

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at San Diego Christian College

Professional Services Division May 2019

Overview of this Report

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

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

Common Standards

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement		X	
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple and Single Subject	6	6		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: San Diego Christian College

Dates of Visit: March 4-6, 2019

2019 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status	
04/11/2010	Accreditation with Major Stipulations
03/15/2011	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with candidates, completers, faculty, staff, employers, college supervisors, advisory council, academic senate, master teachers and fieldwork teachers. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

All program standards were **Met** for the Preliminary Multiple and Single Subject credential programs.

Common Standards

All common standards were **Met** with the exception of Common Standard 4 which was **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documentation, the accreditation website, evidence provided at the site visit, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers, district-employed supervisors, institutional administration and other staff.

The team unanimously recommends a decision of **Accreditation**. Based on this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject
Preliminary Single Subject

In addition, staff recommends that:

- The San Diego Christian College response to the preconditions be accepted.
- San Diego Christian College permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Diego Christian College continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead and Common Standards:	Donna L. Elder National University
Common Standards:	Joanne Van Boxel California State Polytechnic University Pomona
Program Standards Cluster:	Madeleine Mejia University of Southern California
Staff to the Visit:	Lynette Roby Commission on Teacher Credentialing

Documents Reviewed

Common Standards Documentation	Field Experience Materials
Common Standards Addendum	Program Review Documentation
Course Syllabi and Course of Study	Program Review Addendum
Accreditation Website	Candidate Advisement Materials
Candidate Files	Faculty Vitae
Candidate Handbooks	Faculty Job Descriptions
Survey Results	Credential Recommendation Checklist
Assessment Materials	Memorandums of Understanding
Supervisor Training Manuals	Master Teacher Handbook

Interviews Conducted

Stakeholders	TOTAL
Candidates	20
Completers	10
Employers/Administrators	6
Program Director	1
Fieldwork Coordinator	1
Faculty	5
Fieldwork Teachers	4
Master Teachers	4
Credential Analyst	1
Advisory Council Members	4
Academic Senate	6
Institutional Leadership	6
TOTAL	68

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

Background Information

San Diego Christian College (SDCC) is a private liberal arts college founded in 1970. SDCC was first accredited by the Western Association of Schools and Colleges (WSCUC) in 1984. In 2005 SDCC relocated to its current location in Santee, California, which is an East County suburb of San Diego. SDCC offers a total of 50 degree programs both undergraduate and graduate programs as well as online and adult programs. In 2018 it was reported that SDCC’s enrollment was approximately 680 students and SDCC’s website reports a student to faculty ratio of 8:1.

Education Unit

The Education Department oversees the Teacher Credential Program (TCP), an intensive, two-semester post-graduate program offering Preliminary Multiple and Single Subject credentials. The program is led by the Chair of the Education Department while the Director of the TCP program who reports to the Chair is responsible for the day-to-day operations.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Preliminary Multiple and Single Subject Credential	20	22

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Preliminary Multiple Subject/Single Subject Credential Program

Program Design

SDCC's Preliminary Multiple Subject/Single Subject credential program is led by the Chair of the Education Department who works with the Director of TCP/Master of Arts in Teaching (MAT) Programs to ensure that the program standards and the teacher performance expectations (TPE's) are being implemented. The Director is responsible for the day-to day program administrative duties. Working with the Director, faculty oversees the curriculum development and updates the course matrix when changes are implemented. The program faculty, who are full time practitioners, serve as the content specialists for each of the courses and subject areas in the program. Interviews with candidates, program leadership and the Academic Senate, as well as document review of organizational charts and program documents, supported these findings.

Communication within the credential program occurs on several levels. The teacher credential programs are housed in the Non-Traditional and Graduate Programs Department (NTGS). NTGS consists of two master's degrees and the credential program. The Dean of NTGS is also the acting Education Department Chair. Communication with credential program staff and faculty is facilitated through NTGS weekly meetings, monthly faculty & program updates, semester planning meetings with faculty, and other informal conversations. Faculty indicated that updates from the department focus on program improvements, quality implementation, and other professional development activities to support collaboration. Meetings are held in the evening hours to accommodate faculty teaching schedules. Practices are also in place to ensure that adjunct and full time faculty come together during meetings to create more collegiality. The Chair and Program Director also meet weekly to address specific issues related to the program and to create strategic direction for the future needs of the program. Finally, any decisions on programmatic changes are presented to the Academic Senate for review and final approval.

