

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

Professional Services Division

April 2016

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Dominican University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, the recommendation of **Accreditation with Major 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

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject with Intern	19	19		
Single Subject with Intern	19	18	1	
Education Specialist M/M with Intern	22	22		
Early Childhood Special Education AA*	4	4		

**New program not reviewed*

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 Self-Study Report
- 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: Dominican University of California

Dates of Visit: February 21-24, 2016

Accreditation Team

Recommendation: Accreditation with Major Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Major Stipulations** was based on a thorough review of the institutional Self-Study; 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 felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgements 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 decision of the team regarding the nine Common Standards is that Common Standards 5-9 are **Met** and Common Standard 1, Educational Leadership; Common Standard 3, Resources; and Common Standard 4, Faculty and Instructional Personnel are **Met with Concerns**. In addition, Common Standard 2, Unit and Program Assessment and Evaluation is **Not Met**.

Program Standards

The team reviewed three credential programs and found that all program standards were **Met** with the following exception: Single Subject Program - One program standard was **Met with Concerns**

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and student services staff. Due to the finding that 5 Common Standards were met, 3 met with concerns, and 1 not met; and that for the four Commission-approved programs all program standards were met with the exception of 1 standard met with concerns; the team unanimously recommends a decision of **Accreditation with Major Stipulations**.

The Team recommends the following Stipulations

1. That the institution establishes a stable leadership structure that ensures the differentiated needs and interests of all delivery models and program sites are met,
2. That a comprehensive and unit-wide assessment and evaluation system that addresses all credential programs and unit operations is implemented and guides program and unit improvement for all delivery models and program sites,
3. That data analysis and discussion systematically addresses candidate competence and informs program and unit improvement for all delivery models and program sites.
4. That the institution schedules a revisit within one year.

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

Initial/Teaching Credentials

Advanced/Service Credentials

Multiple Subject

Multiple Subject

Multiple Subject Intern

Single Subject

Single Subject

Single Subject Intern

Education Specialist Credentials

Mild/Moderate Disabilities

Mild Moderate Disabilities Intern

Added Authorization

Early Childhood Special Education

*(new program, not reviewed)

Staff recommends that:

- The institution's response to the preconditions be accepted.

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

Accreditation Team

Team Lead:	Cheryl Forbes University of California, San Diego
Common Standards Cluster:	Amy Robbins California Polytechnic State University, San Luis Obispo Lory Selby California Lutheran University
Basic/Teacher Programs Cluster:	Amy Gimino California State Polytechnic University, Pomona Lynn Larsen Brandman University
Staff to the Visit	Paula Jacobs Commission on Teacher Credentialing William Hatrick Commission on Teacher Credentialing

Documents Reviewed

University Catalog	Biennial Report Feedback
Common Standards Report	Samples of Candidate work
Course Syllabi	Schedule of Classes
Faculty position announcements	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Report
Title II Data	College Budget Plan
Program Assessment Feedback	TPA Data
Assignment Directions	Department Website
Assignment Rubrics	Demographic distribution of Faculty
Coordinator Meeting Agendas and Notes	Faculty Retreat Agendas and Minutes
Constituent Evaluation Forms	Advisory Meeting Minutes
Faculty communication	

Interviews Conducted

Stakeholders	TOTAL
Candidates	86
Completers	28
Employers	22
Institutional Administration	38
Program Coordinators	3
Faculty	70
TPA Coordinator	2
Field Supervisors – Program	30
Field Supervisors – District	19
Credential Analysts and Staff	1
Advisory Board Members	17
Librarian	1
TOTAL	317

Background Information

Dominican University is located in San Rafael, CA, approximately 12 miles north of San Francisco. Dominican takes its name from St. Dominic de Guzman, who was born in Caleruega, Spain, in roughly 1172. Founded by the Dominican Sisters of San Rafael and chartered in 1890, the university has 4 schools including Education and Counseling Psychology. In 1917, Dominican College was the first Catholic college in California to grant the B.A. degree to women and in 1925 began credentialing teachers. Current university enrollment is approximately 1,863 students; 48% of undergraduate students come from ethnically diverse backgrounds and 27% are the first generation in their family to attend college.

Since 1984, Dominican University has also maintained a satellite campus for graduate education and teacher preparation programs in Ukiah, CA located at the Mendocino County Office of Education approximately 100 miles north of San Rafael. Dominican College of San Rafael became Dominican University of California at the beginning of the 2000-2001 academic year. An identity change does not occur unless there has been a significant transformation over a period of time. The new name recognized Dominican's status as a university with graduate degree programs, a diverse student body, and a global perspective. Today, Dominican University is accredited by the Western Association of Schools and Colleges.

Education Unit

The Education Department is housed in the School of Education and Counseling Psychology (SECP) which offers Undergraduate and Graduate Education Programs and Graduate Counseling Psychology Programs. The Department of Education enrolls approximately 255 individuals in undergraduate blended liberal studies, Multiple Subject, Single Subject and Education Specialist credential programs and in graduate programs. In addition to credential programs, Dominican offers Master of Science in Education degrees in teacher leadership, special education and interdisciplinary studies. The Department offers three preliminary teacher preparation credential programs at two campuses, the San Rafael campus and the Ukiah Satellite campus housed at the Mendocino County Office of Education: the Multiple Subject and Single Subject teaching credential programs and the Education Specialist Mild to Moderate Disabilities credential program. All offer intern program options. In addition, the San Rafael campus enrolls 37 liberal studies undergraduate candidates in a blended credential program leading to a Multiple Subject credential, and 31 Education Specialist graduate candidates are dually enrolled in general education and special education credentials and will complete two credentials concurrently.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
Multiple Subject Blended		6	25
Multiple Subject	I	16	57*
Multiple Subject Intern (San Rafael)		3	4*
Multiple Subject	I	5	9*
Multiple Subject Intern (Ukiah)		1	5
Single Subject	I	19	45*
Single Subject Intern (San Rafael)		3	3*
Single Subject	I	3	5
Single Subject Intern (Ukiah)		1	8
Education Specialist Mild/Moderate ES M/M Intern (San Rafael)	I	4 3	34 4
Education Specialist Mild/Moderate ES M/M Intern (Ukiah)	I	2 0	3 1
Education Specialist AA Early Childhood Special Education**	I	Approved 2015	0

*22 Multiple Subject (MS), 3 MS Intern, 4 Single Subject (SS) and 1 SS Intern (San Rafael) and 2 MS (Ukiah) are dual enrolled in Education Specialist M/M.

