

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at San Jose State University

Professional Services Division

March 13-15, 2011
Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at San Jose State 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, a recommendation of **Accreditation with Stipulations** is made for the institution.

Common (NCATE Unit) Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Candidate Knowledge, Skills, and Professional Dispositions	X		
2) Assessment System and Unit Evaluation		X	
3) Field Experiences and Clinical Practice	X		
4) Diversity	X		
5) Faculty Qualifications, Performance, and Development	X		
6) Unit Governance and Resources	X		
CTC Common Standard 1.1 Credential Recommendation Process	X		
CTC Common Standard 6: Advice and Assistance	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, BCLAD	19	16		3
Single Subject	19	19		
Education Specialist Credential Preliminary Level I, Level II: Mild/Moderate Disabilities	21	21		
Education Specialist Credential Preliminary Level I, Level II: Moderate/Severe Disabilities	23	23		
Preliminary Administrative Services	15	15		
Professional Administrative Services	9	9		
Pupil Personnel Services: School Counseling	32	32		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Pupil Personnel Services: Social Work	27	27		
Pupil Personnel Services: CWA	8	8		
Speech Language Pathology	16	16		
Teacher Librarian	26	26		
Adapted PE	4	4		
Reading Language Arts Certificate and Specialist Credential	20	20		

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: San Jose State University

Dates of Visit: March 13-15, 2011

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with 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 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 decision of the team regarding the six NCATE standards is that all standards are **MET** with the exception of NCATE Unit Standard 2 (CTC Common Standard 2) is **Met with Concerns**. The decision of the team regarding the parts of California's two Common Standards that are required of NCATE accredited institutions is that both standards are met.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for San Jose State University. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC team found that all standards are **Met** in all programs with the exception of the Multiple Subject program standards, 7a, 8a, and 14 which were **Not Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Based on the fact that all Common Standards are **Met** with the exception of Common Standard 2 which is **Met with Concerns**, that all program standards are **Met** with the exception of Standard 7a, 8a, and 14 in the Multiple Subjects credential which are **Not Met** the team unanimously recommends a decision of **Accreditation with Stipulations**.

Stipulation: That within the next twelve months the institution provide evidence that all issues identified as not met in the Multiple Subjects credential program be fully addressed.

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 w/BCLAD	Administrative Services Preliminary Professional –Inactive.
Single Subject Single Subject, with Intern	Reading Language Arts Certificate and Specialist Credential
Education Specialist Credentials Preliminary Mild/Moderate Disabilities, Internship Moderate/Severe Disabilities, Internship DHH – <i>Inactive</i> Early Childhood Special Education Certificate Resource Specialist Certificate Added Authorization Autism Spectrum Disorders – New program	Pupil Personnel Services School Counseling, with Internship School Social Work, Child Welfare and Attendance Speech-Language Pathology Teacher Librarian

Staff recommends that:

The institution's response to the preconditions be accepted.

1. San Jose State University be permitted to propose new credential programs for approval by the Committee on Accreditation.
2. San Jose State University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
3. Stipulation: That within the next twelve months the institution provide evidence that all issues identified as not met in the Multiple Subjects credential program be fully addressed.
4. That San Jose State University provide a 7th year report that addresses Common Standard 2 issues identified in this report.

Accreditation Team

Team Leader:

Mark Cary
Retired Elementary School Principal
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Common Standards Cluster:

Carol Mellblom
CSU Dominguez Hills

Helene Mandell
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Programs Cluster:

Tom Doyle
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Cathy Turney
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Noele Salgado
Retired, San Francisco Unified

Staff to the Visit

Cheryl Hickey
Commission on Teacher Credentialing

Katie Croy
Commission on Teacher Credentialing

Documents Reviewed

University Catalog
Candidate Files
Follow-up Survey Results
Biennial Report Feedback
Schedule of Classes
Faculty Vitae
College Budget Plan
Student Handbooks
Assessment Protocol
Assessment Data

Course Syllabi
Fieldwork Handbooks
Program Assessment Feedback
Field Experience Notebooks
Advisement Documents
PACT Data
Flowcharts of Program Requirements
Meeting minutes

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	36	129	165
Completers	14	84	98
Employers	54	24	78
Institutional Administration	4	0	4
Program Coordinators	5	12	17
Faculty/Adjunct	49	46	98
TPA Coordinator	1	1	2
Field Supervisors – Program	2	35	37
Field Supervisors - District	2	25	27
Credential Analysts and Staff	0	2	2
Advisory Board Members	8	20	28
Other			
Totals			556

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.

Table 1
Program Review Status

Program Name	Number of program completers (2009-10) ^a	Number of Candidates Enrolled (10-11) ^b	Agency Reviewing Programs
Multiple Subject	230	306	CTC
Multiple Subject, BCLAD	13	13	CTC
Single Subject, with Intern	107	179	CTC
Adapted PE	3*	4*	CTC
Education Specialist Credential Level I, Level II: Mild/Moderate Disabilities	24	26	CTC
Education Specialist Credential Level I, Level II: Moderate/Severe Disabilities	14	14	CTC
Reading Certificate and Reading Language Arts Specialist	15	36	CTC
Pupil Personnel Services: School Counseling	70	80	CTC
Pupil Personnel Services: Social Work, CWA	22	32	CTC
Preliminary Administrative Services	164	178	CTC
Professional Administrative Services – <i>Moving to Inactive</i>	0	0	CTC
Speech Language Pathology	45	104	ASHA/CTC
Teacher Librarian	44		CTC

**Post-baccalaureate candidates only. SJSU KIN UG students in the Teacher Education APE Option are not included in this count*

The Visit

San Jose State University site visit was held on the campus in San Jose, California from March 13-15, 2011. This was a joint NCATE/CTC accreditation visit, piloting the Continuing Improvement model for NCATE. The site visit team consisted of a Team Lead, two California BIR members who served on the NCATE team reviewing the NCATE Unit Standards (Common Standards), and, because of the size and number of programs and pathways, five Program Standards members. Two Commission consultants accompanied the visit. The NCATE team arrived at the hotel on Saturday evening and the California state team arrived at noon on Sunday, March 13, 2011. The teams met jointly on Sunday, and participated in a poster session and interviews with constituents beginning on Sunday afternoon. Interviews continued Monday and follow up interviews were conducted on Tuesday morning. A mid-visit report was completed on Monday evening. The exit report was conducted at 2:00 p.m. on Tuesday, March 15, 2011.

I. INTRODUCTION

I.1 Brief overview of the institution and the unit.

San José State University began as Minn's Evening Normal School in San Francisco, in 1857. The campus was relocated to San Jose in 1870, and opened a branch in southern California in 1881, a center that was to become the University of California at Los Angeles. The university is conveniently located on 154 acres in downtown San José, midway between San Francisco and the Monterey/Carmel area at the sunny southern end of San Francisco Bay, and is easily accessible from area freeways. San José State University, the metropolitan university for Silicon Valley, is a member of the 23-campus California State University, the largest public education system in the nation. Located in downtown San José, the third largest city in California (pop. 1,006,892), San José State University is California's oldest public institution of higher education. The university now offers more than 134 bachelors and masters degrees with 110 concentrations.

SJSU's fall 2010 enrollment showed 29,076 students of which 79 percent were undergraduates. The university's fall 2010 ethnic composition showed 15,916 or 55 percent minority, 7,916 or 27 percent White, 2,327 or 8 percent Foreign Nationals, and 2,917 or 10 percent Others. Females represent 53.2 percent of the university student enrollment and males represent 46.8 percent of the student enrollment.

The mission of the University is to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

The university consists of seven colleges; Applied Sciences & Arts, Business, Education, Engineering, Humanities & the Arts, Science, and Social Sciences. The Connie L. Lurie College of Education is the unit for preparing professional educators. The college has the unique distinction of preparing the majority of the teachers, administrators, and counselors who serve throughout Silicon Valley and the South Bay area for more than 150 years. The Lurie College collaborates with the Colleges of Applied Sciences and Arts, Humanities and Arts, Science and Social Sciences to prepare teachers for Multiple Subject, Single Subject and Educational Specialist Credentials. Undergraduates from San José State seeking a teaching credential acquire subject matter expertise in the subject matter waiver programs offered in some of these colleges as well as in the Department of Child and Adolescent Development. In addition, the other colleges support single subject programs by offering subject specific pedagogy courses and supervision of student teachers in their final clinical experience.

The unit provides general oversight for the School Librarian credential in partnership with the School of Library and Information Science, which is housed within the College of Applied Sciences and Arts. The unit has a long history of close collaborative partnerships with the region's schools and social service providers. The majority of students gain their experiences in Silicon Valley schools and clinics, however programs also reach students as far north as the Oregon border and as far south as the Monterey Peninsula.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

California is a joint partnership state. The protocol agreement between California and NCATE requires a joint team. Four national team members, eight state team members and two CTC Consultants conducted the review. The visit was a joint visit where members worked together, sharing equal roles and responsibilities in all functions of the review. The NCATE team, with input from the CTC team, made a single recommendation for each NCATE standard resulting in one BOE report.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

There are no programs offered at a branch campus, off-campus, or via distance learning.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

This was a pilot visit for the Continuous Improvement accreditation model. There were no unusual circumstances during the visit.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The conceptual framework has been reviewed and revised since the last visit in 2005. Two very similar frameworks were developed to capture the fundamental nature of the initial and advanced programs. For initial teacher preparation programs, the theme is "Educators as Facilitators of Learning" with three key elements, 1) Knowledge Skills and Application, 2) Reflective Practice, and 3) Professional and Ethical Behavior. The theme for the advanced programs is "Professional Educators as Leaders and Enhancers of Human Development" with four key elements, 1) Knowledge, Skills and Application, 2) Human Relations, 3) Inquiry, and 4) Professional and Ethical Behavior. Diversity and technology competencies are interwoven through the conceptual frameworks for both initial and advanced candidates. In 2008, the faculty adopted diversity competencies for both levels. Technology competencies have been expanded and better integrated into the programs of study. Course syllabi include a section on the Conceptual Framework. The current conceptual framework has been updated to show current alignment to standards and the integration of technology to support the assessment system. Most significant among the changes are the development of a college-wide comprehensive assessment system,

investment in new technologies to support the collection and analysis of program and PACT data, aligned identified transition point assessments with the elements of standards, continuous and aligned the assessments with the key elements in the unit's professional preparation program as illustrated graphically in the 2003 conceptual framework.

The main tenets of the Connie L. Lurie College of Education's (COE) conceptual framework are expressed in statements about values, vision and mission. The Connie L. Lurie College of Education faculty agrees to a set of shared values that undergird the vision and mission of the College and provide the framework for their philosophy, purpose and goals, knowledge bases, and expectations for candidates' knowledge, skills and dispositions. The unit assessment system is designed to inform the extent to which unit values are operationalized to help the COE realize its mission and meet its goals. The faculty of the Lurie College of Education value the following:

- Access to quality education for every student
- Evidence based practice
- Ethical and reflective practice
- Scholarship – research and dissemination of information to inform theory and practice
- Inclusive, engaged, diverse collegial communities
- Equity and excellence in education
- Life-long learning

These values are reflected in the Lurie College of Education vision and mission statement printed on its website and in other documents. Documents show that the unit commitment to the principles and core values expressed in these statements continues to evolve. Data show that COE continues to refine its vision and mission through continuous dialogue within and among the programs and departments. Reflected in the conceptual framework is COE commitment toward embracing a culture of inquiry, emphasizing evidence based practices in its operations, and continuous improvement of all programs.

Since the last accreditation visit, some of the changes COE has made are:

- significant investment developing a comprehensive assessment system that regularly collects and analyzes data.
- regular review of the analyzed data to help evaluate the effectiveness in preparing school professionals.
- significant investment in the use of new technologies to support instruction .
- redesigned classrooms that contain many of the new instructional tools found in local P-12 schools
- increasing new instructional technology that includes SMART boards, clicker systems, and the university's Learning Management System

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

To ensure initial teacher preparation candidates possess an acceptable knowledge of content in the subjects they are to teach, the unit requires all candidates to have at least a 2.87 grade point average and pass the California Basic Educational Skills Test (CBEST). Additionally, candidates must pass the California Subject Examinations for Teachers (CSET) pertinent to their credential requirements. Single subject candidates may substitute a major or approved course of study for the CSET.

