.0 GPA, must complete an Academic Review Plan with their Academic Advisor. This plan includes defined goals and objectives with a timeline for review. In interviews, faculty indicated that candidates who fail to meet the goals and objectives of their Academic Review Plan are counseled out of the program.

Academic Review Plans may also be used for students who are not struggling academically but may be experiencing difficulties with meeting program expectations. Plans may address writing skills, time management, professional dispositions, etc. As part of this plan, candidates may be referred to onsite services, which include a writing center, CARE (a student support center), CompPsych, mentoring, etc.

Financial scholarships are also available for all candidates. Provided documentation indicates that in Spring 2013 School of Education candidates received \$10,160 in scholarships (15 candidates, average \$846.67); in fall 2013 School of Education candidates received \$63,806.63 in scholarships (21 candidates, average \$3,038.41); and, in Spring 2014 School of Education candidates received \$58,728.01 in scholarships (18 candidates, average \$3,262.67).

Interviews with Academic Advisors and a Student Advisor indicate they use Campus VUE, an electronic documentation system and CANVAS learning management system to monitor candidate progress. Campus VUE is used to document all interactions and discussions with candidates, while the LMT system is a record of academic progress and assignments. These systems allow Academic Advisors, Student Advisors, and full-time faculty to have instant and complete access to candidate progress and performance information to aid in advisement and assistance efforts.

Standard 7: Field Experience and Clinical Practice

Met with Concerns

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

Field experiences follow a logical and developmental sequence in the Multiple Subject program. However, candidates in both Multiple Subject and Education Specialist Mild/Moderate Disabilities programs received inconsistent amounts of feedback from personnel from the School of Education. Candidates in the Multiple Subject program received regular visits by a fieldwork supervisor, while Candidates in the Education Specialist program had no assigned supervisor and received feedback from only their district-employed teachers. During interviews some Education Specialist candidates stated that they had to find their own placement sites for pre-student teaching and student teaching experiences. District-employed cooperating teachers confirmed Education Specialist candidates were assigned to their classroom primarily through district personnel rather than the School of Education. Personnel from the School of Education assisted when these candidates could not find a site. Design of a sequential fieldwork experience was lacking in the Education Specialist Mild/Moderate Disabilities program. A unit based evaluation process for the fieldwork was not evident.

The School of Education has an established Advisory Board consisting of credential faculty, administrators, and school district representatives along with administrators, and educational

community representatives. The Board collaboratively discusses and proposes changes to the course and program curricula. The Board meets twice a year and individual board members also meet with faculty and staff from the School of Education to discuss various needs of the partners and how the School of Education personnel can assist with various projects. Advisory Board members who work in school districts provide guidance in the selection of school sites.

School sites are selected by school district and principal recommendation. However, there is inconsistent evidence regarding the criteria used for selection of the site-based supervising personnel. Some candidates chose their own fieldwork placements with neither support nor recommendations by the College.

Coursework has a clear thread regarding social justice and cultural competencies. Completers felt well prepared to address the needs of students with backgrounds different than their own and children who are English language learners. Evidence for training and helping of candidates to develop research-based strategies for improving student learning was inconsistent. Completers, candidates and faculty in the Multiple Subject program provided evidence that candidates were well-prepared and demonstrated knowledge of research-based strategies. However, candidates in the Education Specialist Mild/Moderate Disabilities program, completers and adjunct faculty were unable to identify research-based strategies for improving student learning.

Rationale:

The Site Visit team was able to determine that the School of Education has an established Advisory Board that works collaboratively with the institution to discuss and propose changes to the course and program curricula. There is inconsistent evidence regarding the criteria used for selection of the site-based supervising personnel and some candidates reported that they were not assigned a supervisor. Multiple stakeholders confirmed candidates had to find their own placements for various field experiences. Candidates in the Education Specialist Mild/Moderate Disabilities program, completers and adjunct faculty were unable to identify research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