The Visit

The Accreditation Site Visit took place Sunday through Wednesday, February 21-24, 2016 as is typical for Commission accreditation site visits. Five accreditation team members convened at 1:00 p.m. Sunday February 21, 2016 for lunch and a team meeting prior to attending a Sunday afternoon orientation and interviews at the university campus in San Rafael. The team was greeted by the Acting Dean of the School of Education and Counseling Psychology and the Vice President of Academic Affairs, faculty and staff who provided a warm welcome. The acting dean provided a brief history of the institution, its preparation of educators and role in the community, and faculty provided iPad poster sessions.

A Mid-Visit Report was shared with the acting dean and the Chair of the Department of Education on Tuesday morning. Interviews and data collection continued through Tuesday afternoon with team members conferring with one another frequently. The pre-planning and schedule modifications provided multiple opportunities for team members to gather information on the organization and implementation of Commission-approved program. Team meetings were held during lunch Monday and Tuesday as well as each evening. On Tuesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The Exit report was held at the Dominican University campus at 11:00 am on Wednesday, February 24, 2016. The site visit was completed with no unusual circumstances.

Common Standards

Standard 1: Educational Leadership

Met with Concerns

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 the requirements.

Findings

Teacher preparation programs at the Dominican University of California have a long and proud history. Chartered as Dominican College in 1890, the institution is grounded in the values of study, reflection, community and service, and has been preparing teachers since 1924. In 2000, the institution was renamed the Dominican University of California in recognition of its graduate degree offerings. Education programs at Dominican have strong roots in local communities, as evidenced by interviews with advisory board members, employers, and community leaders. The institution maintains student or intern teaching agreements with over 58 county offices of education and school districts. A center was established in Ukiah in 1984 to offer credential and graduate education programs thereby providing outreach and access for prospective teachers serving rural areas of high need.

The scholarship and service of the Dominican faculty has played a key role in launching and sustaining several innovative, research-based initiatives, including the integration of 21st century skills into instruction, lesson study, and the integration of strategies for working with English learners and students with special needs into all programs and courses. Employers and district-employed supervisors commented positively upon the preparation of Dominican graduates to use these strategies, and of graduates' effective implementation of the *Common Core State Standards*, the *Next Generation Science Standards*, and the *California English Language Arts/English Language Development Framework*.

Dominican offers Multiple Subject, Single Subject and Education Specialist credential programs administered through the Department of Education in the School of Education and Counseling Psychology whose dean is responsible for oversight. Each credential program at the San Rafael campus is led by a program chair who is a full-time faculty member; a full-time program director leads credential programs at the Ukiah Center. Program Chairs receive release time; their responsibilities include program curriculum and management, faculty and student supervision, and budget. A "Chair of Chairs," the Education Department Chair, organizes the

work of the program chairs and acts as a liaison with the dean. Program chairs on the San Rafael campus meet at least once each semester with faculty and instructional personnel teaching in their programs. As observed in meeting agendas, and confirmed through interviews with faculty and program leaders, program chairs also meet monthly with each other and with the dean. The Ukiah program director meets monthly with San Rafael campus program leaders in person or through technology. Documents such as membership rosters, meeting agendas and minutes were provided to document that each program has an advisory board. Interviews with board members confirmed that these boards are comprised of key stakeholders including local educational leaders and community members who play an active role in program oversight and guidance.

The Dean of the School of Education and Counseling Psychology (SECP) reports to the Vice President of Academic Affairs, and is charged with program development and oversight, supervision, and faculty employment and development, among other responsibilities. Currently, an acting dean is serving in this capacity; according to interviews with institutional leaders and documents provided to the team, the university plans to have a new dean in place by Fall 2017. According to documentation and interviews conducted by the team, the dean search process will utilize the Commission accreditation report and outside consultation to help “right size” SECP leadership. The goal is to maintain high quality program offerings and to ensure an equitable educational experience for all SECP students. The team did not find evidence of effective strategies to coordinate support for the needs of all delivery models, pathways and campuses housing these credential programs. Candidates in the blended pathway stated that instruction and assignments seemed repetitive in some cases in order to accommodate the needs of graduate students in the accelerated pathway enrolled in the same course.

Faculty members described challenges presented when planning instruction for candidates at different points in the developmental sequence in the same course. Candidates and completers identified the need for clearer and more consistent advising, particularly when key personnel were on sabbatical or otherwise not available. Candidates commented that it appeared that faculty were not “on the same page” regarding prerequisites and other requirements. While candidates did discuss evaluating instructors and courses, candidates stated that they did not have opportunities to evaluate other areas of the overall program or to evaluate program leadership. Faculty members described challenges in communicating across campuses given distance and inconsistent availability of technological resources, and the team was unable to confirm that adequate print library resources were available for candidates at the Ukiah center.

A full-time credential analyst operates the credential recommendation system under the direct supervision of the dean. A comprehensive credential checklist is included in all program handbooks; program completers verified that the checklist helps them keep on track toward completion of requirements along with individual contact with the credential analyst as needed. The credential analyst visits the Ukiah site once each semester to confer with

candidates in addition to maintaining electronic and paper files for each candidate in the unit. As the number of intern credential candidates has increased, the credential analyst has maintained a critical role in communicating with program leadership and faculty to ensure that candidates have met all preservice requirements. The credential analyst also monitors documentation of intern support and supervision requirements once candidates are in the field. Each semester, the dean monitors the records kept by the credential analyst to ensure accuracy.