According to the 2008-2009 Title II report, the unit achieved a 99 percent passing rate for program completers on state licensure exams that measure content knowledge. Over the previous three years, programs with less than 10 completers had passing rates of 100 percent. The 2009-2010 Title II report was not available at the time of the onsite visit.

The state team, who participated in the joint onsite visit, validated all programs listed in the unit's Institutional Report are approved.

A review of key assessments, rubrics, assessment results and candidate work samples confirm candidates possess acceptable to in-depth knowledge of the content they plan to teach. For example, aggregate data of summative field experience ratings show multiple subjects, single subject, and special education candidates demonstrate adequate to effective subject matter competence. Candidates' portfolios confirm this grasp of content knowledge through lesson plan design, analysis of assessment data, and reflections.

When analysis of assessment data reveal limitations, faculty work to mitigate or remedy the situation. For example, the Special Education Department's Biennial Data Report (BDR) to the California Commission on the Credentialing of Teachers identified curriculum and instruction as an area for improvement for candidates in the Moderate to Severe Disabilities Credential Program. In response, the department reviewed the program and implemented changes that included aligning assessments to updated standards, upgrading coursework, and working with the Educational Leadership Department to prepare principals who are able to support current special education practices.

Exit surveys of program completers and employers corroborate assessment results as well as the unit's responsiveness to addressing concerns. For example, while multiple subject employers noted strength in the preparation of candidates to teach reading and mathematics, surveys of both employers and alumni of the multiple subject programs revealed a lack of adequate preparation in teaching art and physical education. Consequently, faculty began to develop experiences for candidates to gain knowledge of these subjects outside of class and through integrated lessons in core subject methods classes. In 2009, the unit secured funding from an alumna to sponsor an

annual conference that provides candidates exposure to arts education.

Interviews with candidates, alumni, cooperating teachers, site supervisors, employers, and faculty validate content knowledge for teacher candidates are at an acceptable level. For example, candidates state a high level of confidence in their preparation to deliver the content. They are effusive as they praise the faculty for their wealth of knowledge and ability to model content specific instructional strategies.

Candidates in initial teacher preparation programs demonstrate their pedagogical content knowledge and skills through a variety of key assessments including portfolios, performances, and exams. Prior to acceptance into credential programs, candidates must pass a technology test that assesses their understanding and ability to use technology or successfully complete an educational technology class. Candidates demonstrate their ability to integrate technology into instructional and assessment practices during field experiences and through assignments in various methods courses.

Candidate work samples validate these results as portfolios containing lesson plans, analysis of assessments, reflections, and feedback forms demonstrate candidates' pedagogical content knowledge and skills. For example, multiple subject candidate portfolios include an analysis of students' reading profiles and appropriate instructional plans designed to meet each student's specific needs. Candidate lesson plans also include sections that require articulation of instructional strategies that account for diverse learning needs.

For the use of technology, candidates are exposed to various emerging instructional technologies in their classes. The unit received a generous donation from SMART Technologies that placed SMART Boards, SMART Tables, and student response systems in each department. Beyond producing electronic slideshows, candidates are instructed on how to evaluate online research, use spreadsheets to analyze data, and develop blogs to demonstrate learning.

Interviews with candidates, alumni, cooperating teachers, site supervisors, employers, and faculty validate these findings. For example, candidates in the Special Education Program praise their exposure to emerging technologies. Multiple subject faculty provides instances of how they task candidates to learn how social networks enhance reading and writing instruction.

Candidates in initial teacher preparation programs demonstrate professional and pedagogical knowledge and skills through a variety of key assessments including portfolios, performances, and exams. On these assessments and through coursework, candidates are expected to consider students' contexts, analyze and incorporate research, and be reflective practitioners.

Candidate work samples validate these results as portfolios containing lesson plans, analysis of assessments, reflections, and feedback forms demonstrate candidates' ability to apply professional and pedagogical knowledge; consider school, family, and community contexts; consider prior experiences of students; reflect on their practice; no major schools of thought and analyze research.

Exit surveys of program completers and employers confirm that candidates possess acceptable professional and pedagogical knowledge. Furthermore, the unit's program improvements based on survey results demonstrates its responsiveness to addressing concerns. For example, 99

percent of multiple subject program completers indicated feeling adequately or well prepared to evaluate and reflect on their teaching and seek out assistance that leads to professional growth. However, 39 percent felt less than adequately prepared to meet the instructional needs of all students. As a result, the program increased the number of opportunities to provide formative feedback to and monitor progress of candidates as they learn to work with students with diverse needs. The survey of secondary education supervisors reports that they view alumni as adequately prepared to communicate with parents and consider students' interests or motivations. However, they perceive alumni as less than adequate in managing student behavior. Hence, the Single Subject Program now offers a course on classroom management that prompts candidates to put theory into practice, analyze research and reflect throughout the process. Meanwhile, special education alumni rate their program as strong in preparing them to manage learning environments, design learning environments for families, and put into practice theoretical and philosophical foundations.

Candidates in programs that train other school professionals demonstrate professional knowledge and skills through clinical practice, field experiences, research papers, exams and portfolios. On these assessments and through coursework, candidates are expected to demonstrate knowledge of their fields as they relate to professional standards; knowledge of their students, families and community; skills related to using research to improve one's practice; and skills related to using technology to improve one's practice. The only candidates required to take a state licensure test are those pursuing a credential in Speech Pathology. These candidates take the Praxis Examination in Speech-Language Pathology and their program completer passing rate is just under 90 percent.

The Speech Pathology Program is fully accredited by The Council of Academic Accreditation of the American Speech-Language and Hearing Association. Candidates must demonstrate proficiency by developing a comprehensive case-study that incorporates theory, assessment methods, diagnosis methods, and evidence-based treatment strategies. A review of assessment data show that candidates attained a median score of exceeds standards on their culminating assessment. These expectations and assignments have been verified through review of candidate work samples, survey results and interviews.

The Social Work program within the Counselor Education Department achieved Council on Social Work Education renewal accreditation in 2008. Candidates are expected to demonstrate proficiency by conducting research, analyzing their practice, engaging in field experiences assembling a portfolio, and passing a comprehensive exit exam. A review of assessment data show that all candidates pass key assessments with a median score of 4 on a 5 point rubric. These expectations and assignments have been verified through review of candidate work samples, survey results and interviews.

The Educational Leadership Program experiences completer rates of 91 percent with a median score of 4 on a 4 point rubric on nearly all key assessments, except for the literature review for which the median score is a 3. Candidates are expected to research best practices and apply these strategies to whole school initiatives. Candidates must advocate on behalf of students as they strive to attain social justice and equality within their schools. Technology is used to analyze data, conduct research, and present findings.

Candidates pursuing a Reading Certificate or Reading/Language Arts Specialist Credential

demonstrate proficiency through practicum experiences and research projects. For each, candidates are expected to focus on students with diverse learning needs including those learning the English language. As they work with students, they continually assess and diagnose reading challenges, design appropriate lessons, employ instructional strategies, and reflect upon the results.

The Teacher Librarian Services Credential Program has a 100 percent passing rate with 73 percent of completers demonstrating achievement of all professional standards. Candidates are expected to design units of online instruction, develop vision projects, develop virtual learning projects, and engage in field experiences. They are expected to apply current educational theory regarding information literacy, utilize technology, and demonstrate knowledge and skills related to supporting student learning through school library services.

Candidates in programs that train other school professionals demonstrate a focus on student learning through clinical practice, field experiences, research papers, exams and portfolios. On these assessments and through coursework; candidates are expected to demonstrate their ability to create positive learning environments; build on students' developmental levels; understand student, family and community diversity; and understand the policy context in which they work. A theme that weaves throughout each program relates to demonstrating these skills through supporting diverse learners. Consequently, assessments focus on competencies related to this theme.

Speech pathology candidates demonstrate these competencies through a comprehensive case study. Candidate means scores exceed the standard for assessing and treating specific disorders. These expectations and assignments have been verified through review of candidate work samples, survey results and interviews.

Counselor education candidates demonstrate student learning competencies through a culminating portfolio and field experiences. One hundred percent of candidates pass both assessments with a median score of 4 on a 4 point rubric on standards related to creating positive learning environments and understanding student, family, and community diversity. These expectations and assignments have been verified through review of candidate work samples, survey results and interviews.

Educational leadership candidates demonstrate student learning competencies through field experiences, research projects, and a comprehensive portfolio which documents how they used an inquiry process to improve learning for all students. On a 4 point scale, the median score on standards related to student learning is 4.

Candidates pursuing Teacher Librarian Services Credentials must demonstrate proficiency in student learning through field experiences and creating relevant learning experiences including units of online instruction and virtual learning projects. While 100 percent of candidates passed these assessments, 74 percent demonstrated achievement of the standard related to diversity and 79 percent demonstrated achievement of the standard related to access. To address these areas, the program adapted rubrics to focus on student outcomes and made curricular changes.

Dispositions for most candidates preparing for initial teacher credentials are measured through field experiences and reported through the PACT results. Attainment of these dispositions is

further validated through comparison with exit and employer surveys. These dispositions include advocating for social justice and equality, being a reflective practitioner, and engaging in activities that demonstrate a love of learning. Candidates pursuing a Special Education Credential are assessed explicitly on their demonstration of the unit's dispositions.

Dispositions for candidates preparing for other school professional credentials are embedded in key assessments such as clinical/field experiences and portfolios. As stated previously, the unit's dispositions include advocating for social justice and equality, being a reflective practitioner, and engaging in activities that demonstrate a love of learning.

Assessment data shows candidates demonstrate an acceptable level of professional dispositions. For example, educational leadership candidates demonstrate professional dispositions through field work, research project, and culminating portfolio. For all standards related to professional dispositions, candidates achieve a median score of 4 on a 4 point scale. One hundred percent of counseling candidates, through their field experiences, demonstrate dispositions by applying evidence-based research to overcoming school challenges including barriers to optimizing student learning.

1.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Since the last visit the unit has demonstrated continuous improvements in both initial and advanced programs. These improvements have been based on data collected from unit faculty evaluation of programs and courses, candidate exit interviews, and employer surveys. For example, unit faculty and field personnel recognized candidates emerge secure in their understanding of the dimensions of individual differences and in the particular educational needs of different segments of student populations (English learners and learners with special needs, but they continued have some difficulty translating that knowledge into practice. Therefore, unit faculty and field personnel began to analyze the Teacher Performance and PACT data to focus more deliberately on ways to adjust content and experiences throughout the preparation programs, and provide additional support for students, and to anticipate challenges sooner, through articulated "transition point" measures of student progress. Also, onsite documents and interviews with faculty revealed that components of the revised and recently approved curriculum for Education Specialist Instruction Level I credential in each specialization, candidates are required to take additional courses in subject matter teaching to ensure they can support student learning of the academic content standards in English/language arts/literacy and mathematics.

Given the evidence presented and verified by the onsite visit, the unit is performing at the acceptable level for Standard 1 and progressing towards target. Assessment data, survey results, candidate work samples, and interviews validate that program completers across the unit possess the knowledge, skills and dispositions needed to foster student learning and ensure access to all. When data show limitations in candidate preparation, programs work to adjust curriculum, instruction and assessments. For example, when the Special Education Department detected limitations in preparing candidates in the Moderate to Severe Disabilities Credential Program, they did not limit their actions to changes within the program. Instead, the department engaged the entire unit, providing seminars addressing Response to Intervention (RTI). They worked with the Educational Leadership Department to prepare their candidates to foster inclusive educational settings. Additionally, a review of candidate work samples demonstrates how the unit is moving

towards target in certain areas. Although not yet institutionalized, there are instances where assessment data is being consistently monitored and used to inform instruction.

