

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

**Professional Services Division
June 2019**

Overview of this Report

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

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

	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/Single Subject, with Intern	6	5	1	
Bilingual Authorization: Spanish	6	5	1	
Preliminary Administrative Services	9	8	1	

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: Santa Clara University

Dates of Visit: April 28 - May 1, 2019

2018-19 Accreditation

Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status	
<u>03/07/2010</u>	<u>Accreditation with Major Stipulations</u>
<u>03/28/2011</u>	<u>Accreditation</u>

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on 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 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 with Intern credential programs except for Program Standard 5: Implementation of a Teaching Performance Assessment which was **met with concerns**.

All program standards were **met** for the Bilingual Authorization: Spanish program except for Program Standard 4: Bilingual Methodology which was **met with concerns**.

All program standards were **met** for the Preliminary Administrative Services credential program except for Program Standard 2: Collaboration, Communication, and Coordination which was **met with concerns**.

Common Standards

Common Standards 2 and 5 were **met**. Common Standards 1, 3, and 4 were **met with concerns**.

Overall Recommendation

Based on the fact that the team found Common Standards 1, 3, and 4 to be **met with concerns**, and Program Standard 5 for the Preliminary Multiple and Single Subject with Intern credential

program, Program Standard 4 for the Bilingual Authorization: Spanish program, and Program Standard 2 for the Preliminary Administrative Services credential program to be **met with concerns**, the team recommends **Accreditation with Stipulations**.

The team recommends the following stipulation:

That within one year the institution submits a report, including evidence, documenting the following:

- 1) That the institution actively involves relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.
- 2) That Educational Leadership program partners share responsibility for the selection of field sites, design of field experiences, selection and preparation of field experience supervisors, and assessment and verification of candidate competence.
- 3) That 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 data from candidates, program completers, and feedback from key stakeholders.
- 4) That single subject candidates in the Bilingual Authorization: Spanish program implement and assess standards-aligned content instruction in Spanish.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Traditional/Intern Preliminary Multiple Subject
Traditional/Intern Preliminary Single Subject
Bilingual Authorization: Spanish
Traditional Preliminary Administrative Services

In addition, staff recommends that:

- The Santa Clara University response to the preconditions be accepted.
- Santa Clara University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Santa Clara 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.

Accreditation Team

Team Lead:	Mimi Miller California State University, Chico
Common Standards:	Anne Weisenberg California State University, Stanislaus
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Programs Cluster:	Eugenia Mora-Flores University of Southern California
	Glenn Sewell National University
Staff to the Visit:	William Hatrick Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Field Experience Materials
Common Standards Addendum	Program Review Submission
Course Syllabi and Course of Study	Program Review Addendum
Accreditation Website	Candidate Advisement Materials
Candidate Files and Portfolios	Faculty Vitae
Candidate Handbook	Assessment Materials and Reports
Survey Results	Budget Reports
Preconditions Responses	Performance Expectations Materials
TPA Results and Analysis	District MOUs
Intern Handbook	Performance Expectation Materials
Unit and Program Data with Analyses	Program Summaries
Advisory Board Agendas and Minutes	

Interviews Conducted

Stakeholders	TOTAL
Candidates	108
Completers	21
Employers	4
Institutional Administration	14
Program Coordinators	11
Faculty	20
TPA Coordinator	2
Field Supervisors – Program	24
Field Supervisors – District	26
Credential Analysts and Staff	3
Advisory Board Members	3
Community Partners	5
TOTAL	241

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

Background Information

Located in the heart of Silicon Valley, Santa Clara University (SCU) blends high-tech innovation with a social consciousness grounded in the Jesuit educational tradition. This tradition focuses on educating the whole person--mind, body, and soul--and preparing students to create a more just, humane, and sustainable world. SCU is committed to leaving the world a better place through pursuing new technology, encouraging creativity, engaging with local communities, and sharing an entrepreneurial mindset. The overarching goal is to help shape the next generation of leaders and global thinkers.

Santa Clara University was founded in 1851 and is located in Santa Clara, CA. The total enrollment is approximately 9,000 undergraduate and graduate students from all over the world. SCU seeks out students, staff, and faculty with a wide range of backgrounds, beliefs, and viewpoints to allow the institution to learn and grow continuously. First-generation students are supported through the Leadership Excellence and Academic Development (LEAD) Scholars program. Additionally, there are numerous organizations on campus where students can connect with one another and celebrate diverse cultures and communities.