Not Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

An examination of evidence provided at the site visit and interviews with district employed personnel revealed inconsistent information about the certification of the district employed personnel. Cooperating teachers for the Multiple Subject credential candidates are certified in the appropriate area (i.e. they hold the appropriate Multiple Subject credential). However, district employed personnel in the Education Specialist Mild/Moderate Disabilities program did not consistently possess the appropriate credential. Some candidates in the dual credential program (leading to both the Multiple Subject and Education Specialist Mild/Moderate Disabilities credentials) reported that they did not have an understanding of the full range of delivery options for services available to students with Mild/Moderate Disabilities, they received limited exposure to field placements appropriate for the Education Specialist Mild/Moderate Disabilities

credential, and most of their placements were more appropriate for the Multiple Subject credential program.

Information regarding a process for selecting knowledgeable cooperating teachers was not implemented consistently across all programs. Many of the cooperating teachers for the Education Specialist Mild/Moderate Disabilities candidates did not hold the appropriate Education Specialist credential though they supervised Education Specialist Mild/Moderate Disabilities credential candidates in their classrooms.

The institution reports that cooperating teachers are provided with a copy of the fieldwork handbook. In that handbook there is a section that addresses expectations for cooperating teachers. However, a number of district employed personnel stated they did not receive any information from the School of Education on required activities or procedures to follow with the candidate, nor did they receive information in a timely manner on how candidates should be evaluated. Cooperating teachers reported that they felt that communication from Pacific Oaks was inconsistent and found it difficult to know what procedures to follow. The institution has future plans (starting in the fall 2014 semester) for a group orientation that will identify the procedures and expectations for all fieldwork participants (candidates, cooperating teachers, college supervisors and faculty).

Rationale:

Identified criteria and information regarding the process for selecting knowledgeable cooperating teachers was not implemented consistently across all programs. Some cooperating teachers did not hold the requisite credential for the credential area the candidate placed in their classroom was pursuing. Evaluation procedures and expectations were not always clearly communicated to the cooperating teacher.

Standard 9: Assessment of Candidate Competence

Met with Concerns

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Candidates are assessed using a gate system of four gates. Each gate consists of a series of elements that must be completed before the candidate can move forward. In each course, candidates are expected to demonstrate that they have met the Course Learning Outcomes (CLOs). The CLOs are based on the CTC Standards. For example, in ED 531 (English Learning Methods in Diverse Classrooms) a CLO is “Demonstrate knowledge of, and applied grade-appropriate (or advanced curriculum) content comprehensible to EL students of the pedagogical theories, principles, and practices for ELD which leads to comprehensive literacy in English and developed academic language, comprehension and knowledge of the curriculum”. Candidates are asked to create a report on culturally responsive teaching strategies for English learners. This CLO is tied to the Multiple Subject Program Standard 6. Multiple Subject candidates are evaluated by a District employed cooperating teacher. The candidates complete a portfolio that serves as a culminating assessment. Multiple Subject candidates also complete the four tasks of

the California Teaching Performance Assessment. As a result, Multiple Subject program candidates demonstrate professional competencies in course assignments, field experiences, and clinical practice settings. The professional knowledge, skills, abilities, and dispositions shape assignment rubrics, direct field experiences' expectations, and focus candidates' observation and assessment forms as well as related rubrics.

Candidates in the Education Specialist Mild/Moderate Disabilities program are assessed in a similar way as the Multiple Subject program candidates. There are CLOs in all their classes. An examination of the signature assignments in the course syllabi shows that many of the signature assignments in the Education Specialist Mild/Moderate Disabilities program are not tied to the program standards and thus do not assess candidate competencies. The Education Specialist Mild/Moderate Disabilities credential program candidates also complete the Teaching Performance Assessment but the assessment is not designed to assess competencies related to the Education Specialist Mild/Moderate Disabilities credential. Interviews with District employed personnel and candidates revealed that district employed cooperating teachers do not hold the required Education Specialist credential. In addition, supervisors employed by the School of Education did not hold an appropriate credential authorization or experience.

Rationale:

Assessments and assignments in the Multiple Subject program indicate that candidates meet the Commission-adopted competency requirements. However, various signature assignments in the Education Specialist Mild/Moderate Disabilities program are not tied to the program standards and thus it was unclear as to how or if they assess candidate competencies.