Interviews with program candidates, program completers, fieldwork collaborating teachers, master teachers, faculty and the leadership team affirmed that the teacher credential program (TCP) uses a constructivist learning approach and model. Candidates in the program articulated that learning from practitioners in the field included how to apply concepts and principles that are shared, discussed and practiced to a real classroom setting. Fieldwork collaborating teachers and master teachers discussed candidates being professional, innovative, reflective and well-prepared for their role with students. Faculty described the program curriculum as a theory to application learning experience thus preparing candidates to understand how students learn, how to use theoretical principles of teaching and learning and how to align these with authentic assessments. It was also confirmed that candidates' learning experience is a scaffold model. For example, Block 1 is comprised of prerequisites and foundational courses;

Block 2 is made up of core courses; and, Block 3 is teaching practicum. Emphasis is placed on learning about the child, previous learning and life experiences as well as language development and culture. A review of course syllabi corroborated the interview findings. Candidates have an intensive field experience through Block 2. All fieldwork is completed at Liberty First Charter School. Although not often, candidates can also select other field placements to complete their observation hours; In interviews leadership and faculty of Liberty First Charter School, it was clear that there is a well-defined field experience plan that is collaboratively designed and monitored.

Interviews with the Program Director, faculty, master teachers and candidates also revealed a coherent candidate assessment plan and process which corroborated the team's review of course syllabi, candidates and master teacher handbooks and training manuals. Candidates use an educational plan that is completed with an advisor at the completion of each of the three Blocks. Master teachers used tools/forms aligned to the TPEs to document formal and informal candidate observations during tutoring and classroom teaching time.

The Individual Development Plan (IDP) is also used as a foundational assessment document during the student teaching experience to support the candidates as they evaluate themselves in preparation for their Induction experience. The IDP is to be used as a long-term professional development tool that will support short and long-term improvement goals as candidates seek to demonstrate improvement and growth as they transition into the teaching profession.

Interviews with the Academic Senate provided information about the process for making program changes. As the Education department redesigned the preliminary credential program, the Academic Senate confirmed that the program was reviewed and approved. The Academic Senate is also involved in the assessment of the program as part of the continuous improvement process.

As a part of the program's continuous improvement, stakeholders' input is collected from multiple sources including SDCC's Advisory Board, school administrators, master teachers, fieldwork collaborating teachers, and program candidates. Interviews with the Advisory Board, indicated that program leadership uses the decisions and discussions of the Advisory Board to make program changes. Examples include changes made to the program to increase literacy knowledge, to adapt the curriculum for an inclusive classroom, and to integrate technology into the classroom. The program faculty created additional courses to support candidates' professional knowledge of literacy instruction, information about inclusive practices, and the use of technology in the classroom. Through candidate interviews, faculty interviews, and documentation it was reported that these changes have been made to the program over the last two years. The program implemented three new courses to enhance the learning experience and facilitate preparation for clinical practice. First, an additional 3-unit reading requirement was implemented to support understanding of early literacy. An additional 1-unit

course was implemented to focus on inclusive learning outcomes. This course was designed to support candidates in their understanding of how to adapt and differentiate instruction in the general education classroom. Finally, the Educational Technology class has been updated to meet the new TPEs. These changes include a more focused approach to developing candidates with the skill sets and dispositions needed to address the diverse needs of their students and to become professionals in the field. Faculty shared that going through the revision process helped them reflect how well they know the content they teach and how they impart that knowledge to candidates.

Other types of stakeholder feedback includes feedback from the Advisory Board collected during quarterly Advisory Board meetings; master teachers and fieldwork collaborating teachers informally communicating with the Program Director via phone calls to share feedback regarding candidates' experiences in their classrooms, their needs and any additional support they may need in order to prepare the candidates; and faculty providing input and feedback through their quarterly adjunct meetings. This feedback often relates to the impact of curriculum changes and candidate responses to these changes. One example of feedback from faculty was a request to attend conferences for their own professional development. Finally, candidates expressed that they provided input and feedback to program faculty during office hours, after class, and one-on-one meetings with the Program Director.

Course of Study (Curriculum and Field Experience)

Findings from the visit indicated that the Teacher Credential Program (TCP) uses a constructivist framework. Course sequence follows a developmental model that includes three distinct blocks. Block 1 is when education foundational concepts are introduced during prerequisite courses. Block 2 provides candidates opportunities to develop pedagogical content knowledge about teaching and learning to address TPEs. Block 3 is about applying and practicing methods of teaching, pedagogy and learning theories to meet TPEs requirements.

