

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

Professional Services Division

January 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **University of San Diego**. 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 a 7th Year Report** is made for the institution.

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	6	0	0
Preliminary Single Subject	6	6	0	0
Preliminary Education Specialist: Mild to Moderate Disabilities	22	22	0	0
Pupil Personnel Services: School Counseling	32	32	0	0

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: University of San Diego

Dates of Visit: October 25-28, 2020

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

Accreditation Report	Accreditation Status
November 6, 2011 Site Visit Team Report	Accreditation February 2012

Rationale:

The unanimous recommendation of **Accreditation with a 7th Year Report** 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 administrators, faculty, candidates, graduates, and local school personnel. 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 recommendation of **Accreditation with a 7th Year Report** for the institution was based upon the following:

Preconditions

After review of all relevant preconditions for this institution, all have been determined to be **met**.

Program Standards

All program standards for the Preliminary Multiple and Single Subject, Preliminary Education Specialist; Mild to Moderate Disabilities, and School Counseling programs were found to be **met**.

Common Standards

All Common Standards were found to be **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple and Single Subject, Preliminary Education Specialist, and School Counseling credential programs were met and that all Common Standards were met, the team recommends **Accreditation**. The team also suggests that a **7th Year Report** is appropriate to ensure that improvements in processes that have recently been put in place continue to support the programs.

The team recommends that in one year the institution provide an update on the following:

1. Verify consistent implementation of the new procedures related to clinical practice placements, training for supervisors, and inclusion of supervisors in program improvement for the dual credential program.
2. Strengthen the process and systematize the collection of feedback from community partners.

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- University of San Diego be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- University of San Diego 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.

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

- Preliminary Multiple and Single Subject Credential
- Preliminary Education Specialist: Mild to Moderate Disabilities Credential
- Education Specialist: Mild to Moderate Disabilities Intern Credential
- Pupil Personnel Services School Counseling Credential

Accreditation Team

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Common Standards:

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission

Program Review Submission

Common Standards Addendum

Program Review Addendum

Course Syllabi and Course of Study

Candidate Advisement Materials

Accreditation Website

Faculty Vitae

Candidate Files

Assessment Materials

Candidate Handbooks

Survey Results

Performance Expectation Materials

Precondition Responses

TPA Results and Analysis

Examination Results

Accreditation Data Dashboard

Credential Analyst Worksheet

Organizational Charts

Fieldwork Website

Annual Faculty and Accomplishment Report

Fieldwork Tracking Matrix

University Website

Mentor Monthly Report

MOUs with partner districts

Supervisor Job Description

Interviews Conducted

Stakeholders	TOTAL
Candidates	106
Completers	53
Employers	23
Institution Administration	11
Program Coordinators	17
Fulltime Faculty	22
Adjunct Faculty	23
Staff	5
TPA Coordinator	1
Field Supervisors-Program	21
Field Supervisors-District employed	14
Credential Analyst and staff	6
Advisory Board members	5
TOTAL	307

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The University of San Diego (USD) is a Catholic university in San Diego, California. The university's vision statement is as follows: *The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges.* The university's stated mission is to serve as a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community and preparing leaders who are dedicated to ethical conduct and compassionate service. In fall 2019, the University of San Diego had almost 6,000 undergraduate students and over 2400 graduate students.

Education Unit

The School of Leadership and Education Sciences (SOLES) at USD is home to the school counseling and the teacher educator preparation programs and believes in academic excellence, innovation, and a strong commitment to equity and inclusion. SOLES' [mission](#) is to educate, engage, model, mentor, and challenge the campus community to promote social justice and ignite meaningful change in our diverse society. Each unit and program at SOLES enacts the mission in a variety of ways that align with SOLES' [Strategic Goals](#).

- Goal 1: Prepare students to lead purposeful lives with successful careers in leadership, education, counseling, and therapy in the 21st century.
- Goal 2: Expand access and demonstrate inclusive excellence to benefit the learning and success of all students and to advance educational equity and become a first-choice school of education sciences for underrepresented students.
- Goal 3: Infuse the entire university with a spirit and practice of changemaking, where innovation and entrepreneurship lead to positive change.
- Goal 4: Encourage the integration of knowledge and research (scholarship) to address questions within and across the disciplines of leadership, education and counseling and therapy- impacting communities with local specificity and global implications.
- Goal 5: Engage our communities in deep, democratic and meaningful partnerships, with a shared vision and collaborative effort.