PROGRAM REPORTS

Preliminary Multiple Subject, with Internship

Program Design

Pacific Oaks College and the School of Education faculty and staff have made a commitment to assure that the Multiple Subject credential program prepares teachers for California through a cohesive program that integrates classroom learning with practice, formative and summative assessment of student progress, and alignment with state standards. To this end, full time administrators, faculty and staff, all of whom are relatively new (less than one year) to the College, have conducted an intense review of the Unit's programs and processes in light of the CTC standards, Pacific Oaks' mission, values, and institutional learning goals, and the student body.

The mission of the School of Education at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children. Interviews with faculty, staff, and candidates in the Multiple Subject program indicated the following commonalities that align with the learning goals and mission:

- Awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language, and ability, and where discrimination

- against others is identified and challenged;
- Teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support;
- Our courses model learning environments that take current knowledge about human development into account;
- To best serve children in public or private schools, teachers must learn to integrate constructivist approaches, standards-based instruction, and technology within a challenging and interesting curriculum.

An examination of the syllabi and interviews with candidates indicated that Pacific Oaks College develops and integrates the following core competencies:

- Development: Understanding of developmental theories.
- Diversity: Understanding and valuing diversity, including an anti-bias approach.
- Communication: Ability to communicate with others in a connective way.
- Research: Ability to collect, process, and evaluate data through research.
- Praxis: Ability to observe, critically reflect, implement theories and empower others.

Course of Study

Curriculum

Candidates receive advisement prior to admission into the program regarding the requirements to complete the multiple subject credential. Interviews with candidates indicated that the advising was helpful in planning their route to completion. The majority of the Multiple Subject candidates at POC are adults returning to college to earn their credential. The program provides a pathway for candidates to complete their program on site or on-line within the two years as required by law. However, a majority of the candidates opt to complete the program over four years to allow them to continue to work and ensure time for completing all requirements successfully.

The Intern Program is integrated into the regular multiple subject program, and as such does not differ from the regular Multiple Subject program, with two exceptions: Interns must meet the requirements for entry into the Intern program and must complete all Intern requirements prior to teaching (such as an earned BA, pre-intern coursework and fieldwork, etc.) Currently the MS program does not have interns enrolled.

The program has two pathways for the traditional Multiple Subject students. The first option combines Multiple Subject Teaching Credential coursework with a Bachelor's degree. The second option allows candidates to earn a Master's degree while completing their preliminary credential, depending on their status upon admission. BA candidates complete their degree prior to being recommended for the credential. MA candidates complete their credential first, and then continue on to complete the MA degree.

All candidates complete a sequenced set of courses which prepares them to be successful in the classroom. The beginning of the multiple subject program requires candidates to complete ED300 Introduction to the Teacher Education Program where they are introduced to the Teaching Performance Expectations and begin to build a Portfolio that assesses their growing

competence throughout the program. The program structure and sequence of courses and fieldwork is arranged to blend observation and reflection on what candidates learn in their coursework. As candidates take methods courses, they complete parallel fieldwork and seminars that provide classroom sites in which to apply their course learning. Four portfolio benchmark meetings are scheduled with advisors throughout the course sequence to ensure candidates are advancing in their knowledge and are successfully completing their portfolio requirements. Though the program integrates EL strategies in all courses, all candidates complete a two-course sequence focusing on meeting the needs of English learners: ED330/530 Language and Literacy in a Diverse Classroom A (3 units) and ED331/532 English Learner Methodologies B (3 units). In addition the sequence of courses address the arts, technology, health and safety, special needs, thematic instruction, and anti-bias curriculum. The final fieldwork experience is the semester-long Directed Teaching placement which includes the required full time two weeks of student teaching.

As reflected in interviews with candidates and cooperating teachers, the candidates have opportunities to observe effective professionals in the classroom, interact with members of the school community, receive effective feedback from college supervisors and school-site personnel to enhance their professional development, and practice their teaching skills in multiple classrooms with multiple groups of students prior to completing their credential.