Candidates complete the required 600 hours of fieldwork throughout each Block in the program. Thirty hours of fieldwork are completed through prerequisite courses and an additional 50 hours of early fieldwork are completed through methodology courses which address educational psychology, curriculum and instruction, literacy, teaching English Language Learners (ELLs) and instructional and educational technology. Each course includes a fieldwork component designed to introduce candidates to the teaching profession and provides gradual immersion practices. Interviews with faculty, candidates, fieldwork collaborating teachers and document review of course syllabi corroborated these findings.

The Program Director, faculty and candidates all discussed during interviews that content, assignments and experiences are provided for candidates to develop skills and pedagogical content knowledge to address the needs of English Language Learners (ELLs). In Block 2, candidates complete a course titled *Teaching English to Speakers of Other Languages (TESOL) in Multicultural Classrooms*, which presents the concepts, methods, and skills for teaching ELLs

and covers principles of first and second language acquisition, the history and current practice of language teaching, cultural issues, and language and literacy strategies. The Program Director indicated that the course name was tied to a certificate and served as a multipurpose course but that the name will be updated in the next iteration of program changes. Candidates also take the ED 516 *Inclusion, Collaboration, and the Exceptional Child* course to develop the foundational knowledge and expertise to meet the individual needs of students with disabilities within the general education environment. Emphasis is placed on the role of the general education teacher, IEP related responsibilities, access to the general education curriculum and inclusive placements.

Both of these courses are taken in conjunction with the pedagogy courses and field based practicum experiences. Candidates are able to transfer theory to practice and gradually apply new concepts from course assignments into their field placements.

SDCC intentionally provides candidates the opportunity to participate in fieldwork. First, during Block 2, candidates complete hours in field placements within Literacy First Charter Schools. Although not often, candidates can also select other field placements to complete their observation hours; these are found through faculty and the school's networks in the surrounding schools and districts in the San Diego County area. Candidates are paired with seasoned classroom teachers where they can complete their observation hours and any coursework assignments.

The second field placement occurs during Block 3 and is the student teaching portion of the program in which candidates are placed in K-12 public school districts. During the Block 3 student teaching, the program intentionally provides candidates with two different field placements to help diversify their experience in the classroom. The Credential Analyst/Program Director coordinates all student teaching placements. Active MOUs are in place in all districts where student teachers are placed. Candidates are assigned these placements prior to student teaching orientation. Student teaching orientation requires participation of the candidates, the master teacher and the clinical practice supervisors. During the orientation all of these participants are informed on the student teaching process, requirements, triad relationship with the college supervisors and the paperwork/tools used to document the candidate's progress in the student teaching experience.

Interviews with candidates confirmed that placements for fieldwork and clinical practice are processed through the department. The qualifications of these master teachers have been developed by the Education Department and must be verified by the site principals.

Conversations with candidates, fieldwork collaborating teachers and master teachers confirmed that during early field experience in Block 2 candidates teach at least one History/Social Science lesson to a small group or the entire class, which is evaluated by the host teacher. Candidates' reflective journals chronicle student responses to their teaching of learning objectives that are

aligned to Common Core standards. Candidates reflect on the strategies used to make content accessible to students, on classroom management approaches, on the use of assessment, and on classroom organization used to maximize student learning. Reflections are used to determine areas of strength and teaching practices that need further refinement for future teaching experiences. Formative assessments (i.e., signature assignments) are aligned to program rubrics to evaluate candidate progress toward the effective implementation of the TPEs. Candidates are encouraged to reflect on their scores and overall feedback, which are also collected and aggregated to identify areas of strength and weakness in candidate performance and in program design.

Interviews with master teachers and candidates in Block 3 (student teaching) indicated that master teachers guide candidates' self-reflection by completing weekly formative assessments during clinical practice. Master teachers receive orientation on using the assessment rubric. These procedures are outlined in a handbook provided to master teachers during their orientation. Master teachers engage in mentoring and coaching conversations with candidates and use the data collected from observations and reflections to determine next steps. The college supervisor provides candidates with assessments of their teaching. Multiple subject candidates are formally observed by both the college supervisor and the fieldwork master teacher at each site of their placement. A formative assessment and a summative evaluation is conducted by the college supervisor and two formal evaluations are completed by the master teacher during weeks two and six. Single subject candidates are observed four times and college supervisors complete three formative evaluations and one summative evaluation. Master Teachers complete three informal observations during weeks 2, 6, 10, and 14.