Education Unit

The Teacher Education and Educational Leadership programs are housed in the School of Education and Counseling Psychology (SECP). The mission of the Department of Education is to prepare outstanding educators grounded in the Jesuit values of a deep respect for all and a focus on social justice; and, develop professionals who will serve and positively transform schools, communities, and the greater society through their work. Currently, SCU offers educator preparation programs for Multiple and Single Subject with Intern credentials through traditional and intern pathways, Bilingual Authorization: Spanish, and the Preliminary Administrative Services credential (traditional pathway). Courses are offered at the main campus in Santa Clara and at a satellite campus in East San Jose. The East San Jose program office and classrooms are on the site of the former National Hispanic University, which now houses several charter schools and the Foundation for Hispanic Education.

During the 2017-18 academic year, SCU had 126 completers across its credential programs. Currently there are 225 enrolled candidates for this academic year (2018-19). From the current enrollment, approximately 21% of students identify as Asian, 20% as Hispanic or Latino, 19% as multi-ethnic, 31% as White, and 9% other or unspecified. Candidates are supported by the dean of the School of Education and Counseling and Counseling Psychology, associate dean, two program chairs, 11 full-time faculty, 18 part-time faculty, and an administrative staff person.

The School of Education also oversees the SEMILLA Teacher Fellowship which provides assistance to candidates pursuing a Master of Arts in Teaching with Teaching Credential (MATTC) who are committed to working in low-income schools. SEMILLA fellows receive a fifty percent discount on tuition in their program. The SECP also houses the Latinx Education Research Center with the goals of demonstrating and deepening the ongoing commitment to serve the Latinx communities of Silicon Valley, California, and the United States. Additionally, the center aims to bring faculty and students as well as external partners together to build a network sharing common research interests and a shared commitment to ensuring the well-being of the Latinx community.

Table 1

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Preliminary Multiple Subject, with Intern	46	109
Preliminary Single Subject, with Intern	61	93
Bilingual Authorization: Spanish	3	8
Preliminary Administrative Services	16	15

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Preliminary Multiple and Single Subject Credential Programs with Internship

Program Design

The Master of Arts in Teaching and Preliminary Teaching Credential Program (MATTC) at Santa Clara University is housed in the School of Education and Counseling Psychology (SECP). The Preliminary Multiple and Single Subject (MS/SS) credential programs are graduate level programs preparing candidates for both a master's degree and preliminary credential with intern option. The program must be completed in tandem with the master's degree and is not offered as a credential-only program. The MATTC is rooted in core values, including reflective practice, scholarship, diversity and ethical conduct, social justice, and collaboration, as noted in the mission statement and apparent in coursework, field experiences, and performance assessments. MATTC full-time faculty, part-time faculty, current students, and program completers discussed the integration of the core values across all courses. Candidates and faculty agreed that diversity, equity, social justice, compassion, and consciousness are rooted in all courses. At the core of the program is the reflective cycle that requires candidates to think critically about the teaching and learning process through the lens of both students and teachers. Program completers, MATTC faculty, and current students agreed that reflection was a core practice in the program. Completers went on to share that the process of reflection has continued as an important part of their work as full-time teachers.

Candidates who have accepted an approved full-time teaching position as the teacher of record in the classroom have the option of completing the intern pathway. All coursework for the preliminary MS/SS and intern programs include similar coursework with practicum and methods courses, with variation based on content area of focus and/or the intern option. Interviews with master teachers, fieldwork supervisors, and full-time faculty confirm that the program design, scope and sequence, and assessment program are communicated clearly within the first week of working with a candidate in the field. In addition, interviewees agreed that the flow of the program design was effective in preparing them for student teaching.

The SECP includes a leadership structure that includes the dean and associate dean of the school and a chair of the education department responsible for leading and operationalizing the MATTC. The chair of the program is supported by multiple directors and coordinators, an assistant dean of student services and assessment, and a credential analyst. Interviews with program staff and a review of meeting agendas and minutes confirm that the program staff and faculty meet regularly. Each month the education department meets to discuss all programs within the school and an annual report is presented to the university documenting their program offerings, progress, and ongoing improvement. Twice a month the chair of the education department meets with the faculty and coordinators to present program requirements, data, concerns, and other program related business. Meeting agendas and minutes confirmed meeting frequency and agenda items.

The Multiple Subject credential program is comprised of 56 quarter units, while the Single Subject program is 50 quarter units. The difference in unit value is based on the number of methods courses required for multiple subject candidates in all core content areas. Single subject candidates complete two discipline specific methods courses while multiple subject candidates complete four methods courses. Both programs can be completed on a part-time (2 year) or full-time basis (1 year). Coursework is designed with a core set of foundational courses including Foundations in Educational Practice, Curriculum, Instruction, Assessment Methods, and Language and Literacy. Candidates build on these foundations through courses on methodology in tandem with practicum courses (4 quarters) which include core program field experiences. The curriculum sequence for multiple (1 or 2 years), single subject (1 or 2 years), and intern options are available on the program website and provided to all candidates by their advisor and reviewed by the placement coordinator and university fieldwork supervisors. District level supervisors (master teachers) and university fieldwork supervisors shared that the coursework sequence is clearly provided to them at the start of their year with the candidate in the field.