Assessment of Candidate Competence

Articulation, clarification, communication, and technology to support the student assessment processes has been one of the highest priorities for the Unit in order to increase the level and engagement of both faculty and candidates in the assessment process. Faculty interviews indicated that the e-portfolio assignments were replaced with signature assignments aligned with the course outcomes and standards. Some of the signature assignments are being housed and evaluated on TaskStream. The fieldwork system has been revised to include additional candidate evaluations at key transition points (or GATES) throughout the program. Faculty and staff interviews supported the Fall 2014 plans to expand TaskStream functionality to integrate program and candidate evaluations and additional signature assignments.

In addition to signature assignments in each course, candidates in the Multiple Subject program complete the four tasks of the California Teaching Performance Assessment (Cal TPA). A staff member acts as the TPA Coordinator. Interviews with the TPA Coordinator and candidates indicated that candidates are provided information on the TPAs at various meetings. The TPA Coordinator ensures that qualified assessors are trained and available to assess candidate responses. Candidates confirmed that they received information on the TPA from the TPA Coordinator and that they are informed of the process for submitting their responses correctly. An examination of candidate files indicated that accurate records are maintained for each TPA task that candidates complete.

Findings on Standards

Credential candidates, program completers and stakeholders expressed satisfaction with the quality of the multiple subject program. After review of the institutional report and supporting

documentation and after conducting interviews of candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Preliminary Education Specialist: Mild to Moderate, with Internship

In the past year, the Education Specialist Mild/Moderate Disabilities program at the School of Education at Pacific Oaks College has undergone substantive revision. It is evident from the work that was presented to the reviewers that there is a strong commitment to preparing candidates to teach students with mild/moderate disabilities.

Program Design

Pacific Oaks College (POC) offers an Education Specialist Credential in Mild/Moderate Disabilities. Interviews and document review indicate that the lead faculty along with the Director of the School of Education provide oversight and direction for the implementation of the Education Specialist program. The director and the lead faculty work with the provost to determine the course sequence and to implement changes in the program. According to the program document, the Mild/Moderate program was designed around a cohesive sequence of coursework and practicum that fulltime candidates typically complete over four semesters. Courses are offered on ground, in hybrid format, and fully online. This allows candidates to select the format which meets their particular needs and supports their success.

Each semester is divided into two sessions in which candidates may take four classes and practicum. Each practicum experience is designed to complement the courses that candidates are concurrently taking that semester. Each practicum has a specific focus that was designed to align with the coursework. Review of documents and interviews with faculty and candidates confirmed that the option to complete a dual credential which results in a combination of a Multiple Subject credential and an Education Specialist Mild/Moderate disabilities credential is available for interested candidates to pursue. More than half of the candidates enrolled in the credential program opt to participate in the dual credential program.

Upon examination of course syllabi, interviews with candidates, completers and faculty, evidence indicated that the program design is not as cohesive and sequential as intended. In addition, the interviews supported the findings that this is the first semester of the new course sequence and both candidates and faculty stated that even though it was difficult during this transition time they were supportive of the new direction. Interviews with candidates and faculty advisors indicate that candidates are provided with initial advising and assistance with non-academic questions through an online student services company.

Leadership within the Mild/Moderate credential program has recently changed. The leader of the Mild/Moderate program is a recent hire with a PhD in Special Education and experience in the public school which will serve as a basis for ongoing program development in the School of Education.

Course of Study

The Education Specialist Mild/Moderate Disabilities program is composed of 48 semester units. 9 of these units are allocated for practicum and directed teaching. Candidates complete classes related to the introduction and history of Special Education, legal aspects of Special Education, classroom management, assessment and instruction, and collaboration and communication. A majority of the candidates are in the dual credential program and thus, a majority of their classes are in the area of Multiple Subject (General Education) and have limited focus on working with students with mild/moderate disabilities. In the dual credential program, candidates complete five courses (15 units) that are specifically tied to the Education Specialist Mild/Moderate Disabilities credential.