There are checkpoints throughout the candidate's time in the teacher credential program. As confirmed in conversations with the Program Director, Chair of the Department, faculty, and candidates, this ensures that by the end of the student teaching/clinical practice experience candidates have met all the requirements for the recommendation for their preliminary credential. The first of these checkpoints involves the updating of their education plan which is completed throughout the program and includes candidate grades which is required to be a B- or higher to continue in the program. When CBEST/CSESTs have been passed and final grades for their coursework have posted, candidates fill out the student teaching application. A checklist of information is gathered during a meeting with the Credential Analyst to ensure that all requirements for student teaching have been met. Following the completion of the student teaching experience, candidates fill out an Application for Recommendation which provides another checklist that is verified by the Credential Analyst to ensure all evaluations have been turned in, final grades posted, and required paperwork has been completed for credential recommendation.

Information about the program and the manner in which candidates are assessed is provided during recruitment and enrollment. In interviews with Block 2 candidates they shared that it

would be helpful if information about program requirements were included in multiple modes of communication. Candidates who are recruited from outside SDCC (non-traditional candidates) as well as those who are already students of SDCC and enter the credentialing program (traditional candidates) all receive information from the credential analyst, the program manager and the Enrollment Services department. The information provided during recruitment and enrollment covers curriculum, fieldwork, clinical practice and the credentialing process.

Findings on Standards

After review of the institutional report, accreditation website supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the San Diego Christian College.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
schooling including the California adopted P-12 content standards, frameworks, and accountability Xsystems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met		
<p>The mission of the Teacher Credential Program (TCP) was developed by the education faculty and it is aligned to the overall mission of the college’s global faith-based learning outcomes. Collaboration and personalization are themes of the TCP that emerged from documents and numerous interviews with multiple stakeholders, including district partners, faculty, administrators, staff, and alumni. These stakeholders are consistently involved in the organization, coordination, and decision-making processes of the TCP.</p> <p>The institution provides the unit with sufficient resources for effective operation of the TCP. Faculty, supervisors, and staff indicated they are amply supported through ongoing professional development opportunities. SDCC is currently engaged in efforts to recruit diverse faculty and candidates in order to impact schools and better reflect the local community. Strong and developing district and school partnerships are also reflected in the institution’s service-oriented philosophy. Qualifications of faculty, supervisors, and other instructional personnel are reviewed and verified by committees comprised of faculty and institutional leadership. Faculty and instructional personnel have current experiences within P-12 settings and candidates and completers commented on the real-world relevance of their preparation. The Unit effectively monitors the credential recommendation process and has systems in place to update requirements as needed.</p>			
Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear 	X		

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
criteria that include multiple measures of candidate qualifications.			
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 		X	
<ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>The unit has established clear criteria and utilizes multiple measures to assess candidate qualifications. Admissions criteria are published on the website and within orientation materials and handbooks. Program leadership also review candidate qualifications in person through advisement meetings. The program is growing in its efforts to recruit diverse candidates through internal approaches such undergraduate pipelines and externally through strategic initiatives. Once admitted, the personalized nature of the small program affords candidates with individualized attention and support throughout their preparation experience. Candidates, completers, and P-12 district partners lauded the availability and responsiveness of program leadership, staff, and program faculty. However, some candidates also remarked on being unclear about specific requirements and discussed a need for clearer communication regarding field experiences and program expectations. This appeared to be more prevalent for non-traditional students. Orienting all candidates to the program and using multiple channels of communication regarding program requirements could alleviate this concern.</p> <p>The TCP informs and guides candidates to meet competency and performance expectations throughout the program. Although multiple informal measures and approaches are used to guide and support candidates, more formalized structures and systems are recommended to support candidates who may need additional assistance as enrollment increases and the program grows.</p>			

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> • Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> • Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> • The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> • Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> • All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> • For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards. 	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met		
<p>The course of study for the program is informed by research and well-integrated with both field experiences and clinical practice. The integration of technology for teaching learning and instructors with strong expertise and current experience in P-12 schools were mentioned multiple times as distinguishing features of the course of study. Program faculty, district partners, candidates, and completers also highlighted bridging theory to practice through hands-on experiences as a signature theme during interviews, which was also corroborated through program documents. The program strives to provide candidates with a variety of field and clinical practice experiences in schools that reflect the diversity of the local community. This is accomplished through collaborative partnerships with district and school partners through informal means of communication and through advisory board meetings.</p> <p>Site-based supervisors are selected using minimum qualifications criteria combined with administrator recommendation. They are selected based on their certification and experience teaching the content and several site-based supervisors give back to the program by remaining available in the supervisor pool or teaching a course in the program. Site-based supervisors receive training and support from the program through an orientation and through a handbook. Site-based and University supervisors are evaluated regularly through multiple measures of performance.</p>			
Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.		X	
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		