1.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not appropriate to this standard

1.4 Strengths. What areas of the standard are being addressed at the target level?

None cited

1.5 Areas for Improvement and Rationales: None

1.5.1 What AFIs have been removed? None

1.5.2 What AFIs remain and why? None

1.5.3 What new AFIs does the unit need to address for continued improvement?

None

1.6 Recommendation for Standard 1

Initial Teacher Preparation – Met

Advanced Preparation - Met

State Team Decision: Met

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The Connie L. Lurie College of Education continues to use the Unit Assessment System (UAS) to collect, analyze, evaluate, and use data for unit and program continuous improvements. The assessment system requires key assessments at various transition points and is aligned with the conceptual framework at the initial and advanced levels. The UAS is composed of three major components: program assessments, infrastructure to support the system, and policies that guide its implementation and continual operation. In Spring 2008, the unit adopted Waypoint Outcomes, a web-based criteria-based assessment tool for educators to develop assessments (rubrics and surveys), publish those assessments into multiple faculty accounts, and then aggregate the resulting data. Waypoint Outcomes can be integrated into in the institution's current e-

learning platform (Desire to Learn). Documents show there are representatives from each department to assist faculty members with the use of Waypoint Outcomes.

The UAS is designed to allow flexibility in the development of specific forms of assessment to accommodate the particular assessment needs of each program. Each program develops its forms of assessment for evaluating professional competencies that are sensitive to the environmental factors for a specific program. Program assessment transition points are unique to each program and are integral to the Biennial Data Reporting process. For example, the Secondary Education/Single Subject program focuses on three key assessment transition points that are used to make decisions about candidate competence prior to being recommended for a credential. These transition points are (1) Phase I Student Teaching Evaluation, (2) Phase II Student Teaching Evaluation, and (3) Performance Assessment for California Teachers (PACT).

Key transition point assessments in the Special Education Program (with four separate programs) include (1) Signature assignment from EDSE 279, (2) Managing Behavior and Emotional Problems Dispositions Evaluation, and (3) Directed Teaching course evaluations. Candidate performance on key assessment is correlated with California Commission on Teacher Credentialing standards, California Standards for the Teaching Profession (CSTPs), and the Department of Special Education Student Learning Outcomes (SLOs). Other unit programs have similar diverse key transition point assessments.

Although each program may define its key transition points and assessments used, every program is required to collect data at all transition points. The results of the analysis of data collected from program assessment transition points establishes the data set for the Biennial Data Report that the unit submits to the California Commission on Teacher Credentialing (CCTC) for each program. Review of the UAS operations and interviews with the dean, assessment coordinator, and the assessment committee provided validation of the items in these reports

The offsite team expressed concerns about the reading specialist program and other school programs not having complete assessment data for all key assessment transition points. Additionally, the offsite team was concerned about procedures for sharing program findings for unit-wide continuous improvements. An interview with the Reading Specialist Program Coordinator confirmed that the Reading Specialist program is in the process of refining current assessment transition points. Additionally, the department is developing In-program and Transition and Program Completion assessments. For example, the program is developing a mechanism for assessing candidates at the end of the EDTE: Ongoing Assessment C. In the course, candidates show they have mastered key ongoing reading assessment tools, including analyzing assessment data and planning for appropriate and specialized reading instruction; which will serve as a prerequisite for enrollment in the reading practica, EDTE 216A and EDTE 216B. The program is also developing mechanisms for use in the EDTE 217A and EDTE 217B practica that can be used to determine whether candidates for the Reading Certificate or Reading/Language Arts Specialist Credential demonstrate a level of competence in teaching reading that is commensurate with being a reading specialist. Conversations with LACES instructors confirmed they meet to discuss the progress of

students, identify students who are struggling/not meeting expectations, and determine next steps for these students. Plans are underway to gathered program completion data by the end of the spring 2011 semester.

Interviews with unit faculty and review of the IR addendum show that programs at the initial and advanced level are being assessed and faculty are analyzing data and using the results for individual program changes, but evidence was not available to show how results from program assessment were used for overall unit continuous improvements. Several documents did reveal that the unit has in place plans to update the UAS over the next year to ensure unit wide program assessment results will be shared across the unit for continuous improvements.

The UAS has procedures embedded for ensuring that key assessments of candidate performance and evaluations of unit operations are fair, accurate, consistent, and free of bias. Procedures presented in the IR and supported in the exhibits include:

1. Actively involves all stakeholders in the evaluation process and continues to improve the evaluation process.
2. College-wide process and meetings can be helpful to share data collected and discuss the issues encountered.
3. Inter-rater reliability is established for all signature assignments through discussions among faculty.
4. Unit's approved response to PACT Standard 19: Assessment Administered for Validity, Accuracy and Fairness.

The unit has policies in place and available for candidates related to the process of filing complaints related to unit programs and faculty/staff. Located in the electronic exhibits is a sample of the Student Complaint Policy and Department of Educational Studies Student Concern Form.

2.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Since the last NCATE visit, the following represents significant program and unit changes as a result of data collection from the assessment system and analysis at all transition points that show how the unit has been engaged in continuous improvements (Initial and Advanced Programs):

1. Developed a new comprehensive assessment system where each program identified transition points that characterize the candidates' developing competency in the skills and knowledge required for their credential or degree program. The competencies are aligned with professional standards.
2. Used candidate portfolios to assess candidates' emerging competencies. Candidates in the Special Education Department develop a portfolio in the final directed teaching course of each level of the program and at the end of the first semester for Interns that is evaluated by the University Supervisor.

3. Engaged in faculty professional development activities that addressed the design of assessments and the creation of rubrics for the key transition points in their programs.
4. Decided in Fall 2009 that the key assessment for teacher candidates in the Multiple and Single Subject Credential programs would be the Performance Assessment for California Teachers (PACT).
5. Established procedures and policies for each department to ensure fair and consistent administration of other transition point assessments.
6. Adopted technological tools that allowed faculty to share program-level assessments in ways that had not occurred previously.
7. Initiated effort to identify and pilot test web-based tools that facilitate the building of rubrics and collection of data for each transition point assessment. Fall 2008, the unit adopted Waypoint for assessment purposes.
8. Presented portfolio guidelines and rubrics to a national audience in June 2001 at the AACTE Assessment Conference. Feedback from the conference led to a revision of the portfolio guidelines and rubric with reference to reliability and validity.
9. Encapsulated assessment data in the unit Biennial Data Reports that each program submits to the CCTC.

2.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level? Not appropriate to this standard

2.4 Strengths. What areas of the standard are being addressed at the target level?
None for this standard

2.5 Areas for Improvement and Rationales

2.5.1 What AFIs have been removed? N/A

2.5.2 What AFIs remain and why? None

2.5.3 What new AFIs does the unit need to address for continued improvement?

- (1) The UAS procedures for sharing evaluation data for candidate performance and program improvement for unit continuous improvements are not clear.

Rationale: The unit is assessing its professional education programs at the initial and advanced levels, but there is limited evidence as to how these data are being used across programs for unit improvement.

2.6 Recommendation for Standard 2

Initial Teacher Preparation – Met
Advanced Preparation - Met

State Team Decision 2: Met with Concerns

Rationale: While team members found evidence within programs that candidate competency data are being used for program improvement purposes, there was limited evidence that such data—as well as data on program effectiveness—are being used across programs for unit improvement purposes.

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The professional education unit at SJSU works closely with multiple school partners to provide a variety of field experiences and clinical practice, for candidates in professional preparation programs. Each program's field experiences and clinical practices afford candidates the opportunity to develop the requisite knowledge, skills and dispositions they will need to work effectively in California schools.

The diverse communities in and around San Jose provide school placements in which university supervisors and school-based professionals conduct formative and summative evaluations of candidates' preparation for working effectively in those contexts. Appropriate to the specific program, candidates in professional preparation programs have opportunities to experience the full-range of activities and responsibilities of a public school teacher, or counselor or administrator.

Particular requirements for field placements vary from one unit program to another, but across all programs, specific considerations guide decisions about site selection, the qualifications and responsibilities of site personnel, and about the manner in which College faculty and site personnel work together to assess the quality and outcome of the experience for all candidates.

The professional development of district-based supervisors—specifically how school site personnel are prepared to "coach" and provide on-site supervision—is accomplished differently in the different programs. Several of the programs are extremely successful in providing relevant professional development for cooperating teachers and school-site personnel, assisting them in honing their own teaching practices. Specific examples for the teacher candidates are that two of the college faculty are currently providing training for cooperating teachers in how to teach academic language so as to enhance the math abilities of English learners in several school districts. The intent is to assist cooperating teachers to provide more appropriate instruction for

their students and to model these strategies for the teacher candidates the reflective stance that characterizes excellent teachers. Another program requires that cooperating teachers regularly come to campus to meet and discuss ways to better support teacher candidates in the field. A third model has University supervisors providing this professional development to school site personnel on a one-to-one basis.

The Department of Educational Leadership conducted a series of professional development sessions on "mentoring and coaching" with the New Teacher Center in Santa Cruz. The three-day institute was offered to all Educational Leadership faculty and there were 30 participants (both tenure track and part time instructors). Beginning in 2009, the department contracted with Dr. Enid Lee for a series of meetings on ways to incorporate/embed issues of equity and social justice into their courses. This practice continues on a monthly basis.

Based on the fact that the California License Board in Speech-Language Pathology implemented a continuing education requirement for all licensed SLPs who provide clinical supervision, the Department of Communicative Sciences and Disorders (CDS) began offering Continuing Education Unit (CEU) opportunities to their supervisors at no charge to ensure the supervisors meet state licensure requirements.

All programs appear to have delineated guidelines for the field experiences and clinical practices. The exhibits provide these guidelines and specifics that are appropriate to the credential being sought. Similarly all programs have assessment instruments posted in the exhibits with the necessary rubrics, etc. for each.

Through document review, faculty and candidates interviews, it is evident that all professional education candidates participate in systematic field experiences and/or clinical practices that form a cohesive set of learning experiences. The field experiences are designed to be a collaborative effort between candidates, P-12 practitioners, and university personnel.

During the supervised field experiences, multiple and single subject teacher candidates are evaluated based on the California Teaching Performance Expectations. SJSU has been a pioneer with respect to the state-mandated teaching performance assessment. Faculty were involved in the original design, pilot studies and benchmarking and they were one of the first programs to fully implement the Performance Assessment for California Teachers (PACT). They have a highly successful system for all aspects of its implementation.

With respect to P-12 student learning, candidates in both the initial and advanced programs systematically collect and examine data on P-12 student learning during field experience and clinical experience. At the advanced program level, the School Counseling program has had three Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grants over the past 12 years whereby the majority of their candidates are placed in schools serving students from low social economic families. A key aspect of that grant is the examination of data on student learning tied to the interventions that the GEAR UP counselors are using in the P-12 schools. Candidates who are not part of the GEAR UP grant have similar opportunities in their field sites to examine data on P-12 student learning as part of their roles as academic advisors for students.

Candidates in the Administrative Services credential program learn to analyze and interpret data from standardized test data for P-12 students during coursework. Candidates focus specifically on failing subgroups of students and make recommendations for interventions. An entire Saturday class is devoted to data analysis for beginning administrative services candidates, whereby experts in the field are guest speakers. Later in the program, candidates gather and examine data on access to more specialized programs.

3.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

SJSU's efforts for continuous improvement on this standard are centered on honing their candidate assessment tools and procedures, and modifying the design and implementation of their programs as warranted by the student outcome data emerging from those assessments. One example of this effort pertains to candidates' effectiveness in using instructional technology. University faculty and school personnel are currently collaborating to identify experiences in campus-based coursework and field placements that will together enable candidates to learn how and when to infuse their pedagogy with state-of-the art instructional technology. School site visits validated that candidates were readily using instructional technology during field experience. Moreover, candidates and alumni stated that the use of technology was required in methods courses.

The secondary education department had made great strides in strengthening their field experiences. The department faculty have developed more specific guidelines for the cooperating teachers to use when working with student teachers. Clearly delineated student teaching activities are published for student teachers and mentor teachers, including timelines and implementation strategies. In addition, plans are underway for all teacher candidates to experience a full-year of student teaching, regardless of program pathway.

There were several program strengths noted during interviews. Candidates in both initial and advanced programs commented that the cohort model provided an important support system. Interviews with faculty in the counseling social work program described the rigorous process the program uses in selecting site mentors for their candidates.

3.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level? Not appropriate to this standard.