Each course has a signature assignment as a formal, summative assignment that is evaluated by the faculty of record for the course. The director of assessment tracks the progress of all candidates on the signature assignments. As a program summative assessment, candidates must complete the Teaching Performance Assessment (TPA). Students are prepared for the TPA as part of their practicum coursework. The TPA is then completed in their fieldwork placements. Master teachers were well aware of the TPA requirements and had experience guiding the candidates in the field to complete their TPA. Program completers, current candidates, and faculty agreed that the TPA is clearly explained and guided as part of the MATTC program.

At the end of each quarter, candidates meet with both their master teacher and their program field supervisor where they review a formal evaluation of their progress. Master teachers and fieldwork supervisors confirmed that throughout the fieldwork experience there are four formal evaluations and a summative evaluation (documented using an evaluation template) completed by both the master teacher and by the program supervisor. All formal evaluations are discussed with the candidate immediately following their lesson observation by the prospective evaluator. At the end of each quarter, all formal evaluations are reviewed with the candidates as part of the three-way end of term meeting. At that time, the need for any identified remediation is discussed and goals are set. If adequate progress is not made, candidates do not continue with their placement or intern position. The process for guiding candidates who are struggling are outlined in the handbook as part of the multi-tiered intervention and support process. Interviews with program completers and current candidates, master teachers, and the program director all confirmed a formal process for supporting candidates who are struggling in the program. The formal steps for supporting students are included in the program handbook.

In the past two years, the MATCC Multiple and Single Subject programs have added an intern option and Bilingual Authorization in Spanish (BILA). The BILA program was as a response to the need to support teacher candidates who work and/or seek to work in bilingual classrooms. The

closure of National Hispanic University and the SEMILLA scholarship increased the pool of candidates seeking a BILA in Spanish. BILA MATTC coordinators further shared that the passage of proposition 58 in California and the increase in bilingual programs in the area added to the need for preparing more bilingual teachers.

The primary MATTC stakeholders include the department faculty, staff, administrators, field supervisors, master teachers, and candidates. All stakeholders are involved in a range of activities to allow for collaboration and input. Activities include but are not limited to a Commission on Teacher Credentialing (CTC) review working group, MATTC faculty, staff and administrator meetings, and field supervisor meetings. Master teachers in the program felt a strong connection with the program through the university fieldwork supervisors. They were able to communicate any feedback or concerns to the program by speaking directly to the supervisor. Fieldwork supervisors verified that they are the direct contact for the master teachers and all concerns and feedback received are shared with the fieldwork coordinators.

Program completers and current candidates agreed that there were multiple opportunities to provide feedback in the program. Course evaluations provided feedback to the program about the coursework and faculty who teach the courses. At the end of the fieldwork experiences, candidates complete a survey that evaluates their master teacher and their university fieldwork supervisor. Interviews with completers and master teachers, and a review of the program handbook and master teacher files verified the varied opportunities for stakeholder input.

Course of Study (Curriculum and Field Experience)

A full review of the curriculum sequence, corresponding syllabi and the student teaching handbook confirm that the program is designed with a course sequence that prepares candidates to effectively teach in diverse classrooms for 21st century teaching and learning. Candidates progress through a series of foundational courses that build towards the practical application of theories of teaching and learning in their fieldwork placements.

The curriculum sequence for both multiple and single subject candidates begins with a heavy focus on the foundations of teaching and learning. The course Ethics, Diversity and Reflection launches the course sequence for candidates in the one-year program. This is followed with courses in understanding the educational context including social foundations, teaching students with disabilities, theories in development and learning, English language development, and classroom management. Candidates continue to build upon these early foundations with methods courses while beginning their first full quarter of student teaching. In addition to methods courses in their respective single/multiple subject content areas, candidates continue with courses in assessment, technology, and literacy.

The first practicum experience for candidates focuses primarily on observations and acclimating to the fieldwork placement. The second practicum (student teaching) experience has candidates developing and implementing lessons that are evaluated by the master teacher and university supervisor. The number of lessons required are outlined in the handbook as well as provided to

candidates, master teachers, and supervisors at an initial orientation and through an introduction email to the fieldwork experience with accompanying attachments that include the scope and sequence of courses, assessment system and fieldwork requirements. During field work, candidates gradually increase the amount of teaching, moving towards full-day teaching in the third quarter of student teaching. Master teachers, fieldwork supervisors, and program completers confirmed the fieldwork hours exceeded what is expected by the CTC and that students are well prepared by the time they begin full-day student teaching.