Interviews with candidates along with the review of syllabi revealed that the sequence of courses was not in an order that is most effective for candidates. In addition, candidates reported that they took practicum courses out of sequence which decreased their readiness for the tasks required by the practicum. Candidates stated that delayed communication from POC regarding the course of study sometimes impacted their ability to make the appropriate program-related decisions.

Effectiveness and coordination of coursework with field work was difficult to determine. Interviews with cooperating teachers indicated that they have not been evaluated or oriented to their responsibilities. Some candidates also reported not being observed by a university supervisor during student teaching.

Syllabi provided did not include current references and were incomplete in terms of what specific content was being taught. In addition, assignments for courses were not always appropriate to the particular course. For example, SPED 561 is a course on Instructing/Assessing Students with Mild/Moderate Disabilities. Although there is some evidence of informal assessments being discussed, there is no indication of any discussion on instructional practices and methods for teaching this population.

Although it is commendable that a common syllabus template is used for the Mild/Moderate program, the redundancy in the types of assignments required by candidates regardless of the content of the course limited the learning opportunities. The syllabi did not provide enough detail for team members to see how the standards were met nor how candidates were required to apply the content within a classroom setting involving live students. Each syllabus included a “recommended readings” section. However, many of these readings were internet links and other materials which were not aligned to the content of the course.

Effectiveness of field placements was not determined as no evaluations of candidates or cooperating teachers were available. Cooperating teachers reported that during fieldwork placements they are neither observed nor oriented to their responsibilities. Some candidates and master teachers report not being observed by a supervisor employed by the School of Education.

Information was not available to inform the effectiveness of field supervision, advisement and evaluation from both the college supervisor and cooperating teaching.

Candidate Competence

Effectiveness of candidate assessment was difficult to determine. There is a Directed Teaching handbook, however, candidates and completers could not recall being formally evaluated during their field experiences. District employed personnel stated in some instances they received inconsistent communication on their roles and responsibilities especially in the area of candidate evaluation. A review of syllabi for coursework indicated candidates are assigned reaction papers to readings, discussion board responses and debates on CANVAS, and presentations. Signature assignments in classes include lesson planning, tutoring, creation of timelines, and writing of research papers and case studies. All candidates in the Education Specialist Mild/Moderate Disabilities program complete the California Teaching Performance Assessment. Syllabi also contain rubrics for class participation. Overall, the current assessments are not clearly linked to the course competencies for the Education Specialist programs.

Findings on Standards

The Preliminary Education Specialist Program must meet the 16 Education Specialist Program Design and Preliminary standards as well as the six Mild to Moderate Disabilities Specialty standards. After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, faculty, employers, and supervising practitioners, the team determined:

- Education Specialist Program Design and Preliminary Standards
 - Standard 10 is **Met**
 - Standards 2, 3, 4, 6, 8, 11, 12, and 16 are **Met with Concerns**
 - Standards 1, 5, 7, 9, 13, 14, and 15 are **Not Met**
- Education Specialist: Mild to Moderate Disabilities Specialty Standards
 - Standard 1 is **Met**
 - Standard 4 is **Met with Concerns**
 - Standards 2, 3, 5 and 6 are **Not Met**

The team is concerned that this program is not as far along in its growth and development as would be expected. A review of documents and interviews showed that the program design is unclear and is superficial in its approach. Team review of course syllabi showed limited design, minimal course structure, and disorderly sequence. Syllabi that the team reviewed do not provide evidence of “a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all students.”

The following standards were **Met with Concerns** or **Not Met**:

Program Standard 1: Program Design, Rationale and Coordination **Not Met**

There is no evidence that course content reflects the full range of service delivery options for the education of students with mild to moderate disabilities. Candidates in the dual credential

program participate in practicum experiences that reflect general education; however, practicum experiences for teaching students with mild to moderate disabilities was not evident. Interviews with candidates indicated that practicum experiences did not reflect a variety of the models of service delivery for students with mild/moderate disabilities.