3.4 Strengths. What areas of the standard are being addressed at the target level?

3.5 Areas for Improvement and Rationale

3.5.1 What AFIs have been removed?

3.5.2 What AFIs remain and why?

3.5.3 What new AFIs does the unit need to address for continued improvement?

None

3.6 Recommendation for Standard 3:

Initial Teacher Preparation – Met
Advanced Preparation – Met

State Team Decision: Met

STANDARD 4: DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Candidate proficiencies related to diversity are well documented and are aligned with NCATE and California Standards for the Teaching Profession. Candidates must demonstrate mastery of diversity standards through course assessments and their final portfolios. The unit has identified several courses with diversity standards and proficiencies embedded. For example, regardless of the program option they select, all candidates in the Multiple Subject Credential programs must take EDEL 102 and 103, Psychological and Socio-multicultural Foundations courses. Other courses are EDTE 162, Second Language Acquisition, EDEL 108 – Methods sequence, and EDEL 143A and EDSC 184X, Field Experience courses. Results from the CSU system-wide Survey of Employers of Graduates of Multiple Subject, Single Subject and Educational Specialist Programs 2008-2009, reveal candidates scored in the 83 - 84 percentiles, outperforming candidates in the entire CSU system in terms of the ratings employers gave of their ability to meet the needs of a diverse population of K-12 students.

The unit carefully reviews and evaluates selected field sites to ensure that candidates will have experiences with students and clients reflecting the full range of cultures, ethnicities and academic abilities, and to pair them with experts who have the pedagogical, professional and cultural competence that reflects professional education. The unit requires multicultural field experiences providing candidates with opportunities to develop an awareness of the importance of diversity in teaching and learning. Documents and interviews confirm all candidates in the Multiple Subject, Single Subject and Education Specialist credential programs complete at least one of their student teaching assignments in a hard-to-staff school, or a school with high proportions of English learners, with cooperating teachers who have extensive experience with diverse student populations. Additionally, counselor education candidates work with over 200 students from low-income schools in the GEAR-UP program.

The unit has partnerships with 56 Bay Area school districts where candidates are placed to ensure opportunities for interactions with faculty from diverse groups. Based on interviews and data presented, diversity of faculty in selected public schools reflects that of the students in the district. Within the unit, two faculty members who are classified from an ethnic minority group,

interact with candidates. Unit faculty gained knowledge and experience in preparing candidates to work with students from diverse backgrounds through their personal experiences working with K-12 students from diverse groups.

Data and interviews confirm candidates have opportunities to work with diverse faculty. Of the 152 full-time and part-time unit faculty members, 30 percent are non-White. University-wide, 36 percent of the faculty is non-White. Efforts of the unit to recruit diverse faculty is documented in the Office of Faculty Affairs where unit faculty have received funding to attend professional conferences where they could identify prospective tenure-line applicants from diverse backgrounds. Unit faculty follows university procedures when searching for new faculty.

Candidates have opportunities to interact with candidates of diverse groups in their professional education courses. Data from the university's office of Institutional Research, interviews, and observations provide evidence of diversity in the unit's programs. Documents show 56 percent of candidates enrolled in unit programs are non-White. From the gender perspective, the majority is female (86%).

Candidates experience working with diverse students in P-12 schools though the selected field experiences as mentioned earlier. Data show that 90 percent of candidates are placed in districts where more than half of the students are non-White. Also, data shows that 75 percent of candidates are placed in districts where more than half of the students qualify for free and reduced lunch. Finally, 80 percent of candidates are placed in districts where 15 percent or more of the students are English learners.

The unit ensures and interviews confirm candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups, assessing their reflections about diversity experiences through class discussions, reflective journals, portfolios, and field experience assignments.

4.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit has identified six keys to successfully preparing candidates to work effectively with all students. The six keys are:

1. The first key is the core set of values that unit faculty members model.
2. A second key is the consistency with which these values have guided the unit as they worked together to craft programs and courses.
3. The third key is the professional expertise and pedagogical skill of unit faculty.
4. A fourth key lies within the candidates themselves. They embody the full range of diversity the unit is preparing them to embrace and they learn about meeting the needs of all students as they interact with one another in the classroom activities.
5. A fifth key to success lies beyond SJSU's campus. The unit has forged enduring partnerships with schools and community organizations, in SJSU's immediate community

and beyond. The cooperating teachers and supervisors who work with candidates share unit values and model ways to reach and teach all of their students and clients effectively.

6. A sixth key is the process of assessment the unit is continuing to design and implement. The unit has undertaken an ambitious, multi-faceted approach to monitoring learning outcomes for students in all of unit programs.

4.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Based upon the exhibits presented, observations, and interviews, the unit is moving toward the target level including the following elements of the standard:

- Curriculum, field experiences, and clinical practice promote candidates' development of knowledge, skills, and professional dispositions related to diversity within the context of the unit's conceptual framework (4a)
- Candidates engage in extensive and substantive field experiences and clinical practices for both conventional and distance learning programs are designed to encourage candidates to interact with exceptional students and students from broad range of diverse groups

4.4 Strengths. What areas of the standard are being addressed at the target level?

The unit is addressing Standard 4d at the target level - Candidates Experiences Working With Diverse Students In P-12 Schools. The unit strength in addressing this standard is matching the diversity of K-12 students and unit candidates in Field Placements.

4.5 Areas for Improvement and Rationales

4.5.1 What AFIs have been removed?

4.5.2 What AFIs remain and why?

4.5.3 What new AFIs does the unit need to address for continued improvement?

None

4.6 Recommendation for Standard 4: Met

Initial Teacher Preparation – Met

Advanced Preparation – Met

State Team Decision: Met

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Multiple interviews with faculty and candidates, as well as a review of electronic documents, reveal that the faculty in the Connie L. Luire College of Education are well qualified for the teaching assignments and related responsibilities that they hold. Review of faculty vitae indicate all of the full-time tenured and tenure track faculty hold terminal degrees in their disciplines. A review of course syllabi demonstrates a connection to the conceptual framework and a commitment to student learning outcomes. Faculty mentioned the intentional involvement of candidates in activities designed to gain mastery of concepts and strategies related to critical thinking and teaching and learning pedagogies. Candidates and community partners frequently noted the continued involvement of credential program faculty at the school sites. Alumni note the responsiveness of their faculty advisors to provide assistance when requested even after they have successfully exited the programs. Current candidates indicate that faculty are accessible and respond quickly to their needs.

Faculty are engaged in research involving collaborative groups from within the college and also are involved in research and development collaborations across the university and with community partners. Of note is the "Staying Alive "project which serves to engage mid-career faculty whose productivity often lags at this point in their professional development. This was a college project that has been adopted for use with faculty throughout the university. Other noted projects involve Math Education and Math department faculty co-teaching courses in which one emphasizes teaching and learning strategies as well as math content.

Professional development funds are limited across the CSU system but the college has a commitment to faculty development and provides all faculty a minimum of \$500.00, with the possibility of an additional \$250.00, if they are presenting at conferences. Further, junior faculty members have potential to receive an additional \$1000.00 for research and scholarship endeavors.

Members of the Retention Tenure and Promotion Committee describe a process based on the California State University contractual requirement, which demonstrates a college commitment to assisting junior faculty in successful pursuit of tenure and promotion. The Research, Scholarship, and Special Projects Committee awards development funds as they are available for scholarly pursuits.

The full-time tenure track faculty are evaluated annually by the department chair and each semester by students in their classes. Adjunct faculty are also evaluated regularly by both the departments in which they work and the students who they teach. A review of the student perception of faculty teaching surveys indicates a high degree of student satisfaction with the teaching and learning they are receiving in the courses taught by college faculty. Data indicate that COE faculty are rated higher by candidates in comparison with faculty from other colleges across the university.

A commitment to faculty service is evident. Of note is that in 2008 and again 2009 faculty in the college were selected as recipients of the University award for faculty Service. Evidence that College faculty serves on department, school, university and community committees is demonstrated in a review of the faculty vitae.

5.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Interviews revealed that faculty are engaged in semi-annual thematic day-long retreats and semi-annual day-long faculty forums designed to engage faculty in discussions and activities related to assessment, diversity and interdisciplinary collaboration. The Education Specialist faculty have been engaged in revising programs to meet new state standards and best practices, in the field and was recently commended by the California State University Chancellors office as the best Education Specialist program in the system. Intentional use of assessment data and evidence based decision-making by unit faculty is an ongoing goal for the college.

5.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level? Not appropriate to this standard

5.4 Strengths. What areas of the standard are being addressed at the target level?
None for this standard

5.5 Areas for Improvement and Rationales: None

5.5.1 What AFIs have been removed: None

5.5.2 What AFIs remain and why? None

5.5.3 What new AFIs does the unit need to address for continued improvement?
None

5.6 Recommendation for Standard 5

Initial Teacher Preparation: Met

Advanced Program: Met

State Team Decision: Met

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The Lurie College of Education (COE) is headed by a Dean and assisted by an Associate Dean. The Dean has responsibility for all academic and administrative operations which include management of fiscal, curricular, administrative, operational, personnel, research and grants, and student issues. The unit maintains responsibility for managing and coordinating all programs it offers. The governing structure includes the Dean, Associate Dean, Council of Chairs from each of the seven departments, and the budget analyst (nonvoting), and Director of Pre-Collegiate Programs (nonvoting). Additional administrative support for the COE comes from the Budget and Personnel Services Office, the Credentials Office, and the Information and Technical Support Office. Because of state-mandated Performance Assessment for California Teachers (PACT), there is now a half-time coordinator of the newly created PACT office. The organizational chart confirms this framework and lines of authority.

There are three standing unit committees: Curriculum, Personnel, and Research. These committees are part of the governance system that plans, delivers, and assesses the unit's programs. Departments also have separate committees appropriate to their program needs. Ad hoc committees can be proposed by faculty and administration when they are needed. An All University Teacher Education Committee (AUTEC) has responsibility for reviewing changes to the teacher preparation curriculum. The secondary education department chair presides over the Single Subject Credential Program committee with representatives from single subject content areas housed in other departments. Bylaws confirm that the committee members coordinate their efforts to support program articulation.

Numerous websites, both unit and program-oriented, confirm that the policies for student services- counseling and advising, recruiting and admission, academic calendars, catalogs, unit publications and grading policies are accessible, current, and accurate.

The COE's budget is comparable to that of similar units on campus; namely, Occupational Therapy and the School of Library and Information Science. The COE's allocation for professional development and assessment was proportionately more than either of the other two units. Faculty interviewed were satisfied with their share of professional development funds. The college has had to balance its continued commitment to low student-faculty ratio of six to one in clinical experiences by increasing enrollments in seminars and lecture classes. The college has also had to reduce the number of students admitted into teacher education, because state funding for all of public higher education in California has been significantly reduced in the last four years. The Instructional Technology Department and Master's degree in Instructional Technology were eliminated because of the enrollment-based budgetary process and changing market needs. Interviews with many faculty confirm that the budgetary cuts have imposed increasing burdens on faculty. Faculty say they are stressed, because they do the same amount of work with fewer resources. They take great pride in their commitment to continue to prepare quality educators.

As part of the California State University system, the institution is unionized. The faculty workload is defined in the contract between the California Faculty Association and the California State University system. The document confirms that a normal faculty load consists of 15 Weighted Teaching Units (WTUs) per semester. Twelve WTUs are for instruction; the remaining three WTUs account for instruction-related activities including office hours, department and committee meetings and assignments. The contract also contains a specific policy regarding overloads. Interviews and posted faculty schedules confirm that faculty loads conform to the union contract. The counselor education program has hired an additional full time faculty member which has reduced the student-faculty advising load.

Sweeney Hall houses the Lurie College of Education. Many faculty share offices. Several faculty interviewed stated that they liked having an office mate. Faculty schedules posted on office doors confirmed that offices hours for each faculty member did not overlap with those of the office mate so that privacy with students was maintained. Classrooms and offices are adequate.

The unit has focused on developing technology resources and training. Through donor gifts and unit allocation, Lurie College reconstructed two classrooms with interactive whiteboards and one has two dual projection systems. In May 2010, the college and SMART Technology partnered on a SMART classroom initiative. The six COE renovated classrooms received SMART technology: interactive whiteboards, tablets, speakers, student response systems, mobile chairs, desks, tables, and a SMART table for K-6 pupils. Each department and the dean's office have control over these SMART rooms. The unit has an incubator classroom designed for experimenting with a flexible learning environments and technology tools. All other classrooms have projectors and laptop hookups. The faculty also use Apple iPods and iVideos. The unit has trained one faculty representative from each department to lead departmental colleagues in Waypoint, the college's web-based assessment technology. The college retreat and Elementary Education meeting agendas confirm this training.