The part-time two-year program and intern option include the same coursework but follow a different course sequence. Candidates in the part-time two-year program will complete similar foundations courses first while taking most methods courses in conjunction with practicum courses (fieldwork/intern practicum). For multiple subject candidates, English language arts and methods in social studies and visual performing arts are taken prior to beginning student teaching. In all cases, candidates are provided an initial core set of classes in theories of teaching, learning, diversity and equity, differentiation and the reflective teaching cycle. These foundations are carried across the program as part of all methods and practicum courses. Through the multiple foundations courses, candidates are prepared to consider the complexities of teaching by planning through the lens of the context, the standards, the candidates, and theories of teaching and learning. Program completers and master teachers agreed that candidates were well prepared through coursework to begin student teaching and well supported throughout the student teaching experience. Current candidates explained that the coursework aligns with fieldwork through formal course assignments and both formal and informal discussions as part of the methods courses.

All candidates take English Language Development, Effective Teaching for Students with Disabilities, and Ethics, Diversity and Reflection courses. A review of the syllabi for these three courses confirmed that students are prepared to work with diverse student populations, and the lesson plan template requires an explanation of how the needs of diverse student populations are met. Faculty and current candidates confirmed that the content from the diversity focused courses are embedded in all courses throughout the program. Program completer surveys further demonstrated candidates' preparation to teach a range of diverse student populations including English learners and students with disabilities. Survey items related to engaging all students and meeting the needs of a diverse student population showed ratings equal to – and at times slightly higher than – the state average. Program completers agreed that they felt prepared to teach in diverse classrooms but also felt that more focus on inclusive practices would be beneficial.

Upon admission to the MATTC program, candidates participate in an orientation and meet with an advisor who reviews the program coursework and sequence. Throughout the program, meetings with advisors are as-needed as other program communication opportunities are provided. Meetings with the TPA coordinator and the fieldwork coordinator are mandatory and include a review of the assessment system and fieldwork requirements. Prior to beginning fieldwork, candidates and master teachers receive the program handbook that outlines the

MATTC program, fieldwork, evaluation and support systems, and other related program information. Candidates receive ongoing support in the field through weekly observations by the master teacher and quarterly formal evaluations by both university supervisors and district supervisors (master teachers). Three way meetings held at the beginning of a fieldwork quarter as well as at the end involve a discussion with the master teacher, the university supervisor, and the candidate about program requirements, candidate progress, and ongoing support.

Assessment of Candidates

A careful review of all course syllabi confirmed that each course has a signature assignment as a formal assessment that assesses candidate progress toward meeting program competencies. Each course serves as a formative assessment as candidate progress is monitored by program faculty and the director of assessment. The director of assessment tracks the progress of all candidates on the signature assignments.

During the four quarters of practicum, all candidates are supported and informally observed by their master teacher on a daily basis. During three of the quarters, candidates are formally assessed five times by their fieldwork supervisor (4 formative and 1 summative) using an observation tool that aligns with the TPEs. Each quarter covers a set of TPEs and the summative evaluation at the end of the final quarter of student teaching evaluates all six TPEs. The observation form is made available via email to fieldwork supervisors, master teachers, and candidates, and provided in the program handbook and on the program website. A review of the handbook and communication with the master teachers confirmed that a standard observation tool is used and is provided, with feedback, to candidates after each formal observation. Fieldwork supervisors further verified that an initial orientation to the fieldwork experience introduces and reviews all course requirements. A follow-up meeting at the start of the second quarter reviews all observation documents and required assessments. All observation tools are kept by the university fieldwork supervisor until the end of the quarter. At that time candidates meet with both their master teacher and their field supervisor for a formal evaluation of their progress, including a review of all formal evaluations. At that time, the need for any identified remediation is discussed and goals are set. All forms are then submitted to the program coordinator. If candidates are struggling during any phase of the fieldwork process, the supervisor creates an improvement plan with the candidate and if problems continue a meeting with the placement coordinator is held. If adequate progress is not made, candidates do not continue with their placement or intern position. The student teaching handbook provides candidates with a schedule of formal field observations. The process for supporting students is outlined in the handbook and interviews with supervisors and program coordinators verify the process for remediation and ongoing student support and evaluation.