Rationale

The School of Education and Counseling Psychology at Dominican University has experienced leadership transitions during the past several years, a concern noted during interviews with institutional administration, faculty and advisory board members. Candidates also noted that when there are changes in faculty and leadership they receive inconsistent information relative to program requirements. Although, the team found that credential programs met program standards with one exception, the team did not find evidence of effective strategies to coordinate support for the needs of all delivery models, pathways and campuses housing these programs.

Standard 2: Unit and Program Assessment and Evaluation

Not Met

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.

Findings

Evidence provided prior to and during the site visit confirmed that Dominican collects data on candidate competence and program effectiveness. Examples of this data include CalTPA scores, RICA scores, feedback from directing teachers, data on classroom teaching performance, and feedback from employers one year beyond program completion. Interviews with faculty confirmed that instructors receive compiled student evaluations for courses they teach, although university supervisors indicated they do not see their evaluations. Anchor assignments exist across courses in all programs and multiple interviews confirmed they are consistent at both campuses. A few examples of anchor assignments are a statement on diversity, a student work analysis study, a unit plan, and the creation of a professional website. Evidence provided prior to and during the site visit indicated that assignments and rubric development are discussed at faculty and coordinator meetings, but interviews revealed that data collected from these assignments and rubrics are only being used informally to guide improvement at the course level. Evidence was not provided to indicate that assessment data is being used at the program or unit level.

Examples of data analysis, confirmed through interviews, were two faculty members looking at a specific anchor assignment for grant-related purposes and one faculty member from each campus looking at individual TPA data for support purposes. Despite these isolated instances of assessment analysis and use, evidence was not provided to indicate that the system regularly analyzes and utilizes candidate data.

Program completers are assessed through the Center for Teacher Quality one-year-out survey; however, the response rate is low and additional efforts for assessing completers were not identified. No evidence was provided regarding the assessment of unit operations.

At the university level, there is a six year cycle of program assessment and program review as well as a process for annual assessment. Presently, education programs do not participate in these activities due to their accreditation efforts, but interviews with institutional assessment personnel indicated this could change in the future.

Rationale

While the team found that candidate data are collected, no evidence of a unit assessment and evaluation system for ongoing program and unit evaluation and improvement was found. In interviews with faculty and program coordinators, some examples were provided of data used to inform changes in courses. However, no examples were provided about the use of data to inform program or unit changes. Stakeholder groups indicated that data analysis and discussions related to candidate and completer performance were not a regular part of department or program discussions. In review of faculty meeting agendas, no indication of data analysis and discussion was found.

Standard 3: Resources

Met with Concerns

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 resources needs.

Findings

Dominican University of California provides the School of Education and Counseling Psychology (SECP) with the necessary budget to operate credential programs according to documents provided to the team prior to the visit, at the site, and confirmed through interviews with institutional and program staff and leadership. Interviews also confirmed that a process is in place for allocating resources that takes into account the needs of all programs. Each program has faculty positions, supplies and service funds, equipment, and minor capital outlay funds

based on input from program chairs and faculty. The dean meets monthly with the program chairs and the Ukiah center program director in order to determine and monitor resource needs.

Campus-wide, the overall student-faculty ratio is 1/11.3; candidates commented positively on small class sizes and the personalized assistance they received throughout their experiences. Foundations and pedagogy courses, as well as supervised teaching experiences, are taught or supervised by qualified full-time and part-time faculty. However, programs have experienced rapid growth without parallel growth in the number of full-time faculty/advisors. As a result, instruction and field supervision have increasingly been provided by part-time adjunct faculty. Interviews with candidates confirmed that they are generally satisfied with the quality of these part-time faculty members, and that the program has been responsive to concerns about the quality of some adjunct instructors. Candidates did provide examples of inconsistent advising when full-time faculty members were not available.

According to documents reviewed and interviews with faculty members, professional development such as assistance in syllabus planning and the use of instructional technology is available for both full-time and part-time faculty. Professional development opportunities are also provided through faculty initiated grant-funded projects, such as a recent technology project exploring the use of 1:1 Apple devices.

The Archbishop Alemany Library on the San Rafael campus provides a wide range of supports for candidates in Dominican credential programs. According to documents reviewed and interviews with library and SECP personnel, one of the five resource librarians is assigned to the education unit as liaison and collaborates with faculty on resource collection development. The librarian also provides assistance to candidates through in-class presentations as well as individual consultation; specific areas of support include the capstone projects in the blended MS program and foundations assignments. In order to support these functions, the librarian attends one departmental meeting each year on the San Rafael campus. This provides an opportunity for collaboration for part-time adjunct faculty as well as full-time faculty. The library has an updated curriculum collection and extensive juvenile collection; given the rich history of teacher preparation at the institution, this also includes legacy volumes. The majority of these volumes circulate and are available to the community as well as to Dominican students. In addition to circulating volumes, the library maintains a vast array of journal and database subscriptions, which are available to candidates on campus or off-campus through a proxy server. The full text online journal collection recently increased from 38,000 to over 80,000 titles. Interviews with institutional staff and candidates verified that access is provided to videos and other multimedia materials, as well as access through an interlibrary loan process and a regional public library network. The Ukiah Center can access electronic library materials through their connection to the San Rafael campus library. The team was not able to find information about print resources that are available to candidates in the Ukiah Center, nor information about any library liaison serving candidates enrolled in that location.

Rationale

Although the team found that sufficient resources have been allocated for operation of the credential programs, the review of documentation and interviews with faculty, institutional leadership and program candidates corroborate that these resources have not been allocated consistently to support effective operations. For example, program leaders reported that they faced challenges coordinating across programs and sites in order to calibrate anchor assignments, analyze data and design program improvements. The challenges included consistent availability of adequate technology for meetings between campuses, or funding to support travel between sites. Programs have experienced rapid growth without parallel growth in full-time faculty/advisors. Finally, candidates in some programs reported inconsistent advising, particularly when a faculty adviser might be on sabbatical or otherwise not available.