Library resources adequately support the preparation of teachers and other school professionals. In addition, the library provides support for faculty research.

6.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

The unit has been engaged in improving program articulation between the secondary education preparation for the single subject credential and those content departments housed outside the COE. The second area of improvement has been the reduction of the student-faculty advising ratio in the Counselor Education program. Posted office hours in shared faculty offices do not overlap, thus ensuring student confidentiality and privacy. The unit has infused technology into its classrooms to enhance teaching and learning.

6.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level? Not applicable

6.4 Strengths. What areas of the standard are being addressed at the target level? Not applicable

6.5 Areas for Improvement and Rationales

6.5.1 What AFI's have been removed?

1. The College of Education lacks effective coordination with other departments housing programs for school personnel, resulting in a lack of program articulation. This lack of coordination is particularly evident with the College of Science regarding the M.A. in Mathematics (Math Education concentration) and the M.A. in Natural Science. (ADV)

Rationale: The Single Subject Credential Program committee systematically and formally deals with program articulation between the COE and departments housed outside the COE that prepare school personnel.

2. Inadequate office space limits opportunities for faculty to meet with and advise candidates.

Rationale: Office hours that do not overlap ensure student privacy and confidentiality.

3. In the Counselor Education program, full-time faculty members carry excessive advising loads that compromise candidate advisement.

Rationale: The Counselor Education program has hired an additional full-time tenure track faculty member reducing the student-teacher ratio for advising.

6.5.2 What AFIs Remain and Why? None

6.5.3 What new AFIs does the unit need to address for continued improvement?
None

6.6 Recommendation for Standard 6

Initial Teacher Preparation: Met

Advanced Program: Met

State Team Decision: Met

Common Standard Findings for Standards Not Included in NCATE Standards

CTC Common Standard 1

Met

The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings:

San Jose State University implements and monitors a credential recommendation process that ensures that all candidates recommended for a credential have met all requirements. The credentials office is staffed by two full time credential analysts. These credential analysts are well trained and current on all Commission requirements for all credentials offered by the unit. The unit supports their continued participation in the annual fall CCAC conferences as well as numerous CTC webinars and updates. The credentials office maintains and updates candidate records via the university-wide database as well as internal databases for the purposes of federal and state reporting. Candidates complete a program contract that outlines the expectations of the program for which they are enrolled at the time of enrollment. Staff and faculty at the program level provide the vast majority of the advising to the candidates with activities takes place in the various departments. Credential analysts provided evidence they verify all requirement are met before recommending the candidate for the credential.

Common 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 in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The Unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Findings:

Candidates in credential programs at SJSU receive the majority of their advising from program coordinators and faculty from their credential programs. The program personnel monitor candidate progress toward completion of the credential requirements. The program contract that each candidate completes provides a clear outline of expectations. Evidence indicated and candidates and other program personnel who provide advice and assistance are knowledgeable and accessible. Evidence reviewed at the site visit such as program requirement checklists, handbooks, and website as well as information shared in interviews with candidates and program personnel confirmed that appropriate information is readily available and clear. Evidence confirmed that each program provides candidates that need special assistance with support. Program personnel discussed examples of candidates who were provided with special assistance or counseled out of the program.

Multiple Subjects, Multiple Subject BCLAD

Program Design

The design of the Multiple Subject Credential Program reflects the theme of the College of Education's Equity and Excellence as it combines experience, study and reflection.

The Multiple Subject program provides a variety of routes to the multiple-subject credential. Candidates are able to choose the route that best meets their needs. These program options include:

- The *Year Long Residency Program* is the newest option. This option enables candidates to complete their programs in as little as a year beginning with a summer school experience and ending with an additional summer experience.
- The *Teacher Education Collaborative* (TE) is similar to the Year Long Residency program, except that candidates student-teach three days a week for a year in one of four participating school districts. Candidates attend classes the other days of the week.
- The *Critical Research Academy* combines a multiple subject preparation program with a Master of Arts in Curriculum and Instruction. This 2-year cohort program emphasizes the use of action research to drive instructional decisions made in the classroom.
- The *Middle Level Emphasis* (MLE) program is a 1-2 year long cohort program where candidates are prepared in their coursework and field experience (student teaching) for teaching grades 5-8. Candidates student-teach in an upper grade classroom for two semesters full time. The program is designed to be NCLB compliant.
- The *Flexible Multiple Subject Program* is a 2-year non-cohort program that gives candidates flexibility in scheduling courses and field experience.
- The *Bilingual Authorization Program* is available to candidates enrolled in the Flexible Program. Candidates completing this route wish to become effective teachers in a bilingual classroom.
- One candidate interviewed was enrolled in the *Concurrent Program*, which upon further investigation was a dual multiple subject and education specialist program.
- The *School-Partnership Program* (SUP) is a two-year, full-time internship program in collaboration with 17 district partners. This route to the preliminary multiple subject program is currently on hiatus because of lack of enrollment.

Course of Study (coursework and field experience)

Candidates receive advisement prior to admission into the program describing the variety of routes leading to the multiple subject credential. This advisement allows each candidate to select the program that best fits his or her needs. Candidates in all routes to a credential indicated that the advising was extremely helpful.

All candidates complete a carefully sequenced core of courses that prepares them to be successful in the classroom. The emphasis of core courses may vary based upon the selected route to the credential. For example, candidates enrolled in the *Middle Years Program* Middle Level Emphasis option take methods courses specific to students in grades 5-8. Candidates in the Bilingual Authorization Program take methods courses in the language in which they will receive their authorization.

In addition to coursework, candidates complete multiple field experiences. These field experiences are designed to meet the needs of candidates completing their selected routes to the multiple subject credential. Field experiences are designed to assist candidates in translating theory into practice. In most of the programs, field experiences are required. The terms “field experience” and “student teaching” are used synonymously. Candidates may complete part time student teaching, full-time student teaching or a combination of both. Candidates are observed regularly by university supervisors and receive continual feedback from their field supervisor. Both university and field supervisors receive ongoing professional development. The professional development experiences have included cognitive coaching and integration of the PACT.

All candidates and program completers interviewed indicated that they felt adequately prepared, supported, and mentored throughout the program. Field supervisors and school administrators praised the knowledge, skills and dispositions of student teachers. School administrators often hired the candidates who student taught at their school.

In the *Middle Level Program*, candidates indicated that they often had little to no experience teaching multiple grade levels or subjects. Candidates often were teaching a single subject throughout the year. Some candidates nearing program completion indicated that they were receiving a multiple and single subject credential. Few of the candidates completing the *Middle Level Program* had the opportunity to teach an early literacy experience in a K-3 setting.

Assessment of Candidates

Assessment data is gathered for each of the candidates. Formative data collected on candidates includes but is not limited to anecdotal records, university and field supervisors’ evaluations, portfolios and grades on signature assignments. Data also includes scores from the CSET, CBEST, RICA, and PACT assessments. The data from the PACT is being used to make decisions concerning program improvement. The majority of the faculty, university supervisors, and field supervisors have been calibrated to score the PACT, and faculty are using the data gathered from the PACT for program improvement. Candidates appreciate the usefulness of the PACT in providing them opportunities to practice reflective teaching particularly as it relates to English Language Learners and special needs students.

Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of standards 7a, 8a, and 14, which are Not Met.

Rationale:

Standard 7a: The standard requires that the program provide “each candidate for a multiple subject teaching credential with experience in a classroom where beginning reading is taught.” Some candidates, particularly those in the middle level program reported that they had not had this experience. In addition, it was unclear whether all candidates in multiple subject classrooms had this experience in the year-long residency program.

Standard 8a: The standard requires that each candidate receive ~~supervised practice~~” to help prepare each candidate to ~~plan and deliver content-specific instruction in mathematics, science, history-social science, visual and performing arts, physical education, and health.~~” More importantly, the standard requires that candidates apply the appropriate TPEs to ~~the teaching of each major subject area~~” and that they ~~demonstrate the basic ability to plan and implement instruction~~” that supports student learning in *each* of these subject areas. Candidates in the middle level program appear to be teaching single subjects or two related subjects in departmentalized program settings rather than teaching all subjects as the standard requires.

Standard 14: The standard requires that ~~each~~ Multiple Subject teaching credential candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9.” This does not appear to be the case for candidates in the middle level and year-long residency programs.

Single Subject Credential Program (SSCP)

Program Design

As is the case with the Multiple Subject Credential Program, equity is a major focus of the Single Subject Credential Program. Throughout the program, candidates explore:

- The implications of social, cultural, linguistic, and economic diversity on teaching and learning;
- Theories of development, and the implications of cognitive, affective, physical, and social/emotional development on individual’s school experiences;
- Theories of first and second language acquisition and their implications for instruction.

The SSCP is designed to prepare candidates who are critical and reflective decision makers, competent to serve in diverse communities, able to employ technology for the enhancement of teaching and learning, committed to promoting equity, and determined to provide fair-minded and responsive instruction for ethnically and linguistically diverse populations. These threads are embedded and visible in all courses in the SSCP. During onsite candidate interviews, this preparation was verified.

Foundation courses are designed to expose credential candidates to contemporary theories and research relevant to adolescent development and learning in the complex multicultural, multilingual environments found in California secondary schools. Theories become lenses through which candidates explore the experience of teachers and learners in the classroom. Interviewed candidates reported positive experiences with the foundation courses stating they were instrumental in their preparation for student teaching, particularly during their first year.

Program coursework requires candidates to complete readings, activities, assignments, and field experiences that provide opportunities for using theory and research to inform design, delivery, and evaluation of instruction that serves the diverse needs of learners. In addition, in subject-specific methods classes and in seminars that accompany the student teaching experiences, candidates are provided with opportunities to explore and analyze the nature of their specific subject area and its unique relevancy to teaching. Again, students expressed the value of these activities, particularly of the subject-specific methods classes.

The *Single Subject Credential Program* consists of three program options. Seventy percent of the students are enrolled in the Flexible Program, either full-time or part-time for 3 semesters (15 months, or more). This program consists of Independence High School Bloc, Teaching Academy and AVID program. Twenty percent of the students are enrolled in the Teacher Residency Program option which is a full-time program for 3 semesters (12 months). Ten percent of the students have opted for the Internship Program in which students study part-time while working as a teacher for 4 semesters (24 months).

Program plans are individually designed and offer candidates the opportunity to go full time or part time and/or participate in a cohort depending upon the option chosen. Interviewed candidates who participate in a cohort, strongly support the cohort model, stating they obtained substantial support from their peers and have made significant lasting professional relationships, as well as obtaining important peer support.

Course of Study (coursework and field experience)

Coursework-During the first semester, traditional fulltime candidates are advised to enroll in Psychological Foundations, Multicultural Foundations, subject specific methods, either Language/Literacy Development or Reading, Language, and Instruction and Phase I Student Teaching. During the final semester, full time candidates complete Phase II Student Teaching and are advised to enroll in Assessment and Evaluation and either Language/Literacy Development or Reading, Language and Instruction.

Fieldwork-Phase I Student Teaching is taken during the first semester. Written information is collected on each mentor teacher including their credential certification, e.g., CLAD or other ELL certification. Supervisors match students to the mentors to ensure that candidates are paired with mentors who hold appropriate certification.

During the final semester, full time candidates complete Phase II Student Teaching. During Phase II Student Teaching, candidates assume responsibility for daily teaching during the entire school semester. Minimally, traditional candidates are responsible for teaching two different preparations or levels in their credential subject area. In addition to the two class periods they teach, candidates are expected to be at the school site to observe other classes, discuss their teaching with their site supervisor and/or university supervisor, make calls to parents/guardians, hold individual conferences with students, and complete the school-site and planning duties associated with teaching. All candidates complete at least two weeks of supervised full-day teaching.