As a program summative assessment, candidates must complete the TPA. A mandatory meeting is held for candidates to learn about the TPA. They work with the TPA coordinator to complete the TPA. Submission guidelines and timelines are provided to candidates on the website as well as at the mandatory TPA meeting. Practicum courses in the second and third quarter review all requirements for the TPA and support candidates in preparing for

submission. Candidates are provided their results with feedback for remediation on any area that was not met. A second submission of the TPA is then made available. The MATTC program hires TPA scorers who are calibrated annually. Program completers confirmed a clear presentation of the TPA and a formal process for remediation with accompanying support. Full-time faculty, supervisors, master teachers, and candidates expressed a strong understanding of the TPA; however, adjuncts were not consistently aware of the TPA requirements. Adjuncts receive an onboarding of the courses they teach by the program chair and have opportunities to meet with faculty who lead or teach the course they were hired for, when available. The TPA is embedded more explicitly in practicum courses so those adjuncts not involved with or teaching such courses do not consistently receive the information. In interviews, adjunct faculty were familiar with their content specifically and the TPEs related to their content. However, there was inconsistency in their knowledge about the TPA and the connection between the TPA and TPEs. Both faculty and some adjuncts mentioned a newsletter that is now available to adjunct faculty; however, adjunct faculty were not consistently aware of the newsletter and shared that its contents are more related to the process and timeline for the TPA.

Findings on Standards

After review of the institutional report, 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 met for the Preliminary Multiple and Single Subject credential programs at Santa Clara University except for the following:

Standard 5: Implementation of a Teaching Performance Assessment (TPA)– Met with Concerns

The team found inconsistent evidence that adjunct faculty were knowledgeable about the TPA tasks, rubrics, and scoring as well as how the TPA is implemented within the program.

Bilingual Authorization: Spanish

Program Design

The MATTC program at Santa Clara University offers the Bilingual Authorization (BILA) in Spanish as an add-on to the preliminary teaching credential for multiple and single subject candidates including interns. All candidates seeking a BILA are required to demonstrate language competency through passage of the CSET LOTE III Spanish language exam prior to beginning the program. All candidates who wish to pursue a BILA must meet with the B-MATTC coordinator and complete a change of program application. At this meeting, candidates must submit documentation of passage of the CSET LOTE III. The change of program form and LOTE scores are then submitted to the credential analyst for verification of acceptance into the B-MATTC program of study.

Candidates in the preliminary teacher preparation program (MS/SS) or intern option must complete three additional courses as part of their course of study along with a bilingual student teaching placement or equivalent field-based experience. Candidates who already hold a multiple or single subject teaching credential can add the BILA through the completion of four

courses (the original three B-MATTC courses and one additional seminar course). A full review of B-MATTC program documents, including program of study, course syllabi, and evaluation tools confirm the overall design and requirements of the program. B-MATTC coordinators, current candidates, and program completers verified that all program information is clearly presented at the start of the B-MATTC program with consistent follow-up working towards the successful completion of the program.

The B-MATTC program, including program design, number of candidates, candidate progress, and ongoing program improvements, is shared with all MATTC faculty and coordinators at the MATTC meetings. All coordinators and directors present program updates at these twice-monthly meetings. Applicable feedback is provided to coordinators at those meetings, including any student input communicated to the B-MATTC coordinator from the placement coordinators. Any and all feedback about the program from master teachers, fieldwork supervisors, and candidates is shared with the placement coordinators, who then presents this feedback to the B-MATTC coordinator. These program updates and feedback opportunities were confirmed with review of MATTC meeting agendas and minutes in conjunction with interviews with program staff. BILA supervisors with either a BILA authorization or primary language expertise are strategically assigned B-MATTC candidates. When an appropriate BILA supervisor is not available, faculty who teach the bilingual methods courses work with candidates on developing lessons in Spanish.

Course of Study (Curriculum and Field Experience)

B-MATTC candidates in multiple and single subject programs, including the intern option, are required to complete three additional courses as part of their preliminary credential/intern coursework sequence. Over the course of three quarters candidates take one of three classes each quarter, including courses in bilingual foundations, bilingual methods, and Latino(a) language and culture. These three additional courses meet the CTC's BILA program standards related to candidate's knowledge of the context for bilingual education and bilingualism, bilingual methodology, and the culture of emphasis. Candidates who already hold a valid teaching credential take one additional seminar course in addition to the three B-MATTC courses. The seminar course includes bilingual methods, instructional planning, and implementation of lessons in the primary language. The faculty member for the seminar course is bilingual and reviews video submissions of the candidates teaching in the primary language.