Interviews with staff, faculty, candidates, and completers indicated that information resources are inconsistent across the unit to support candidate access to instruction, instructional materials and library resources. For example, candidates at the Ukiah Center can access San Rafael electronic library materials through the VPN connection. However, the team could not verify information about print resources available to candidates at the Ukiah Center nor the services of a library liaison for candidates enrolled at that location. Candidates and completers also reported connectivity concerns at the Ukiah site. The team was unable to find evidence of sufficient information resources and related personnel available for that location.

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.

Findings

Curriculum vitae and faculty interviews confirm that faculty at both campuses have appropriate education and experience to teach courses, provide professional development and to supervise clinical experience.

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. Evidence supporting this includes the hiring of expert content area teachers to serve as content coaches for candidates enrolled in the single subject program during the supervised teaching semester. These are Dominican personnel hired specifically for their current content and pedagogical knowledge. In addition to content coaches, multiple faculty members across all programs are actively involved in grant work providing currency to their knowledge base and coursework. Examples of this include funded grants supporting lesson study and 21st century skills. In addition, a faculty member was awarded a Fulbright scholarship.

Faculty members are actively engaged in scholarship and service within the context of public schooling. Specific examples of this include one faculty member conducting research on reading comprehension with a colleague at UC Berkeley. Another faculty member is working on a project providing independent, residential living for young adults with autism spectrum disorder, and a different faculty member is involved in Courage to Teach, a nation-wide program that provides workshops to support in-service teachers.

The university has clear tenure and promotion guidelines, including specific requirements for teaching effectiveness, scholarship, and service. Interviews confirmed faculty are aware of and engaged in the university evaluation process and they serve on both operational and policy making university-wide committees. Adjunct faculty and university supervisors indicate they have opportunities for professional development though there was no evidence to show that it is tracked or required.

The faculty is knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. One education faculty member is concurrently teaching education courses and serving as the university Dean of Diversity and Equity. Interviews with faculty revealed both their knowledge and sensitivity to issues of diversity, including resources and counseling services available and utilized with international students in education programs and other students as needed. Evidence provided during the site visit verified that required qualifications for the hiring of new faculty include demonstration of commitment to diversity and multicultural teaching/learning. Evidence provided during the site visit did not indicate that the faculty is reflective of a diverse society.

Through grants, professional development, and collaborative relationships within the K-12 community, faculty members have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Multiple adjunct faculty are currently employed within the public school system while also teaching courses at Dominican. This was supported in interviews with both faculty and employers in the San Rafael and Ukiah regions.

Strong evidence was provided to verify regular and systematic collaboration both internally and externally to improve teaching, candidate learning, and educator preparation. The blended liberal studies program has an active advisory council with broad representation, multiple and single subject programs maintain three advisory boards between both campuses, community partnerships exist with local schools and Dominican faculty serve on the Marin BTSA Collaborative as well as the North Coast Beginning Teacher Program and North Coast Intern Partnership. Education faculty members serve on university committees such as the Curriculum and Academic Policy Committee, the Assessment Committee and the Faculty Development Committee.

Dominican has a Faculty Professional Development Program with many opportunities for professional development and support. Interviews clarified that this program consists of a menu of options and education faculty take advantage of relevant opportunities.

Dominican requires all students to evaluate tenure track and tenured faculty at least 2 times per year; part-time and full-time faculty are evaluated every course. Summarized data from these evaluations are given to the program chair and faculty member. Interviews confirmed faculty receive their compiled course evaluations, though further conversation or evaluation protocols do not appear to be in place for adjuncts. University supervisors indicated candidates are asked to evaluate them at the end of their clinical experience, but the evaluation data is not shared with the supervisor. University tenure and promotion policies clearly outline expectations regarding promotion and retention, and faculty interviews confirmed awareness of and adherence to these policies.

Interviews with tenured faculty revealed that there have been instances when struggling faculty were not retained. In addition, faculty indicated that there were opportunities for recognition.

Rationale

During interviews the team was informed that the institution is moving toward a process that is more inclusive and supportive of diverse applicant pools. However, a chart titled *Distribution of Gender and Ethnicity by Education Faculty* from 2015-2016 indicate that 90% of faculty are female and 95% are white.

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 populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

Dominican University has well-defined admissions criteria and procedures for both University and education unit requirements. Admissions requirements are clearly identified on the university website and in program brochures. To evaluate candidates for admission to the education programs, the department employs multiple measures (transcripts, level of written communication, experience with K-12 students and families, letters of recommendation and written statement of purpose) as well as all Commission-adopted program requirements. Evidence of sensitivity to California's diverse populations, effective communication skills, prior experiences, and personal disposition for professional effectiveness is demonstrated in the Statement of Purpose document in which applicants respond to specific prompts.

Interviews with faculty and staff confirmed that applications are reviewed for completion by the admissions office and submitted to the department chair for formal review. The department chair interviews candidates as needed, generally based on academic history and responses to the *Statement of Purpose* prompts. The chair also consults with other faculty in the department to discuss any questions about an application.

In considering candidates, the unit is purposeful in supporting candidates from diverse backgrounds whose prior educational and life experiences may not have resulted in meeting some of the admission criteria at the highest level. The unit also recommends resources for transcript evaluations for those candidates who hold degrees from other countries.

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.

Findings

The unit provides candidates with advisors and support at several points in the program. Interviews reflect that primary advising begins with the program director/department chairs, who work with candidates through the entire time of their program. Each faculty member maintains an academic advising load. After the initial advising session, department chairs appoint candidates to a faculty member for on-going academic advisement. Candidates meet with their academic advisors at least once per term, to determine courses for the coming term. Candidates may not register for courses until their courses have been approved by their advisor. Additionally, the credential analyst is available to discuss credential-specific requirements and respond to candidate questions. Further supports for academic, professional, and personal development are provided through course faculty, field supervisors, and district-employed supervisors. Interviews confirmed that candidates receive timely responses to email queries from all parties.

Candidates are provided program information and credential requirements at initial information meetings. Additionally, candidates have access to program and credential requirements through both print and on-line resources. Interviews and documents reflect that candidates receive an advisement folder that includes program requirements, course sequence, and resources/contact information. Information in the university catalog is consistent with recruitment brochures, web-accessible sources, regularly scheduled information sessions and admissions criteria as outlined in Common Standard 5; this information is made available to candidates.