As reflected in interviews with candidates and employers, traditional candidates have opportunities to observe effective professionals in the classroom, interact with members of the school community, work with methods instructors, university supervisors and school-site personnel to enhance their professional development, and practice their teaching skills in multiple classrooms with multiple groups of students.

When interviewed, employers expressed satisfaction with the candidates' professional skills and reported that they are better prepared than candidates from other colleges and universities from which they hire. Candidates themselves expressed satisfaction with field placement procedures. They gave examples of the flexibility of the program to make changes in placements when if a particular placement was not meeting a candidate's needs.

Phase II candidates complete a full semester of daily teaching. Every effort is made to have the candidates participate in one field experience in the first semester and one in the second semester of the school year so that they may experience unique aspects of both the beginning and end of the school year. However, because the program caters to the individual needs of each candidate whenever possible, some candidates complete both teaching experiences in the same semester. To ensure that all candidates understand important aspects of beginning a school year and the creation of the classroom environment and the end of the year and how that may affect students' perspective on their continuing education, traditional candidates in Phase I Student Teaching interview experienced professionals about how they begin and end the school year.

Assessment of Candidates

Faculty teaching and advising in the SSCP provide assessment of candidates at all stages of the Program, from admission to recommendation for the preliminary credential. Assessment in courses is both formative and summative and is based on performance in program coursework, assignments that are designed to address course objectives and/or TPE assessment criteria. Candidates are informed of performance criteria for all assessments, including grading rubrics, assignment descriptions, and quantitative performance indicators. Summative assessment of candidates is done through PACT.

Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all standards for the Single Subject Credential Program are Met.

Adapted Physical Education Added Authorization (APEAA)

Program Design

The Adapted Physical Education Authorization program is offered at SJSU as an added authorization for candidates seeking a multiple subject credential or single subject physical education credential. The program consists of 13 units of additional course work specifically addressing the skills and knowledge needed to adapt physical activity and exercise for students with disabilities. Currently, only Single Subject candidates are enrolled in this program.

The program provides opportunities for the candidate to be grounded in the knowledge and application of adapted physical education standards and to provide hands-on experience to develop and demonstrate required skills. This added authorization is under the leadership of a faculty member who also serves in the role of field supervisor.

Recently, the program has been more successful in recruiting ethnically and culturally diverse candidates than in the past. The site visit team interviewed administrators, faculty, fieldwork supervisors, and candidates; findings indicated that faculty have developed a close relationship with candidates as individuals and fully supported candidates throughout the program.

Course of Study (Coursework and Field experience)

Candidates in the program are required to take an introductory Adapted Physical Education course and must have an understanding of the basics included in the physical education credential

curriculum. The 13 additional units required for completion of the program provide candidates with effective teaching strategies for adapting instruction to serve students with disabilities who need specialized physical education accommodations. Candidates are also required to demonstrate the knowledge and application of scientific principles of exercise and movement. Candidates have exposure to basic theory and research with observation that prepares them for the fieldwork. The extensive fieldwork (150 hours) is required by all candidates and must be completed under the guidance of a certified adapted physical education teacher.

Candidates take the following classes that are aligned with the APEAA Standards:

- Characteristics of Students in Adapted Physical Education
- Motor Behavior as Applied to Adapted Physical Education
- Exercise Physiology
- Biomechanics.

Once the transition process for the Educational Specialist Program is complete, APEAA will be added as an authorization under the Education Specialist Program.

Assessment of Candidates

The program provides opportunities for the candidate to demonstrate knowledge of the principles and patterns of typical and atypical human growth and motor development as they apply to the effective instruction of individuals with disabilities. The program utilizes both summative and formative evaluations that include signature assignments and a comprehensive portfolio.

Candidates must successfully demonstrate all competency requirements including instructional strategies and adaptations for attaining individualized measurable goals for students with disabilities. Candidates must also develop a portfolio that addresses the required tasks and knowledge for completion of the Adapted Physical Education Added Authorization. The site supervisor and faculty observe and assess each candidate as they present adapted physical education lessons. Upon completion of all requirements, each candidate meets with their advisor for an exit interview. Credential analysts and advisors review all requirements prior to recommendation for the Adapted Physical Education Added Authorization. Interviews with candidates and employers indicated they were well prepared in all areas of practice and ready to apply their knowledge in the classroom.

Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, faculty and supervising practitioners, the team determined that all program standards in the Adapted Physical Education Added Authorization (APEAA) Programs are **Met**.

**Education Specialist Mild Moderate
Education Specialist Moderate Severe
Early Childhood Special Education
Deaf and Hard of Hearing (Inactive)**

Program Design

The Department of Special Education prepares credential and M.A. candidates to become responsive instructional leaders, effective and reflective educators, and lifelong learners. Every member of the faculty is tenured. The faculty and candidates represent the diversity of the communities they serve. The San Jose State University Education Specialist program offers an Intern option for each of the Education Specialist credentials; over 90% of the candidates in the program are Interns. A new option created in 2009 allows candidates to complete the required coursework for Education Specialist Mild Moderate simultaneously while completing the coursework for the Multiple or Single Subject credential. This program is called the Concurrent Teaching Credential (a dual credential program) and was started in response to requests from candidates and school district personnel. Throughout Concurrent Program, course lectures, assignments and discussion topics are designed to teach both the theories and evidence-based practices to the teacher candidates and to provide guidance with feedback in the application of the practices in the class-room.

Course of Study (coursework and field experience)

Interns are qualified to begin the credential program when they have completed three required pre-requisite courses in education. Each Intern attends the ~~Intern~~ Institute.” This is a week-long intensive training in the summer prior to the first day of school. The Intern Institute provides training and information on best practices in education. Topics for the Institute are determined by district feedback as they collaborate with faculty and University Supervisors. Interns learn a theoretical background from their University Supervisor and district assigned Support Provider. These two individuals connect with the Intern each week. Intern candidates observe five Master Teachers each year of the credential program through an agreement made between the Department of Special education and the Superintendent or Executive Director of the school and the President of the Teacher’s Association. The Intern is hired by a school district. The SJSU Special Education program works closely with about 50 school districts, county offices of education and non-public schools. A representative from the school district attends the Intern Advisory Board meeting each semester to advise the program about the credential process, course content, and course sequence for the candidates. Candidates who are not Interns are placed in a classroom with a Master Teacher for the directed teaching class. The Master Teacher typically is judged to be outstanding by the University Supervisor and/or the district personnel.

Fieldwork courses, provide candidates the opportunity to apply theory into practice, participate in a variety of service delivery models, work with a wide range of diverse students, including English Language Learners, and collaborate with professionals and families. Beginning fieldwork for Education Specialist Moderate Severe candidates includes observation of Master Teachers and work with parents to conduct a Person Centered Assessment report. Early Childhood Education Specialist candidates observe three programs: an Early Start program, a Preschool for children with disabilities and a general education preschool. They also participate in an orientation for Parents Helping Parents. The ECSE candidates must complete half of the semester in an infant program and half in a preschool program. Mild Moderate Education

Specialist Interns must complete 50 hours of observation and work/teach in a general education classroom under the supervision of the teacher and the principal. All Candidates are supervised throughout the semester by the University Supervisor.

Assessment of Candidates

Candidates are first assessed during the Admissions process. They must meet a minimum GPA, pass the CBEST, and provide evidence of 50 hours of pre-professional experience. They complete a pre-admission interview that focuses on self-reflection of dispositional behavior. Candidates must also participate in an evaluation with a faculty member. This interview is designed to determine whether a candidate possesses the necessary dispositions for effective teachers. Rubrics are used by each member of the faculty to determine who will be admitted to the program. Candidate dispositions are assessed by the instructors of EDSE 279 prior to moving into the classroom experience. While working in the classroom, candidates are evaluated by signature assignments. Finally, they are assessed via the District Principal Evaluation of Interns, the Master Teacher's Evaluation of Student Teachers. In addition, the portfolio is evaluated by the University Supervisor who also completes the final disposition evaluation of the candidate.

Candidates are also assessed in all coursework through exams, projects, and signature assignments. All candidates in the Directed Teaching Program are assessed in courses by faculty and assessed regularly by University Supervisors throughout their field experiences. The Supervisor evaluates candidates using the Directed Teaching Evaluation Form.

Prior to the Department of Special Education recommending each candidate for an Education Specialist teaching credential, the program determines, on the basis of thoroughly documented evidence, that the candidate has demonstrated satisfactory performance on the full range of Teacher Performance Expectations (TPE's) as they apply to the subjects and specialties authorized by the credential. The program has identified signature assignments for courses that assess performance or demonstrate that all of the CTC standards have been met. During the program, candidates are guided and coached on their performance in relation to the TPE's using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one SJSU supervisor.

In addition to candidate assessment, the program is attentive to program evaluation using two types of evaluation instruments. Type I are program evaluations by the candidates, including the Candidate Program Evaluation form, graduate/candidate feedback, student advisors, and the CSU Center for Teacher Quality's Quantitative Data. The second type of program evaluation is by communication with the Community Advisory Council Meeting and Survey, SELPA Director's input from meetings and surveys, and the Intern Directors' meetings and survey. Minutes of all the above and of the monthly Special Education Faculty meetings indicate that all surveys are reviewed by all faculty members and data are used to effect program changes. It must be noted that the Special Education program at SJSU was recently recognized by the CSU Chancellor's Office as the number one Special Education program in the 23 campus system.

Findings

In fall of 2010, SJSU Special Education faculty reviewed the entire program curriculum and developed 11 new courses in the process of transitioning to the new education specialist standards that were approved by the Commission. The Education Specialist program participated

in the Program Sampling as did all approved programs. Since the program has recently undergone transition to new standards, a panel of BIR reviewers will conduct a full program assessment within one year of implementation of the newly transitioned programs to determine if the narrative response is aligned with the Preliminary Education Specialist Program Standards. After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, supervising practitioners, employers, and members of the Advisory Board, the team determined that all program standards in the Education Specialist Programs are **Met**.

Services Credentials

Speech-Language Pathology

The Communication Sciences and Disorders program at San Jose State University is housed in the College of Education. The program is over 40 years old and is accredited by the American Speech, Language, and Hearing Association.

Program Design

The Communication Sciences and Disorders program offers students a BA degree, MA in Education with a Concentration in Speech Pathology, and an Extended Master's Program. The Extended MA is designed for candidates who have a degree in a major other than speech pathology or who wish to change their careers. Candidates admitted into this program must complete 33 units of prerequisite coursework prior to moving to the master's level classes. The MA is a full time program that consists of 69 units. It takes two years to complete the program and students are only admitted in the fall. All candidates in the MA program earn the credential in Speech-Language Pathology. The CSD program is in high demand and this year the department received 440 applications for 20 slots in the MA program and 20 slots in the Extended MA program. Candidates are admitted on the basis of a 3.0 GPA, evaluation of previous clinical/volunteer experience, a written essay, a resume, three letters of recommendation and soon a personal interview with the faculty. The program uses a weighted form for applicants and gives extra points for candidates from diverse populations including diversity in age, gender, race, and ethnicity. The faculty is diverse and they feel strongly that the candidate population of the program should mirror the university community and geographical area. There are six full time faculty and four are bilingual. The program is administered by a Coordinator. Adjunct faculty members teach the undergraduate courses and serve as clinic supervisors in the on-campus Kay Armstead Center for Communication Disorders and at sites in the community. This year the program received approval for a new tenure track position and has candidates who are ready to be interviewed soon. Faculty work as a team to support candidate learning and well-being. They believe that to become a caring practitioner, they must model the behavior for the candidates.

All faculty members, including the Coordinator, are actively involved with teaching, research, and advisement. Candidates who complete the program are in great demand with employers because of their skills and abilities. While there is no formal Advisory Board, the faculty respond quickly to recommendations or suggestions from students and/or stakeholders in the community such as school principals, Human Resources directors, Directors of Education, and school based speech pathologists.

Course of Study (coursework and field experiences)

The sequence of courses is designed to provide candidates with the theory and knowledge to support beginning clinical skills. Candidates reported have no trouble following the sequence of classes or knowing exactly where they stand in the program. The candidates complete three clinics and one diagnostic clinic on campus, an internship in a medial setting, and student teaching. The first four clinics are conducted in the on campus clinic. Supervisors are calibrated to work with candidates at beginning through advanced stages of clinical skills. Beginning clinicians are given maximum supports to assure success. As candidates progress through their clinical assignments, the criteria for passing on the assessment of their skills and disposition based activities increases.