Candidates pursuing the B-MATTC are placed in bilingual classrooms with master teachers who hold a BILA authorization or have equivalent primary language expertise, when available. For single subject candidates, bilingual placements in their specific discipline may not be available. In these cases, candidates are placed in classrooms where the teacher of record is bilingual and candidates have access to students who speak the primary language (Spanish). Multiple subject candidates are supported daily by the master teacher and are formally observed by the BILA supervisor four times each quarter. A fieldwork observation guide is used that aligns to the TPEs and BILA specific competencies. Single subject candidates other than those earning the Spanish credential are not currently observed teaching in the primary language. Candidates plan lessons

and interact with students in the field in the primary language, but there is no current process of documentation or observation of the single subject candidates teaching in the primary language (Spanish). Interviews with B-MATTC program coordinator(s), current B-MATTC candidates, and program completers confirmed the fieldwork process, which was further confirmed by course syllabi and the program handbook.

The three B-MATTC courses are aligned to candidate practicum experiences. Some course assignments are directly connected to the fieldwork/intern experience and are evaluated by the course faculty. All signature assignment data is submitted to the assessment coordinator who presents the data to faculty to review for program improvement.

Assessment of Candidates

The B-MATTC program can only be met through the successful completion of the preliminary teaching credential program at Santa Clara University or from a valid approved credential program and three additional B-MATTC courses. The MATTC requires all B-MATTC candidates to demonstrate successful completion of the TPEs for the program. In addition, to demonstrate BILA competencies, candidates must successfully complete the three additional courses in the context for bilingual education, bilingual methods, and Latino language and culture. These courses each include a signature assignment that serves as an evaluation that monitors student's progress in the B-MATTC program. Faculty who teach the courses review the signature assignments and provide feedback directly to candidates. The director of assessment works with faculty to gather all signature assignments and accompanying rubrics with student work samples for each performance level.

Assessment of candidate competence is further demonstrated and documented through formal evaluations by fieldwork supervisors. The MATTC fieldwork observation tool used to observe B-MATTC candidates is standard for all formal observations in the program. The MATTC evaluation tool aligns to the TPEs and includes a variety of areas that are specific to observing a B-MATTC lesson aligned to the BILA standards on bilingual methodology. Currently, single subject candidates other than those earning the Spanish credential are not formally observed teaching in the primary language. Upon completion of the B-MATTC program, the credential analyst can recommend the candidate for the BILA.

Findings on Standards

After review of the institutional report, 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 met for the Master of Arts in Teaching Preliminary Teaching Credential Program (MATTC) at Santa Clara University except for the following:

Standard 4: Bilingual Methodology – Met with Concerns

The standard requires that the program prepares candidates to plan, develop, implement and assess instruction in the primary language. However, evidence of the implementation of

standards-aligned content instruction in the primary language was not found for all single subject candidates.

Preliminary Administrative Services Credential Program

Program Design

The Santa Clara University Preliminary Administrative Services Credential (PASC) program is housed in the School of Education and Counseling Psychology. The program receives support and guidance from the dean, associate dean, department chair, program director, assistant dean of student services and assessment, director of assessment, and credential analyst and records manager. The program is comprised of 30 quarter units; with an optional additional 15 quarter units, candidates can earn the Master of Arts in Educational Leadership.

Structures for communicating within the department and with the institution are in place. Adjunct faculty report that they meet with full-time faculty before the beginning of a course to become oriented to the course outcomes/objectives, and after the course concludes to review data from candidate course evaluations and to provide input. At faculty meetings, full-time faculty share input from adjunct instructors on any course or program suggested improvements. The program director indicates that the program has regular faculty meetings, which include the associate dean, to review candidate, course, and program data and reflect on any course or program improvements needed. The associate dean and program director regularly meet with the department chair and dean to provide input on program needs and/or needed changes.

The PASC program has two advisory groups: the Educational Leadership Steering Committee and the Educational Leadership Advisory Group. At these advisory board meetings, employers and other stakeholders provide feedback on the success of program candidates in the field, and other suggested program changes/improvements to be addressed.

SCU has incorporated many changes into the PASC program over the past two years. The program has made modifications to align with the new California Administrator Performance Assessment (CalAPA) to better prepare credential program candidates to successfully complete the assessment. The associate dean and program director indicate that the program is continuing to make course and program changes to address candidate needs for successfully passing the CalAPA. Due to the needs expressed by stakeholders on the advisory board, these areas include curriculum changes/adjustments to meet leadership needs in the areas of special education and students experiencing homelessness.