Faculty members, with input from field supervisors, monitor student progress to ensure candidates are meeting program expectations. Faculty members monitor student progress in coursework and field placements. Field supervisors work closely with directing teachers and district-employed supervisors to monitor student progress in clinical placements and inform the program directors of any specific issues they have identified. Communicating concerns with the department chair/program director ensures faculty are alerted to the need for additional supports. Candidates who require additional supports are provided information and materials for academic support, tutoring for exam preparation, and mentoring by their faculty advisor. While the unit works hard to retain promising candidates, a process has been instituted to address non-performance in teaching and/or dispositional issues in the classroom. This process includes documentation of on-going issues, an *Intervention Action Plan*, and eventual resolution as evidenced by confirmation of growth or resulting dismissal.

Standard 7: Field Experience and Clinical Practice**Met**

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.

Findings

The unit collaborates with its partners and advisory boards to design and evaluate the planned sequence of field-based experiences. Interviews with faculty and advisory board members affirm that the boards meet once or twice a year to review the model and discuss possible modifications that may better support candidates in serving the K-12 population and meeting state standards. Dominican maintains partnerships through university/district agreements with field sites for supervised teaching in Marin, Sonoma, Solano, Napa, Mendocino, Lake, Contra Costa, San Francisco, and Alameda counties.

Specific attention is focused on determining appropriate clinical sites and establishing formal partnerships. Site effectiveness is validated through observations and feedback from faculty, field supervisors and site representatives to determine ongoing partnerships. This attention to detail is further implemented for identifying effective clinical personnel, as well as site-based supervising personnel. Interviews with faculty, advisory board members, placement coordinators, field supervisors and employers confirm that decisions related to clinical sites and selecting effective personnel is an on-going communication process between parties to ensure candidates receive optimum support and guidance during the clinical experience.

Coursework tied to field-experiences provides candidates the opportunity to observe and reflect on the socio-cultural variables in California classrooms and to develop strategies for improving student learning. Examination of syllabi and field-based experience expectations as well as interviews with current candidates and completers confirmed the consistency and depth of student understanding of issues of diversity.

Standard 8: District-Employed Supervisors**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.

Findings

District-employed supervisors hold appropriate credentials in the subject areas they supervise, and are selected based on their role in the school and recommendation by the principal. Interviews with faculty, university supervisors and employers confirmed district-employed supervisors are selected through a collaboration of school district personnel, Dominican faculty, and university supervisors. This group collaboratively identifies the most skilled and knowledgeable classroom teachers to serve as practitioner field supervisors.

District-employed supervisors receive initial training in supervision and are evaluated by candidates and university supervisors at the end of each term. Interviews with faculty and university supervisors confirmed that evaluation feedback on district-employed supervisors is provided by candidates. However, there was no identified formal process for communicating evaluations with supervisors. Recognition for service varies by program.

Standard 9: Assessment of Candidate Competence**Met**

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.

Findings

Evidence of candidate competence is seen through successful completion of anchor assignments, supervised teaching and CalTPA passing scores. Clinical practice evaluation forms are detailed and final evaluations are collaboratively determined based on input from both the directing teacher and the university supervisor. Interviews with directing teachers and employers confirmed that teachers completing the Dominican programs are well prepared and often sought for open teaching positions. Program completers verified that they felt prepared and successful their first day on the job due to their Dominican experience. Completers also shared that their preparation allowed for a smoother transition to the induction program when compared to new teachers prepared at other institutions.

The credential analyst monitors completion of state-mandated requirements throughout the program via a credential checklist. This includes verification of meeting subject-matter competence as well as passing CalTPA and RICA, as appropriate.

Preliminary Teaching Credential Programs

Multiple Subject (MS) and Single Subject (SS) Credential Programs MS and SS Intern Credential Programs

Program Design

The multiple subject (MS) and single subject (SS) preliminary credential programs are offered on the San Rafael campus and Ukiah center and are overseen by the MS and SS program coordinators. The chair of the San Rafael program and director of the Ukiah center meet monthly to discuss programs and plan monthly faculty meetings held on the San Rafael campus. Documents and interviews confirmed that the chair and director also hold monthly meetings with supervisors of student teachers and interns at their respective locations and combined meetings with all full time and adjunct faculty at the beginning and end of each semester.

The MS and SS programs' course and fieldwork experiences are designed to be based on Dominican's five fundamental principles of learning: that learning must be authentic, socially constructed, developmentally appropriate, reflective and collaborative. Candidates progress through a developmental sequence of foundation, pedagogy and reflective practice, and supervised fieldwork courses whereby they understand, practice and apply the competencies defined by the Teaching Performance Expectations (TPEs). In the past year, all courses have also infused the development of Communication, Collaboration, Creativity, and Critical Thinking skills to prepare candidates to meet the needs of 21st century students.

Both programs offer regular (2 year), accelerated (1 year) and dual credential course sequence options with flexibility to meet candidate needs. Review of documents and interviews confirmed that candidates who secure employment may be admitted to the Intern program upon meeting the required 120 hours of training with a minimum of 15 hours in each of the following areas: classroom management and planning, reading/language arts, subject specific pedagogy, human development and teaching English learners.

Upon admission to the program, multiple subject and liberal studies candidates meet with the Chair of the Department of Education and are then assigned to an academic advisor to monitor their progress in the program. Many times the Chair of the Department of Education also serves as their academic advisor. Single subject candidates meet with the chair and are then assigned to an academic advisor to monitor progress in the program.

The program has established a Professional Development Partnership (PDP) with a neighboring elementary school. The partnership includes one of five resident supervisors who assist with placements and supervise candidates' fieldwork and supervised teaching, coordinates lesson studies and ongoing communication and collaboration with the university. Dominican is the

sole university among 19 districts in Marin County's BTSA Collaborative and the department chair serves on the board. As a result of this partnership, faculty members are invited to statewide BTSA training and new teacher support provider training. The director of the Ukiah program is a member of the Advisory Board for the North Coast Beginning Teacher Program, North Coast Intern Partnership, and San Francisco Intern Partnership. The single subject program is actively seeking partnerships with local high schools with diverse student populations to extend the lesson study programs to secondary schools.