Assessment of Candidates

Candidates are first assessed during the application process. The faculty rates each candidate on the following: They must have a 3.0 GPA, show previous clinical/volunteer experience, complete an essay with a given prompt, submit a resume, three letters of recommendation, and participate in an oral interview. The faculty give extra weight to students who represent an area of diversity. Once admitted, the students are assessed in every course and clinic assignment.

Faculty use rubric-based assessments to determine whether a candidate meets or exceeds the standards for theoretical knowledge, diagnostics prowess, and therapeutic skills for six communicative disorders. Instructors tie projects with standards and outcomes. At key transition points, there is a formative evaluation assessing the candidate's ability to evaluate research evidence and implement principles of evidence-based practice. The candidate must meet or exceed standards for clinical performance in two clinics. Finally, candidates are rated on professionalism. Faculty review the assessment data at the monthly faculty meetings and minutes indicate that they use the data to implement program or coursework changes – often in response to candidate input and supervisor or employer input. The next level of assessment is conducted at the time students exit from the program. Candidates are rated on provision of services for multi-cultural and multi-lingual clients and clinical performance in the student teaching experience. The candidate must then pass the Comprehensive Exam or Culminating Experience. The Post-Graduate assessment involves data related to passing the national PRAXIS exam, employment data, graduate program surveys, employer survey of graduates, and the ASHA accreditation report. Again the data are reviewed by the faculty and actions are taken as needed.

Findings

After review of the Biennial Report, the CTC-ASHA Alignment Matrix of standards, and supporting documentation, and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are Met.

Preliminary Administrative Services Credential

Program Design

The SJSU Preliminary Administrative Services Credential program has five major themes as a basis for the building of candidate knowledge, development of coursework, and measurement of candidate skill and dispositions:

- Leadership Concepts and Management Strategies
- Role of Schooling in a Democratic Society
- Building Equity in Diverse Communities
- Facilitating Collaborative Change
- Inquiry, Research, Learning, and Reflective Practice

In addition, it was evident that the following were embedded in coursework and assessment practice:

- School leaders should:
 - know and understand their schools and communities well,
 - exert leadership to achieve positive educational outcomes, and
 - continue to develop and grow in their own professional expertise.

The program's vision statement is the basis for all discussions about course syllabi, teaching strategies, and program revisions; and building equity in diverse communities is a major focus of the program. The vision of the Educational Administration Program is *"to prepare courageous, reflective leaders who will guide their educational communities to create and sustain schools in which all students and staff use their minds and hearts well."* The program's vision statement, program knowledge base, and the scope and sequence of courses and curricula are clear and coherent.

The integration of these tenets into the coursework and assessment processes was also verified through the interviews and document review. It was evident to reviewers that the coursework was built around the major themes and that candidates are expected to be change agents that challenge the status quo, have a strong sense of social justice, and are able to identify and confront biases that impact various underrepresented populations in access to and employment in leadership positions.

The program is cohesive in its curriculum design and delivery and is organized in a manner that enables candidates to complete all program requirements within a two-year period. During this period, candidates are assigned a qualified faculty advisor with whom the candidate works closely throughout the program.

It was evident that the department has established and maintained a close collaborative relationship with area schools and administrators and that faculty are encouraged to work with educational leaders throughout the region and state. The department maintains two advisory boards, one with representation from the southern service area and the other with educators who represent the northern region. These boards are made up of local administrators, board members, former and present candidates, community members, and business leaders. During interviews, advisory board members validated not only the design and direction of the curriculum per se, but also the nature and form of the learning environment SJSU candidates experience as well as the quality and character of the candidates, the faculty, and the field-based supervisors.

Moreover, this collaborative process has helped faculty in the department to review and revise curricula in order to ensure that course syllabi are not only sound, relevant and progressive, but are also congruent with and responsive to the CTC administrative services standards for administrator preparation and aligned to the CPSELS.

Course of Study (coursework and field experience)

The curriculum, based on CCTC standards, is designed so that candidates may take six units per semester for two years to complete all requirements for the Preliminary Administrative Services Credential.

The course of study requires a minimum of 24 units and successful completion of a portfolio exhibition in order to earn the Preliminary Administrative Services Credential. Currently candidates complete two semesters of fieldwork that is carefully coordinated with the site supervisor. With the recent budget cuts and enrollment caps that have been enacted by the CSU Chancellor's Office, the program has made some necessary adjustments. For example, candidates usually enroll as a cohort group, beginning the program together and taking all core classes together over four semesters; however, there are now fewer cohorts and some cohorts are grouped by regional, rather than school site, settings.

Required monthly breakfast meetings are conducted with university field supervisors to ensure coordination of supervision responsibilities. Supervisors have held discussions regarding calibration of candidate performance expectations have plans to solidify this process as the department moves forward in formalizing its overall assessment practices and procedures.

Each fieldwork supervisor meets monthly with his or her candidates for group support meetings and problem solving; additionally, individual meetings are held with candidates on an as-needed basis. The fulltime faculty members responsible for fieldwork are quite innovative in their use of *Skype* and other technology to provide additional mentoring to candidates.

There are approximately five to ten Interns in the program each year. Once a candidate is accepted into the program, he or she is able to become an Intern if needed, after meeting the requirements for an Intern credential. Monitoring of Interns by the fieldwork supervisor occurs at least monthly, and some supervisors meet formally with their assigned Interns more frequently. Interns take the same coursework as other candidates and are included in one of the cohorts whenever possible, dependent upon their locations.

The majority of candidates interviewed spoke highly of the program, in particularly the individual care and attention given by several key Educational Administration faculty.

The Educational Leadership Department employs part-time adjunct faculty, a number of whom work exclusively as fieldwork supervisors, some as academic course instructors, and some as both instructors of academic courses and fieldwork supervisors.

Assessment of Candidates

Built into the program are critical points for systematic monitoring, verifying and assessing each candidate's progress, and his/her demonstrated "fitness" for the leadership challenges that school administrators must be prepared to meet. The close relationship that is established between the university supervisor (who is in almost all cases a tenured or tenure-track EDAD faculty member at SJSU) and the site supervisor helps maintain vital checks and balances on the progress the candidates are making; this verification and confirmation continues through the exit portfolio exhibition required of all graduates.

In the Preliminary Administrative services program, candidate performance is assessed through key signature assignments from each course that are aligned with the California Professional Standards for Educational Leaders (CPSELs). These assignments are designed to assess candidates' progress towards meeting of the learning outcomes in each course. Candidate learning outcomes are based on the five program themes, and CPSELs are integrated into and aligned with each of the courses. Program effectiveness is assessed through an exit essay from candidates as well as surveys of former students and employers.

Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practioners, the team determined that all standards for the Preliminary Administrative Services Credential Program are **Met**.

Teacher Librarian Services Credential Program

Program Design

The Teacher Librarian Services Credential Program at San Jose is a 36-unit option within the fully-online Masters Degree in Library and Information Sciences (MSIS) offered in the School of Library and Information Sciences (SLIS). The goal of the program is to educate teacher librarians who are prepared to provide leadership in the establishment of effective learning partnerships with teachers and administrators. The program is centered on a comprehensive set of fifteen core competencies that reflect the knowledge and skills school librarians need in order to take leadership roles in the development and implementation of school library media programs that respond to the specific instructional needs of their schools.

The goal of the program is to graduate MLIS and Teacher Librarian candidates who have both a solid, well-defined knowledge of their profession and the specialized skills to work in a variety of different school environments. In addition to the courses in the MLIS curriculum, Teacher Librarian Credential candidates take specific courses designed to give them the theoretical grounding and hands-on experience necessary for professional work in school library media centers and the communities they serve.

All program courses, discussions, assignments, candidate support, and assessment are conducted through the *ANGEL* web environment. Courses typically include a combination of direct instruction through different types of video and audio-over-PowerPoint presentations; assigned reading; participation in discussion forums; *Elluminate* sessions which allow candidates to participate in real-time video discussion groups; individual and/or collaborative assignments; and one-to-one conversations between candidates or between instructors and candidates. Interviews with program faculty, candidates, and completers indicated a high level of interaction between candidates and instructors and a learning environment in which there is continuous reflection on, and discussion of course content and candidates' experiences in applying concepts in different library settings. In addition, all three groups agreed that faculty develop a close relationship with candidates as individuals, enabling them to tailor assignments to candidates' specific instructional needs and work settings and to fully support candidates throughout the program.

Course of Study

Candidates begin the program with a series of four foundation courses focusing on the central role that information plays in contemporary society. These courses include issues of information organization and management, information retrieval, and the technology and tools of online social networking. Building on these core courses is a second set of courses focusing on curriculum and instructional aspects of library programs and technology used in managing library services, and another set of courses focusing on information services and materials selection. Interviews with candidates and program completers indicated a high degree of satisfaction with both the level of instructional quality and the direct support provided by program faculty during coursework. In addition, candidates reported that assignments and projects were flexible enough to be tailored to their specific school settings, and that they were both challenging and engaging.

Each course in the credential program sequence links to one or more of the core competencies, and the assignment(s) and project(s) within the course enable candidates to develop the skills necessary to effectively demonstrate these competencies during the field experience segment of the program. Fieldwork in the program consists of a total of 135 hours of practice, half of which are conducted at the elementary school level, and half of which are conducted at the middle or secondary school level. Supervision of each candidate is provided by a credentialed librarian who serves as a site supervisor, and who receives support and guidance from the credential program coordinator. During fieldwork, candidates complete assigned tasks related to the core competencies, and at the conclusion of the fieldwork sequence candidates are evaluated by the site supervisor using a set of rubrics provided by the program. Candidate competency is evaluated using descriptions of practice focusing on the CTC standards areas of Administrative Leadership, Management and Organization; Communication and Information Specialist; Diversity, Human Relationships, Teacher, and Instructional Leader; and Literature and Literacy, Access and Professionalism. In addition to the scoring rubrics, site supervisors respond to a set of questions asking for brief explanations of how the candidate demonstrated core competencies specific to instructional effectiveness and leadership in the fieldwork setting.

Assessment of Candidates

Assessment of candidates in the Teacher Librarian Services Credential Program is conducted through a combination of course assignments directly linked to core competencies and performance during fieldwork. Prior to Fall of 2010, candidate performance on coursework assignments linked to core competencies was simply reflected in the overall course grade. Beginning in Fall of 2010, candidate scores on these assignments are compiled separately from course grades, which allows for a more accurate measure of candidate competence in core areas. Performance on fieldwork assignments is measured using a set of rubrics for each of the competencies that must be demonstrated. These rubrics are accessible to candidates and site supervisors in *ANGEL* enabling candidates to know the criteria that will be used to score their performance on all fieldwork assignments. Interviews with candidates, completers, site supervisors, and employers indicated that candidates from the Teacher Librarian Services Credential Program are well-prepared in all areas of practice and ready to step into leadership roles upon completion of the program.

Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all standards for the Teacher Librarian Services Credential Program are **Met**.

Pupil Personnel Services: School Counseling and Child Welfare & Attendance

Program Design

The School Counseling and Child Welfare and Attendance program is designed as an M.A. in Counseling and Student Personnel provides professional training in the area of counseling and student services. The Pupil Personnel Services Credential has three specializations: K-12 School Counseling Specialization, K-12 School Counseling Specialization - Internship, and Child Welfare & Attendance Services Specialization. The Program is offered in the Department of Counselor Education within the College of Education.

The Department has two coordinators to share management of the PPS program. The first is a Graduate Coordinator who is responsible for student recruitment and admission and recommendation for the credential. The other Coordinator – the Field Supervision Coordinator – provides coordination with the district administrators.

Communication with the candidates is facilitated by an open advisement system. Fulltime faculty serve as advisors and a website provides support information to all of the candidates. The advisor can serve as a mentor and advocate for the candidate as they progress through the system.

The structure of the coursework and field experiences is well sequenced. Master of Arts degree candidates take a common core curriculum as a prerequisite for the Advanced Professional Development Curriculum. The advanced graduate curriculum includes a sequence of classes, which is developed according to each candidate's career goal. This consists of Basic Foundation courses, Core requirements, advanced professional development requirements, Practicum and Field Practice Courses, and Supervised Experience in Counseling.