Program Standard 2: Professional, Legal and Ethical Practices **Met With Concerns**

Evidence from course syllabi and interviews with faculty, candidates and completers did not indicate any reference to Individualized Family Service Program (IFSPs), or that the program provides “candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments.” Although candidates write about ethical standards of teaching, there is no evidence that they demonstrate “ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families”.

Program Standard 3: Educating Diverse Learners **Met With Concerns**

No evidence was found regarding strategies taught to candidates to demonstrate teaching and engaging English language learners with disabilities with regard to academic language development and principles/practices for English language usage.

Program Standard 4: Effective Communication and Collaborative Partnerships **Met With Concerns**

The SPED 551/351 course presents candidates with strategies for communicating with parents of students with disabilities and their families. During an interview, the course instructor emphasized the importance of building respectful communication relationships. However, the content of the syllabus did not match the content of the course as presented by the course instructor during the interview. The course syllabus was found to be incomplete and missing information regarding the content of the course sessions.

The team was not able to locate evidence regarding where the program has provided opportunities for candidates to establish and work in partnerships to design, implement and evaluate appropriate integrated services based on individual student needs. In addition, the team was not able to locate where candidates were informed of “the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.”

Program Standard 5: Assessment of Students **Not Met**

Although Evidence is found that the candidates are provided opportunities to use informal assessments such as functional assessment, there is no evidence that the program provides opportunities for using formal assessments to evaluate students' needs and strengths. There was also a lack of evidence that candidates acquire knowledge and skills necessary to assess students in a comprehensive manner. Additionally, the team members were unable to find evidence that candidates have knowledge of required statewide assessments and local, state and federal accountability systems. Further, there is no evidence that the candidates have the knowledge and/or skills to participate in decision making regarding eligibility and services.

Program Standard 6: Using Educational and Assistive Technology **Met With Concerns**

Candidates report that they read numerous articles about the use of technology during completion of SPED 641/441, Educational and Assistive Technology for Program Planning and Transitions. However, the team was not able to locate evidence that the “candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities”.

Program Standard 7: Transition and Transitional Planning **Not Met**

It is not clear from the program documentation, including review of course syllabi, and candidate and faculty interviews how the program provides opportunities for candidates to plan, implement and evaluate transitional life experiences for students with disabilities across the lifespan. Document reviews and interviews did not indicate how the program assures that each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Documentation did not indicate how the program assures that each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning **Met With Concerns**

Program documentation, including review of course syllabi and interviews with candidates and program faculty, did not provide the team with evidence which identifies how “candidates demonstrate the ability to participate effectively as a team member/case manager for the IEP/transition planning process from pre-referral interventions and requisite assessment processes through planning of specially designed instruction to support access to the core curriculum...”. Although there are assignments in various courses for students to reflect, discuss and create these situations, there is no evidence that candidates actually participate in “real world” authentic experiences.

Program Standard 9: Preparation to Teach Reading-Language Arts **Not Met**

It is unknown from the program documentation provided, including review of course syllabi and candidate and faculty interviews how candidates are provided with research-based systematic, explicit instruction to meet the needs of students with special needs and students who have no communication skills. Strategies for instruction and assessment of writing, listening and speaking applicable for students with special needs and students who have no communication skills were not apparent.

Program Standard 11: Typical and Atypical Development **Met With Concerns**

It is unknown how candidates demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs. Although there are indications from interviews, syllabi, and samples that candidates write papers and describe “real or made-up” students, there is no evidence candidates are applying or demonstrating these competencies with actual students.

Program Standard 12: Behavioral, Social, and Environmental**Supports for Learning****Met With Concerns**

The team was presented with documentation in support of this Standard that was incomplete. The syllabus for SPED 541 has content missing for discussions listed as TBD. In addition, when interviewed, candidates were unable to articulate how to assess, plan, or provide academic and social skill instruction to support positive behavior in any student. It is not apparent after reviewing documentation how candidates are introduced to the concept of self-regulatory behavior.