The program maintains three Advisory Boards for the multiple and single subject programs: two in San Rafael and one in Ukiah. Interviews and documents confirm the advisory boards meet annually to discuss aspects of the program and share field and university needs and perspectives.

Course of Study

Document review and interviews with the program coordinators confirmed the course structure for the MS and SS programs, including interns across campuses, are the same. Upon meeting the prerequisite child and adolescent development requirement, candidates move through their 12 course programs in an intentionally sequenced order beginning with foundational knowledge in teaching, culture and diversity, and instructional technology; then pedagogical preparation and reflective practice; and finally supervised teaching with companion seminars.

In the beginning foundational phase of the program, candidates learn about the complex socio-cultural variables that impact education, the linguistic and academic needs of diverse students, issues of equity and access, federal and state mandates, and are introduced to the state academic content and common core standards.

In the second phase of the program, candidates deepen their knowledge while concurrently taking courses in the university classroom and observing and participating in public schools to experience the reciprocal relationship between theory and practice. Multiple subject candidates complete courses in teaching English learners, reading, math and integrated curriculum to teach the content of the state-adopted content standards to all students. Single subject candidates complete courses in teaching English learners, literacy across the curriculum, and courses in pedagogical preparation. The first pedagogical preparation course is interdisciplinary and focuses on the fundamentals of curriculum design and planning, and assessment. The second is intended to be a subject-specific course in curriculum whereby candidates work closely with a content area coach, often at their school site, to plan a 2-3 week unit plan. Documents and interviews indicate that a process is in place for content area coaches to support content development. However, the selection and support of coaches across content areas has been inconsistent.

The blended program option follows the same developmental sequence. During years 1, 2 and

3, content courses are paired with an integrated fieldwork seminar whereby candidates participate in lesson studies, which are highly valued by candidates. During year 4 candidates transition into the teacher preparation portion of the program and complete a two-semester supervised teaching experience. Interviews confirmed that candidates are placed by the fieldwork coordinator in partnership schools with diverse populations in close proximity to campus and are supported by seminar instructors, and by an on-site resident supervisor. The university provides a substitute teacher one day a week that allows the five resident supervisors to support the candidates and directing teachers at the site. Interviews with candidates in this program option indicate candidates greatly valued the partnerships with neighboring schools, and the lesson study program that enabled them to connect theory to practice.

Prior to entering the supervised teaching phase of the program, candidates must pass all sections of the appropriate subject-matter exams. For the first preparation for supervised teaching course, the placement and program coordinators place candidates in hard-to-staff and/or underperforming schools where there are significant numbers of English learners and students who have special needs for one full semester of observation and participation. During this time, candidates complete 60 hours of focused observations in two or more classrooms and complete CalTPA Tasks 1 and 2. For multiple subject candidates, these hours include: at least 10 hours in teaching of reading, teaching of math, and in classrooms with English learners and special education classrooms. For single subject candidates these 60 hours spanning at least 10 weeks include: 30 hours of teaching content, 15 hours in classrooms with English learners and 15 hours in the resource classroom of a special education teacher. Interns must observe at least 10 hours in classrooms with English learners and 10 hours in classrooms of a special education teacher.

The supervisor meets with the candidates at least three times and conducts one formal observation. Single subject candidates are also required to have an additional standards-based lesson observed by an experienced teacher. Concurrently, candidates enroll in the preparation for supervised teaching seminar course whereby they reflect on their observations for *Supporting Students in Learning*, and *Creating and Maintaining Effective Environments for Learning*.

All multiple and single subject candidates participate in at least 15 weeks (one 9-week placement, one 6-week placement) of supervised teaching with qualified directing teachers in two different classrooms. These include primary and upper grades for multiple subject candidates and two different subject-specific teaching assignments that differ in content and/or level of advancement for single subject candidates. If working at a partnership school, a resident supervisor supports candidates. Other multiple subject and single subject candidates are supported by a university supervisor and a selected content coach that helps them develop a 2-3 week unit plan to implement in their classroom. Candidates concurrently enroll in the elementary or secondary supervised teaching seminar where they participate in a professional

learning community whereby they reflect, discuss experiences and problem-solve areas of challenge/difficulty. They also enroll in a TPA seminar where they complete TPA Tasks 1 and 2. Interviews indicated that support from university supervisors has been extensive and consistent, but the level of support from content coaches has been inconsistent.

Interviews with faculty and students revealed a strong focus on understanding the socio-cultural context of learning, teaching for equity, teaching English learners and meeting the needs of diverse learners in the 21st century through the development of the 4Cs - Communication, Collaboration, Creativity, and Critical Thinking skills. The blended program has a strong emphasis connecting theory to practice through its lesson study. In addition, candidates are documenting their development as professional educators by developing a 21st century educator website.

Candidate Competence

Documents and interviews demonstrate that candidate competence is assessed through a series of anchor assignments embedded in each course that provides candidates with formative feedback on their progress via rubrics related to the Teaching Performance Expectations. As of fall 2015, all of the anchor assignments and rubrics have been revised to include the 21st century skills supporting the 4Cs. Interviews with faculty conveyed the rubrics from these anchor assessments are submitted to the department chair at the end of each semester. The faculty reviews the data pertaining to their courses at an annual meeting to determine if changes to the assignment description, rubric, or course content are needed. There was not clear evidence to indicate that programs calibrate course instructors or analyze and use the data in a systematic way for program improvement purposes.