During 1997 – 2002, the Counselor Education faculty evaluated the school counseling program through several collaborations with local school districts. Through this process, they developed a new vision and a strategic plan. They worked with state and national organizations to reform the school counselor preparation program. This impacted the content of several courses and is reflected in each of the standards. These collaborations allowed for stakeholder inputs. They have an advisory structure that provides continuing input into the program. The department desires to remain current with the changing school-community needs.

The Program is available to full- and part-time graduate candidates through evening and weekend classes. Outreach classes are offered through instructional television centers at several locations. These locations enable graduate candidates to have increased access to graduate study.

Course of Study

The curriculum appears to be well thought out and sequenced. The Department developed a mission statement that is included in all course syllabi and permeates the program. —The mission of the Counselor Education Department is to prepare school counselors to work in a highly

diverse and technologically advanced community. The program seeks to develop candidates who play leadership roles in collaboration with school personnel and other social resources to ensure that all students have equal opportunity and access to school success and personal development, all leading to a richer quality of life.”

The curriculum includes basic foundation core requirements and advanced professional development requirements. The basic foundation core requirements are consistent with the Generic Core of the credential standards and include thirty semester units of didactic and practicum courses. The advanced professional development requirements include twenty seven semester units. The field experience is a 3 unit requirement.

Coursework appears to be well integrated with field experiences. The Field Supervision Coordinator provides the linkage with the district administrators. The Counselor Education Department is increasing their partnerships with schools and the community so that there can be more collaboration between counselors-in-training, campus designated supervisors, district designated counselor supervisors, and professional advisory consultants. Students uniformly regard their field experience as a positive experience that prepares them to work as school counselors.

The field experiences are completed after the basic core, the professional competency coursework and the practicum. The Counselor Education Department requires its candidates to complete up to three semesters of field experiences with six hundred clock hours, which includes at least two levels of experiences for the PPS credential in elementary, middle or high school. Four hundred hours are completed in public schools. One hundred fifty clock hours are devoted to issues of diversity.

Candidates are required to attend an orientation meeting at the beginning of each semester. There is a well-developed Handbook for the Field Experience. Candidates participate in supervised experience meetings that ensure they practice appropriate interactions with pupils at their fieldwork school sites. Cases are discussed that help build skills in counseling domains through both individual, small and large group counseling and guidance activities throughout the program.

Assessment of Candidates

The program has established a number of checkpoints to ensure student knowledge, skills and competencies to be effective school counselors. Instruments for assessment appear to be clear, fair and effective in providing candidate feedback. The assessments are completed by a wide array of individuals that include: course instructors, supervisors from the university and the site, the university advisor and the department chair. Candidates receive information about their performance throughout multiple points in the program.

Candidates are informed about their progress as they move through the program and are counseled if problems develop. When appropriate, a remediation plan is developed to assist candidates who are experiencing difficulty either in their coursework or their fieldwork. A candidate progress review summary is attached to each candidate’s file so that the candidate and advisor(s) can determine the status of progress throughout the program of study. A comprehensive exam is administered to the candidate that describes student populations and the needs for counseling services.

Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all standards for the PPS Counseling credential program and Child Welfare and Attendance authorization are **Met**.

Pupil Personnel Services: Social Work and Child Welfare & Attendance

Program Design

The San Jose State University Pupil Personnel Services Credential in Social Work is embedded in the SJSU in a two-year Council on Social Work Education accredited degree. The MSW program coursework builds upon a liberal arts bachelor's degree, accepting students with academic potential, experience in service or people-focused work, exposure to human diversity, and a commitment to service and social justice. The SJSU MSW program revolves around a unique transcultural multi-systems perspective that teaches students to understand, assess, plan, and intervene with culturally competent skills across micro, mezzo, and macro levels.

Offering the School Social Work (PPSC) option reflects the MSW School's commitment to preparing social workers for intervention in a diverse reality to enhance the wellbeing of individuals, families, and communities. The educational system represents normative, growth-promoting environment in which to serve students, families, and communities. The SJSU MSW PPS Social Work program places particular emphasis on services for Latino/a, African American, and Asian American communities, and program candidates reflect this diversity in both ethnicity and language skills. Preparing multi- or bilingual and multi-or bicultural social workers who can be credentialed to work in the public schools exemplifies and compliments the overall program mission.

The transcultural perspective is an important part of the mission of the San Jose State University School of Social Work that informs social work practice. Elements of the transcultural perspective are infused in different courses throughout the curriculum in relation to social work knowledge, skills and values. Specifically, the perspective embraces five dimensions of diversity: 1) recognizing the importance of culture in social work at all levels of practice; 2) applying principles of cultural competence in practice; 3) understanding dynamics of power, privilege and oppression; 4) maintaining an awareness of one's own cultural perspectives, values, and beliefs; and 5) demonstrating respect in interactions with client systems.

MSW program candidates receive a foundation generalist practice education the first year and select an advanced year concentration, of which school social work (the PPSC) is one option (others include aging; children, youth and families; or health/mental health). Candidates declare their school social work intentions in the late fall of the first year. School Social Work candidates complete a 16 hour/week non-school-based field practicum in the foundation year and a 24 hour/week school-based practicum in the concentration year, resulting in a minimum of 1,200 field hours. The second year, students take the school social work courses and complete 24 hours/week of a school-based internship.

The MSW Program's Field Director coordinates the PPSC program. In this role, she has ongoing responsibility for community contact, supervision of field placement faculty liaisons, and the integration of the MSW Program Faculty and Curriculum Committees. One field faculty liaison oversees most of the PPSC placement students in their second year. This individual is supervised directly by the Field Director.

Course of Study (coursework and field experience)

The Masters in Social Work with a concentration in School Social Work is a 60 unit, two year course of study. Upon MSW application for admission, candidates indicate their interest in school social work. This ensures that school-based internships are reserved for the final year of graduate education. In the fall of the first year, PPSC- identified students attend organizational/introductory meetings. In the early spring of the first year, they begin interviewing for second year school-based placements. Their selection of the PPSC concentration directs their second- year course selections.

The first year of foundational studies includes coursework in social policy and analysis, human behavior, transcultural generalist practice and research methods. Both semesters of this foundational year include a 4- unit practicum. In the second year, candidates for the PPS in Social Work take two 3- unit courses focused on transcultural multisystem practice – one focused on family systems and one focused on community systems. The course of study in the fall of the second year includes a 3- unit course on policy practice in K-12 schools. The second- year curriculum enunciates the theories, models, values, and ethics for effective transcultural advanced generalist practice in areas for which there is the greatest need, given the demographic trends in the local area and the State. For the PPS credential, candidates must focus on at-risk populations related to children and youth in school settings. In the spring, candidates take a 3- unit course on social work and the law and social work in educational settings. Both semesters of the second year include a 1-2- unit research practicum with a school emphasis and a social work school placement.

PPS Social Work: The PPS in Social Work credential requires 1000 hours of field experience that must include a minimum of 450 hours in school- based setting supervised by the PPSC practitioner. Field experience must include at least two age group settings with a minimum of 100 hours each.

Child Welfare and Attendance: The PPS in Social Work CWA credential program at SJSU requires candidates to complete 150 hours of field experience; 90 of which the candidate must be in direct contact with pupils in a school setting, 30 hours in an interdisciplinary setting outside of education (child welfare or juvenile justice setting), and the remaining 30 hours at the discretion of the university supervisor.

Candidates complete the field education learning agreement, in which they document the demonstration of skills required by the credential (for example, for the CWA credential, candidate's practica includes discipline, child welfare, attendance, delinquency, and intervention with students, family, school personnel).

Assessment of Candidates

Signature assignments have been identified for the practice and policy courses. The field instructor conducts an initial assessment of student performance. In addition, the field supervisor

evaluates each candidate at the end of the spring semester in the first and second year. Candidates complete portfolios to demonstrate acquisition and application of knowledge, skills, and abilities required of the credential. These portfolios are reviewed by the PPSC Coordinator.

Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all standards for the PPS Social Work are **Met**.

Reading Certificate and Reading Language Arts Specialist Credential Program

Program Design

The SJSU Reading Certificate and Reading Language Arts Specialist Credential Programs are designed for practicing Multiple Subject credentialed teachers, primarily K-5 educators who are leaders of reading instruction in their schools and districts. The programs are housed within the Department of Elementary Education at SJSU and candidates have the option of enrolling in the credential program as a stand alone or enrolling in a dual Masters of Arts Degree in Education in Curriculum and Instruction. Most candidates in the program are enrolled in the dual degree and credentialed program. Since 2004, only one candidate has enrolled in the Reading Certificate program.

The programs place a strong emphasis on working with underrepresented groups, low income students and English Language Learners. Issues of equity are central to overall vision and implementation of the program. Candidates are well grounded in the cycle of inquiry and both coursework and practicum reinforce this central theme of the program. Preparation emphasizes highly reflective practitioners.

The programs are offered through a cohort model. Recently, significant time and attention has been paid in revising the program to meet the needs of its candidates as well as its surrounding K-12 partners. Revision is continuing as the program reviews the newly adopted 2010 CTC Reading Standards.

The programs are staffed by a program coordinator who is a tenure track faculty member, two additional tenure track faculty members, one full-time faculty member, and three to five adjunct faculty. In addition, the program works collaboratively with reading specialists employed in local school districts, most currently with those in Santa Clara Unified through its practicum. The program coordinator is provided release time to coordinate both the masters program and the specialist credential.

Course of Study (coursework and field experience)

The Reading Certificate program is comprised of 24 units of coursework and practicum while the Reading Language Arts Specialist credential requires 33 units. The coursework includes, but is not limited to courses on theories of literacy, academic language, writing across cultures and curriculum, and formative assessment. The Reading Specialist program also includes coursework related to multicultural children's and adult literature and offers a course in leadership to help prepare the candidates for school leadership in the area of reading and beyond.

Beginning in the spring of 2011, all candidates are required to take one reading practicum in the fall semester and one in the spring semester. Candidates meet after school with a reading specialist in Santa Clara Unified School District at a designated Title I school. In the practicum, the candidates work with at least two K-5 students, meet with teaching teams, review and analyze student assessment data, and participate in a seminar discussion. In one semester, the candidate must focus his or her practicum in the primary grades; in the other semester, the practicum must be focused on upper elementary program.

Candidates are well supported in the program. The program coordinator meets with each candidate at least once monthly. While enrolled in the practicum, each candidate meets with the district reading specialist on a weekly basis. In addition, the program coordinator conducts periodic visits during the practicum.

The program is well-coordinated; the faculty meet on a monthly basis. The program has established and utilizes an active advisory board comprised of university faculty members, district representatives, and students who have completed the program. In recent years, as the program was revised, the advisory board met on a monthly basis. In other years, the advisory board met once a semester.

Assessment of Candidates

The program has identified student learning outcomes tied to the CTC standards. A series of assignments required for all candidates are coordinated by faculty; all candidates must complete a culminating paper. One of the key signature assignments in these programs is centered around the On-Going Assessment course which focuses on preparing candidates to be effective users of assessment data to inform instruction. With the change to the new standards and with the restructuring of the reading programs, program personnel are focusing much of their attention on refining their current assessment system. The program participates in the unit-wide assessment committee through its departmental representative.

Despite the revisions taking place in the program's assessment system, it is evident that the program ensures that all candidates demonstrate that they are well prepared for the credentials. In addition, evidence was provided that candidates are not only qualified for the credential but are making lasting changes at their local schools and districts. Several examples were shared about the ways in which SJSU candidates have impacted the reading programs and instruction at their local schools as a result of the course on multicultural children's and adult literature. Faculty reported that changes within the program are "bottom up" and result from faculty discussions and feedback from their stakeholders. Survey results from candidates indicate that they are satisfied with the programs. The program faculty indicated plans to refine its candidate survey as well as implement an employer survey in the next semester.

The faculty plan to discuss the current program in light of the new 2010 Reading Certificate and Reading Language Arts Specialist Credential Standards. A document will be submitted soon thereafter.

Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all standards for the Reading Certificate and Reading Languages Arts Specialist Credential Programs are **Met**.