**Program Standard 13: Curriculum and Instruction of Students
with Disabilities****Not Met**

The team members could not determine from the program documentation provided, including review of course syllabi and candidate and employer interviews, how candidates demonstrate their skills “to develop, implement, adapt, modify and evaluate a variety of pedagogical approaches to instruction”. Although candidates create lesson plans, the team found no evidence that the candidates demonstrate skills for co-teaching and consultation and the application of a variety of pedagogical approaches to instruction that provide students with disabilities with equitable accesses.

Team members were unable to determine from the program documentation provided, including a review of the syllabi and interviews with candidates, cooperating teachers and program faculty, how candidates “demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments”.

Program Standard 14: Creating Healthy Learning Environments**Not Met**

The team members could not determine from the program documentation provided, including review of course syllabi, how candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Evidence was not provided to allow the team to identify where candidates learn about common, chronic and communicable diseases of children and adolescents, nor how to make referrals when these diseases are recognizable at school.

**Program Standard 15: Field Experience in a Broad Range of
Service Delivery Options****Not Met**

The program is designed to require a practicum in each of three semesters, culminating in student teaching in the final semester. Documentation indicated that field experience takes place through three practicum courses, one each semester of the two year program. After reviewing documents, and interviewing candidates and faculty, it is not clear how the practicum and student teaching are directly related to the program and assignments and class activities. Some candidates indicated they had completed the practicum, but still had a majority of classes to take. In addition, many candidates reported that the practicum did not provide them with planned

experiences that gave them opportunities with the “full range of the service delivery system, the providers of such services, and parents and families”. Candidates and cooperating teachers reported that university supervisors did not observe during the practicum or student teaching. In addition, many candidates reported they had to arrange their own placements for field experiences/student teaching.

Program Standard 16: Assessment of Candidate Performance **Met With Concerns**

The team did not find evidence of the evaluation of candidates in the practicum or directed teaching experiences. Candidate interviews and review of documents indicated that an individual development plan with recommendations for further study during the candidate’s Induction Program was not prepared. Review of faculty vitae indicates that the supervisors for Education Specialist do not hold the appropriate credential authorization.

**M/M Standard 2: Assessment and Evaluation of Students
with Mild/Moderate Disabilities**

Not Met

The team members were unable to determine from a review of course syllabi, interviews with candidates and faculty how the program prepares candidates to make appropriate decisions on the basis of a variety of non-biased standardized techniques, instruments and processes. Additionally, it is unknown how candidates are prepared to create and implement standards-based assessments and utilize a range of approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students.

**M/M Standard 3: Planning and Implementing Mild/Moderate
Curriculum and Instruction**

Not Met

Following a review of course syllabi and interviews with candidates and faculty, the team found no evidence that the program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. There is also no evidence that candidates are prepared to use standards-based assessment data to collaboratively develop appropriate instructional plans. Interviews with candidates, completers, cooperating teachers and faculty did not produce evidence that the program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. Candidates and completers were not able to identify strategies and interventions for students who are not responding to the current instructional environment. Finally, there is no indication that the program prepares candidates to create instructional and behavior support partnerships with parents/families.

M/M Standard 4: Positive Behavior Support

Met With Concerns

During interviews, one of the instructors of SPED 541 indicated that the course prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment. However, after careful review of syllabi and interviews with candidates and completers, the team found no evidence that candidates are

prepared to participate in manifestation determination hearings or school wide behavior support processes.

M/M Standard 5: Specific Instructional Strategies for

Students with Mild/Moderate Disabilities

Not Met

After careful review of syllabi and interviews with candidates, completers and faculty, specific instructional strategies were not identified. Candidates and faculty reported using small group instruction more than once. No one was able to identify any evidence-based methods or strategies for teaching reading, writing or math to students with mild/moderate disabilities.

M/M Standard 6: Case Management

Not Met

Through review of syllabi and interviews with candidates and faculty, the team found no evidence that candidates acquire knowledge of case management practices and demonstrate competencies such as the ability to provide consultation, resource information and materials regarding individuals with exceptional needs to their parents and to staff members; monitoring of pupil progress on a regular basis; participation in the review and revision of IEP's as appropriate; and referral of pupils who do not demonstrate appropriate progress to the IEP team.