During their supervised teaching experience, university supervisors observe and provide weekly feedback on candidate lessons. Interviews with university supervisors and faculty conveyed that university supervisors regularly confer with directing teachers on candidate progress with both the program director and university supervisors. When needed, they provide prompt and effective interventions and supports. The university supervisors and directing teachers collaboratively complete the mid-term and final-term evaluation of candidates based on the TPEs and 4Cs. Also during this phase of the program, candidates complete a professional website, started at the beginning of their program, so they can demonstrate their knowledge and skills to future employers. Candidates submit TPA tasks 1 and 2 at the end of their first semester and tasks 3 and 4 at the end of their second semester. Candidates receive a report with their final score on each task. Candidates that do not pass are provided remediation support and can re-enroll in the course as needed. The credential analyst maintains these data along with other data, such as CSET and RICA scores. Interviews with stakeholders indicate that although these data are archived, they are not used in a systematic manner.

The field placement coordinator collects surveys from all stakeholders involved in supervised fieldwork including evaluation of directing teacher, university supervisor and academic advisor,

field placement coordinator, CalTPA support and preparation, and evaluation of program by directing teacher/support provider. The program also maintains CTQ data on graduates and supervisors one year out. Interviews and documents show the program is beginning to disaggregate some data according to site, program, & delivery model, however, the program inconsistently uses these data to make program changes.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Multiple Subject Programs and the Single Subject Programs with the exception of Program Standard 8B for the Single Subject Program which is **Met with Concerns**.

Rationale:

SS Program Standard 8B: Subject Specific Pedagogy:

Met with Concerns

It is evident that there is supervised practice and a process for content-area coaches to support candidates in developing content-specific instruction during supervised teaching. However, the selection and support of coaches across content areas is inconsistent. Candidates in various content areas reported not having multiple opportunities to learn, practice, reflect and apply instruction in the subject to be authorized by the credential and stated that they did not feel well-prepared to teach their content-specific areas.

Education Specialist: Mild to Moderate Disabilities (M/M) Credential Programs
Education Specialist: M/M Intern Credential Programs

Program Design

The acting dean currently oversees the education specialist mild/moderate program, which is housed in the School of Education and Counseling Psychology. She provides leadership for all full-time faculty, term faculty, adjunct faculty, supervisors, and staff. A chair for the department of education oversees the multiple, single, and education specialist programs for the San Rafael and Ukiah campuses. A chair for special education has oversight for the one full-time faculty and one term faculty in special education (the full-time faculty person teaches across programs). The department chair for special education oversees all aspects of the education specialist program at the San Rafael campus, and works closely with the program director at the Ukiah campus.

The education specialist program at the San Rafael campus currently has 10 education specialist only candidates, 20 dual multiple subjects/education specialist candidates, four dual single subjects/education specialist candidates, and four interns (a mix of all program types). The Ukiah campus has one education specialist candidate, three dual multiple subjects/education specialist, and one intern. A large majority of the candidates in the program participate in the dual credential program with either multiple or single subjects. Candidates in the education specialist program complete one course as a pre-requisite, four foundation courses, six pedagogy courses, and supervised fieldwork either as a student teacher or intern.

Interviews were conducted with stakeholders, faculty (full-time, term, and adjunct), program directors, current and past students, district mentor teachers, supervisors, and employers. Those who were interviewed felt the program was sound and addressed program standards and critical skills and knowledge for special education teachers. All stakeholders felt as if they had an important voice in the maintenance and ongoing improvement of the program.

It is clear from interviews with stakeholders that there is ongoing and regular communication within the credential program and between the San Rafael and Ukiah campuses. A joint training session for university supervisors was held, and the program director from the Ukiah campus reported regularly attending meetings at the San Rafael campus. The special education director and term faculty meet many times during the year and have regular email contact as well. The faculty in all education programs meets once per year in the spring to discuss anchor assignments and improvements needed for course syllabi.

Candidates in the education specialist program take a *Fall Intensive* before the fall semester course, *Foundations of Special Education*. The recommended course sequence for the first fall semester includes *Teaching English Learners*, *Program Design and Curriculum Development*, and *Using Technology in Classrooms*. In the spring, candidates take *Teaching Reading in the Elementary School*, *Behavior Interventions and Support*, *Teaching Mathematics in the*

Elementary School or Pedagogical Preparation I. Recommended courses for year two of the program include *Advanced Curriculum for Diverse Learners, Formal and Informal Assessment, and Preparation for Supervised Teaching*, in the fall. In the spring term, candidates are student teaching with supervision, and take a TPA course. However, students report that there is no set education plan, so students do not always take the courses in that recommended sequence, depending on how many courses they wish to take each term, internships, and other life circumstances.

Each course in the education specialist program requires field-based assignments. The required hours for each assignment depend on the focus of the assignment. Some students expressed difficulty with finding adequate locations to complete the many field-related assignments required throughout the program—such as those related to behavior observations/plans, math activities, reading assessments, IEPs, and other required observation-based assignments. Despite these challenges, students were able to successfully complete all program requirements.

Program completers, current student teachers, and current interns all indicated that they felt sufficiently supported by their university and district supervisors. University supervisors reported that the combined training day, held for the first time this past August, was very beneficial. They felt that the monthly meetings of all supervisors were key to ensuring that student needs were being met and that university processes were being followed. University and district supervisors use mandated forms for all observations, and mentioned that some of the forms were lengthy and cumbersome. Current student teachers and interns reported that the seminar courses provided opportunities to discuss issues arising in field placements and to share best practices.

There has been significant turnover in faculty and key staff over the past few years due to retirements. Faculty reported that the education specialist program was updated with the new special education TPEs, a stand-alone math methods course was added, more English Language learner strategies were incorporated throughout the program, and 21st Century skills were integrated. The department chair reported that the program handbook was updated significantly in the summer of 2015, but faculty and university supervisors reported that the length and detail of the handbook could be overwhelming for students. Programmatic changes for the School of Education include the commencement of the Early Childhood Special Education program starting in fall 2016 at the San Rafael campus, and the impending closing (3/16) of the Autism Spectrum Disorder, Added Authorization program, due to the lack of enrollments. Various improvements and changes have been made to coursework based on instructor and/or student feedback and the review of anchor assignment scores by the faculty in the spring.