Course of Study (Curriculum and Field Experience)

An extensive review of the PASC program's course matrix and related syllabi confirmed that candidates are provided a sequence of courses that prepares them with foundational, developmental, and mastery-level learning objectives that provide a foundation and prepare candidates for future success in leadership. PASC candidates progress through a series of courses that develop their abilities to advance a shared vision, lead effective instruction,

facilitate resource and people management, engage family and community, make ethical decisions and communicate policy. Both the CAPEs and the CPSEL standards are integrated into all courses and fieldwork. Document evidence and interviews confirmed that across course assignments and field experiences, candidates are engaged in key concepts of leadership practice, described in interviews as typical and atypical human development, use of assessments and technology, and evaluations and interventions to improve school culture and curriculum.

Interviews confirmed that candidates appreciated learning about school financial management, school funding models, and site planning, as well as how organizational culture influences such things as making staffing decisions, using data driven professional development, and creating principles of equity, diversity, inclusivity, and accountability. In one field lab course, the candidates develop skills in the full range of leadership and management skills, to include forming sustainable organizations that serve their intended communities.

Upon entry to the PASC program, each program candidate is assigned an advisor, who is available for guidance and support throughout the program. In addition, advice and mentorship is provided by regular contact with the university field lab instructor to guide and reflect on field experiences. Program candidates select sites and site-based supervisors to complete the field work requirement. Selected sites are diverse in culture and demographics to prepare candidates for the various types of needed administrative experiences. Candidates provide feedback on the fieldwork course instructor, using the end of course evaluation process. Fieldwork site supervisors indicate inconsistent training for their role as a site supervisor and there is no formal process for candidates to provide feedback on site supervisors.

Through the various courses offered throughout the four quarters of the PASC program, program candidates sharpen their knowledge and skills as required and assessed in CalAPA Cycle 1 and Cycle 2. Leadership field lab courses provide opportunities for students to strengthen their knowledge in coaching and supporting teacher growth in CalAPA Cycle 3.

Assessment of Candidates

Candidate competency is assessed throughout the academic program. Signature assignments, now located in all PASC course syllabi, and fieldwork and faculty consultations throughout the program are designed to further assess candidate competency. The CalAPA provides another level of required assessment. Currently in a non-consequential year, scores will become a valuable method of assessment in the future. Candidates and faculty report assessment of student learning occurs through course assignments, signature assignments, projects and student participation in class discussions. Candidate mastery of the program standards is measured in the fieldwork lab course. The fieldwork lab instructor monitors and provides support and advice to the program candidates on the coursework performed for the course. Program courses use “Camino,” as the learning management system, for tracking candidates’ assignment submissions and assessing course work for monitoring candidate progress in the course. Instructors and program candidates indicate course assessments are found in the

course syllabi and instructors review course assessments and expectations with students as the course begins. Candidates indicate they are informed of assessment results in a timely manner after submitting assignments.

Findings on Standards

After review of the institutional report, 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 met for the Preliminary Administrative Services Program except for the following:

Standard 2: Collaboration, Communication, and Coordination – Met with Concerns

The team was unable to confirm that partners share responsibility for the selection of field sites, design of field experiences, selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

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 schooling including the California adopted P-12 content standards, frameworks, and accountability 	X		

systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<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 with Concerns		
<p>Summary Interviews with employers confirmed that candidates and completers exhibit a strong commitment to equity, which aligns with the social justice mission of SCU. This coherent vision is well-aligned with preparing educators and leaders for California’s public schools. Documentation provided, and interviews confirmed, that faculty are deeply engaged in community partnerships that ensure that candidates have an opportunity to learn to teach and lead in schools with diverse student populations. The university’s provost office provides financial resources that the unit allocates to align with its priorities. Unit personnel at all levels expressed that they had the resources necessary to provide support for all programs. University and unit leaders confirmed that they have prioritized recruiting and retaining a diverse and excellent faculty who are highly qualified to prepare new teachers and administrators. In interviews, faculty cited university and unit supports for professional development, including financial support for professional travel, pedagogical workshops, mentorship for new faculty and research/writing collaboratives. A credential analyst monitors the credential recommendation process using a database to track candidate progress and ensure that each recommendation for a credential is reviewed appropriately.</p> <p>Rationale The standards require opportunities for stakeholders to be “actively involved in the organization, coordination and decision making for all education programs.” While there is evidence of this occurring in the Educational Leadership Program, there is inconsistent evidence of this in the other educator preparation programs.</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 criteria that include multiple measures of candidate qualifications. 	X		

<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
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Summary

The programs demonstrated evidence of effective recruitment and support of candidates, with particular attention to the recruitment and needs of diverse candidates as part of an inclusive campus climate. Admissions criteria are clearly advertised in program literature and include the requirement to submit a statement of purpose aligned with the university's missional focus. There is evidence of the university's demonstrated efforts to diversify the candidate pool, such as the Semilla Fellowship program, collaboration with the Santa Clara County Office of Education, and a targeted recruitment schedule in diverse communities to include offering coursework at their East San Jose Campus.