Finding on Common Standard 4: Continuous Improvement	Met with Concerns		
<p>Through interviews with advisory boards, faculty, partners, candidates and completers, as well as review of documents confirming evidence was provided of the processes and procedures used to regularly collect, analyze, and use data for program improvement. The program regularly collects data on candidates' performance and has clearly identified the data to collect. Education Department faculty meet regularly to review candidate feedback, survey data, or student concerns. As an example, the fall exit survey mentioned the need for more knowledge on technology. The program faculty met and designed a strategy to add this knowledge for the candidates in the spring. Every May, capstone data from the program are shared with the Academic Senate as part of the review process. This data are used to make changes and improvements in the program where there are areas for growth. The program faculty reflects regularly on the overall quality of the program, how prepared candidates are, their impact on our partner schools, and how effective the coursework and student teaching seminars are in preparing the candidates for their first year of teaching. Formalizing a process that reviews all program components and data would strengthen the cycle of continuous improvement.</p> <p>Rationale for Met with Concerns Both the unit and its programs regularly collect, analyze, and use candidate and program completer data to make some programmatic changes. However, there is no clearly defined, consistent, and comprehensive system to share data regularly with program leadership, faculty, and other stakeholders as part of the continuous improvement process.</p>			
Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students	X		

Finding on Common Standard 5: Program Impact	Met
<p>A matrix was developed that aligns signature assignments to TPEs. Candidates are measured on their progress toward becoming an effective educator, who meets the needs of all students in the classroom. Through the review of the documents and interviews with candidates, master teachers, college supervisors, and employers, it is apparent that the program is providing candidates with the skills and knowledge to work with all students. College supervisors, student handbooks, and supervisor handbooks emphasize the importance of professionalism as a teacher. Numerous comments were made about the professionalism and knowledge base of the candidates both in their fieldwork and in the student teaching placement. All candidates complete an Individual Development Plan that identifies the areas of focuses as they move into their role as a teacher of record. The advisory board shared the impact that candidates have made in the schools in the area. Many candidates in the program stay in the area and are teaching in local school districts. District partners shared that the candidates hired have brought a collaborative work ethic to the school and have assisted in changing the school culture.</p>	

INSTITUTION SUMMARY

San Diego Christian College’s Education Department oversees the Teacher Credential Program (TCP) which offers the Preliminary Multiple and Single Subject credential programs. The credential program uses a constructivist learning approach in which candidates apply concepts and principles that are shared, discussed and practiced in a real classroom setting. Course sequence follows a developmental model and includes three distinct blocks: During Block 1 candidates are introduced to foundational concepts during prerequisite courses; Block 2 provides candidates opportunities to develop pedagogical content knowledge about teaching and learning related to the TPEs. Block 3 is about the application and practice of methods of teaching, pedagogy and learning theories to meet TPE requirements.

During San Diego Christian College’s site visit various strengths were noted. An area that came up several times during the site visit was the importance and strength of relationships and partnerships. SDCC maintains strong partnerships with schools where candidates are placed for their fieldwork and clinical experience. Additionally, both candidates and master teachers commented on the strong relationships built between them.

The program is responsive to the needs of candidates, however the continuous improvement process will be strengthened when SDCC develops and implements a more formalized system of sharing data with leadership. Although stakeholder input is collected from multiple sources including school administrators, master teachers, and program candidates, there is no clearly defined consistent process currently in place. However, the data that is collected is used to make changes/updates to the program. As an example, SDCC responded with curriculum changes to the need for increased literacy instruction, adaptation of curriculum in an inclusive

classroom and the integration of technology in the classroom. Three new courses were created to address these needs.

Numerous comments were also made attesting to the professionalism and knowledge base that the candidates maintain both in fieldwork and in student teaching. Candidates were described as being professional, innovative, reflective and well-prepared for their role with students. It was also shared during interviews that SDCC candidates stay in the area and are teaching in local school districts. District partners reported that candidates that have been hired brought with them a collaborative work ethic and have assisted in changing school culture.