The faculty and staff at Dominican University obtain stakeholder input in various ways. A staff member reported that “informal conversations” with school sites occur regularly, but these

conversations are not documented in any way. The director of the Ukiah campus reported receiving frequent calls from the districts they serve about recruitment, interns, and student teachers. Both the Ukiah and San Rafael campuses host advisory boards. The members of these boards include district personnel, former Dominican faculty, community members, community college representatives, and Dominican faculty and staff. These boards meet once or twice per year, with an agenda that is set by the University. Board members report that these meetings are beneficial for hearing about program updates, information about new state initiatives, and to express their needs related to Dominican students and programs. Dominican faculty members report that important community partnerships have been established from these advisory board meetings. Advisory board members mentioned their desire to participate in the development of some agenda items.

University supervisors meet monthly with the program chair (San Rafael) or program director (Ukiah) to discuss best practices and to brainstorm about student issues that have arisen. Supervisors report that these meetings are critical to ensure consistency and communication. At these meetings, they also receive training about forms and processes, how to conduct mid-point conferences, strategies for engaging district support teachers, addressing problems that have arisen, and using videos for observations and candidate reflection. The director at the Ukiah campus regularly travels to the San Rafael campus for meetings, communicates with the credential analyst, and the two campuses share a computer drive with important documents. Students provide feedback to the program via course evaluations conducted either online or via a paper survey. In addition, students complete an exit interview and program evaluation.

Course of Study

Although there is a recommended sequence of courses, not every candidate follows it, depending on how quickly he/she wishes to complete the program, whether or not he/she has secured an internship, financial concerns, etc. Interns reported concerns with the appropriate sequencing of courses, and the mix of student ability levels in their courses. They felt that cohorts of students who were at the same developmental level would be more appropriate and meet their unique needs as interns. A program completer, however, felt that having a mix of students at different places in their development as teachers was beneficial and a strength of the program.

All courses in the education specialist program require fieldwork. The number of hours required in each course varies depending on the course and the assignment. Both current students and adjunct faculty report difficulty in finding field placements for course assignments. All candidates and completers talked about the significant impact the fieldwork assignments had on their pedagogical development.

Program completers report being prepared to meet the needs of English language learners and students with disabilities. Candidates take an entire course, *Teaching English Learners*, and have content about EL strategies infused in other courses as well. For content specific to

students with disabilities, current candidates and program completers feel that the preparation for writing IEPs and participating in the IEP/504 process is extremely thorough. District employers also reported that candidates are very well prepared in this area, and are ready to be leaders at their school sites for IEPs. In addition, candidates and program completers feel that their preparation for collecting and analyzing behavioral data and writing behavioral plans is extremely comprehensive. District personnel also report that candidates are knowledgeable in this area. Another area of strength is candidate and completer knowledge of how to differentiate instruction. Candidates, completers, and district personnel report that Dominican students are able to employ many strategies to appropriately differentiate instruction in both special and general education settings.

A strength of the education specialist program at Dominican is the incorporation of field-related assignments in every course. In addition, students are usually placed in the school they will student teach in a term before for observations and participation. A concern is that two student teachers reported finding their own placements at schools where they knew people or had family members, which is in clear violation of CTC regulations for placements. Candidates talked extensively about the value of the field-related assignments they complete. These include conducting math games with groups of students, collecting behavioral data and writing a Functional Behavioral Assessment, work related to IEPs, and lesson observations.

Student teachers and interns reported the value of their placements and the support they receive from their university supervisors. The director of the program mentioned the importance of candidates gaining experiences in different school settings, teaching styles, school cultures, and student populations. Candidates reported experiencing a variety of placements along the continuum of services, including full inclusion, pull-out, and self-contained classes at elementary, middle, and high school levels. All student teachers and interns reported that what they learn in their coursework is directly applicable to the field placements.

Many university supervisors are retired teachers with many years of experience in the fields for which they are supervising. Students report that their university supervisors are highly qualified and provide outstanding support on a regular basis. Faculty, staff, supervisors, and students report that university supervisors visit weekly at the start of placement, then less frequently as the term progresses. Mid-term evaluations are reviewed at a meeting, and formative evaluation is completed regularly via required observation and feedback forms.

District mentor teachers report that they do not receive formal training, but university supervisors review the handbook and forms with them as needed. Candidates reported a high degree of satisfaction with their district mentor teachers.

Students in the education specialist program reported a high degree of satisfaction with program advisement. All candidates reported meeting regularly with the program director or

chair. According to the program chair, every student must meet with an advisor before registering for the next term. The program chair also reported meeting with each new student for approximately an hour, going over program requirements, possible course sequencing, and mentoring. Some candidates reported dissatisfaction with the sequence of courses, and some reported a lack of understanding about licensure requirements such as CSET and RICA.

Candidate Competence

Faculty, term faculty, and adjunct faculty report that anchor assessments are present in each course with rubrics that are hand scored. The data from these anchor assessments are “tallied” by the departmental assistant, and results are reviewed at an annual meeting to determine if any changes to the assignment or course syllabi are needed. It was not clear if any statistical analysis of the results occurred, or if the results were reviewed over more than one year for longitudinal purposes. Calibration of scoring for these anchor assignments did not occur aside from the Ukiah and San Rafael instructor talking with one another. Adjunct faculty members report being unclear about how assessment results are used for program improvement, and are unclear as to whether calibration of scoring even takes place.

Candidates reported that, although the assignments were very demanding, they were beneficial and directly related to the important skills needed as a special education teacher. Program completers stated that assignments related to behavioral data collection, plan development and IEP development were key to their success as new special education teachers.

The course syllabi clearly indicate required assignments for each class, and scoring rubrics are used for many assignments. Candidates did not express any concern about how assignments were graded or the timely nature of feedback from instructors. Candidates are made aware of the various tests (CSET, RICA) through the handbook and at initial advisement, but some students in the education specialist program were unclear about which CSET to take or how many of the subtests had to be passed before student teaching or interning.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards for the Education Specialist: Mild to Moderate Disabilities (M/M) Credential Programs are **Met**.