Documentation provided, and interviews confirmed, a clearly defined process to support candidates during the application process and ongoing support for professional certification requirements. Also evident was a process to identify and support candidates who need additional assistance when evidenced during coursework and clinical practice. It was evident through interviews that the credential analyst works closely with admissions staff and with faculty to support candidates throughout their programs. Candidates reported that the faculty and staff are accessible and provide excellent advisement and support.

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	X		

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.			
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	
· 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		
· Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
· The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
· Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.		X	
· All programs effectively implement and evaluate fieldwork and clinical practice.	X		
· 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 with Concerns		

Summary

SCU candidates develop and demonstrate the knowledge and skills to work with P-12 students through a sequence of courses with integrated clinical field experiences. Candidates confirm that coursework is integrated closely with field experiences to provide them with a cohesive and comprehensive program. Teacher candidates learn about specific methodologies and are given opportunities to practice what they learn in supervised settings with P-12 students. Administrative services candidates complete field experiences in a school setting supervised by a qualified administrator. Site-based supervisors are selected by candidates, usually the administrator at their school site. Site-based supervisors in the MATTC teacher preparation programs complete 10 hours of training. The programs implement and evaluate field work and clinical practice through exit surveys and data from CTC surveys. Candidates in all programs are placed in diverse settings where the curriculum aligns with the California adopted content standards.

Rationale

There is inconsistent evidence that there is collaboration between SCU and their partners in the criteria and selection of site-based supervisors in the Educational Leadership program. There is no evidence that site-based supervisors in the Educational Leadership program are trained in supervision, oriented to the supervisory role, or evaluated and recognized in a systematic manner.

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 completion 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		

Summary

Evidence provided prior to and during the site visit confirmed that the unit collects and is beginning to use a range of data to identify unit effectiveness and make appropriate modifications based on findings. Meetings are held with unit and department faculty to share group performance data for their respective credential programs, including TPA data, signature assignment results, candidate satisfaction survey data and CTC program completer data. In addition, the unit participates in the university-wide process of submitting annual assessment reports to measure program effectiveness for all degrees and credentials.

The MATTC program has established goal areas as a result of data analysis, resulting in a course sequence change and faculty development to improve understanding and practice with English Learners and students with disabilities. Based on feedback from stakeholder partnerships, the unit developed an intern pathway and Bilingual Authorization: Spanish program.

Rationale

While interviews confirmed various data sources are being collected and used to generate program improvements at the program level, evidence does not support the consistent use of data at the education unit level to make modifications that would constitute a comprehensive and continuous improvement process. A review of evidence and interviews could not confirm that the unit regularly and systematically analyzes and uses candidate and completer data to promote continuous improvement, nor that key stakeholders such as employers and community partners, provide continuous feedback about the quality of the preparation programs.

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		

Brief summary of information applicable to the standard (required for all findings)

SCU candidates in all credential programs are assessed regularly to ensure they are meeting the Commission-adopted requirements and program standards. Candidates who were interviewed indicated that they receive feedback in coursework and clinical experiences. Faculty, university supervisors, and site-based supervisors collaborate regularly to ensure evaluation of candidate competency. Additionally, candidates in the MATTC programs complete the California Teaching Performance Assessment (CalTPA) during their student teaching. Administrative Services credential students have begun to take CalAPA this academic year.

Although SCU has not started a formal process of collecting data to demonstrate program impact, school partners were complimentary of graduates of all programs, describing the highly-qualified graduates that they hire from SCU and the impact they make at their school sites. Interviews with employers of graduates from the MATTC program commented that SCU graduates have excellent preparation and stand out among hires from other programs. Employers for PASC program completers praised SCU graduates for their equity focus, ability to manage budgets, and visionary leadership. All employers interviewed voiced appreciation for the standard of preparation at SCU. Many of the initiatives of the unit are making a positive impact on the community and schools in the region.

INSTITUTION SUMMARY

Education programs at SCU are committed to educating teachers and leaders who will have a positive impact on the lives of students. This mission was evident in interviews with employers of program finishers, who spoke to the strong social justice lens that is a hallmark of graduates of SCU programs. Aligned with this mission are two major strengths of the credential programs—their efforts to make education accessible to individuals who are underrepresented in the teaching profession, and a focus on preparing educators for work with the diverse student population in California. Current candidates and alumni praised the faculty, who care about them not just as students, but as people. Two main areas for growth include establishing unit-wide opportunities for stakeholders to give feedback, and the need to establish a systematic and comprehensive unit-wide assessment system.