Table 1: Program Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Preliminary Multiple Subject	13	10
Preliminary Multiple Subject and Preliminary Education Specialist Mild to Moderate Disabilities	21	49
Preliminary Single Subject	12	20
Preliminary Single Subject and Preliminary Education Specialist Mild to Moderate Disabilities	10	40
Preliminary Education Specialist: Mild to Moderate Disabilities	7	4
PPS School Counseling	13	66

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple Subject/Preliminary Single Subject Preliminary Education Specialist Mild to Moderate Disabilities, including Intern

Note: USD's Dual Credential program design is reflected here in a single Program Report that describes the dual credential program delivery model while ensuring that the standards are reviewed for each type of credential.

Program Design

The Department of Learning and Teaching (DLT) is one of three departments in the School of Leadership and Education Sciences (SOLES). The department offers a dual credential program that combines General Education (Multiple or Single Subject) and Education Specialist credentials. Candidates follow a cohort model course sequence. Teacher candidates may be admitted either in the Summer, Fall or Spring.

In 2017-18, the DLT designed and developed the current Dual Multiple or Single Subject General Education and Education Specialist Credential Program. In October 2019, the faculty transitioned out of a one-year Multiple and Single Subject General Education Credential to the current Multiple or Single Subject Dual Credential General and Education Specialist Program. The Dual General and Education Specialist Credential program is 33-36 units and can be completed in 12 months, or candidates can pursue the dual credential with a master's degree within 18 or 24 months. Courses integrate the content and TPEs for both credentials, and candidates take courses together. For all candidates, final student teaching is completed in either General Education or Special Education. Then the second credential is earned by completing a second student teaching block in the remaining subject area. Candidates can pursue a credential without an MA. And the Integrated Teacher Preparation Program (ITPP) provides undergraduates the option of completing a BA and credential. SOLES works with each candidate to support them in selecting in the type of program or programs that work for them. The former one-year, Multiple or Single Subject General Education single credential program is in the process of being phased out with the completion of the last candidates during the second half of 2020. A newly restructured one-year program has replaced the former and allows candidates the option of earning a Multiple or Single Subject General Education or a Mild/Moderate Education Specialist Credential in one year (Summer, Fall, Spring). All courses and field experiences in this restructured, one-year program are fully aligned to the current General Education and Education Specialist Teaching Performance Standards.

The department chair serves as the leader for the teacher credential programs. The DLT Program Director supports the master's and credential programs as the liaison to the faculty. Faculty also provide oversight with expertise in the specified curricular area of Multiple Subject, Single Subject, and Education Specialist-Mild Moderate. The department chair is responsible for adjunct and full-time faculty recruitment, evaluation, and retention. In addition, the department chair meets with full-time faculty each Spring to review faculty scholarship, teaching and service. It was confirmed through interviews that the department chair meets

with adjunct faculty to review student evaluations when concerns arise and to provide feedback for improvement of teaching practice. The department chair is the primary liaison along with SOLES associate dean to the dean's office and is a member of the Dean's Leadership Council. The DLT Program Director also leads meetings with credential faculty leads and senior staff to address program evaluation and course development. Together they are responsible for the faculty and student handbooks and work with faculty and staff to assure accurate program information for the graduate catalog, websites, and publications with the assistance of our academic program manager.

Since there is also an undergraduate Integrated Teacher Preparation Program (ITPP) delivery model, the director of Liberal Studies serves as a liaison between the university and the SOLES Department of Learning and Teaching. Candidates in this program are integrated throughout the dual credential coursework and fieldwork.

The Dual Credential program includes three segments: 1) foundational coursework in general education, 2) core Mild/Moderate coursework in special education, and 3) candidate teaching in general and special education placements. Required credential courses are offered in a one-year sequence during fall, intersession, spring, and summer sessions. The first semester teacher candidates complete 20-50 hours of practicum field hours depending on the candidate's needs and expertise. Second semester teacher candidates participate in Extended Practicum for 20 hours per week, (all credential program candidates complete 10 hours in a General Education and 10 hours in a SPED setting for 12-14 weeks). Extended Practicum teacher candidates are supervised by a university supervisor who completes two observations during the semester. After the completion of the full semester of Extended Practicum, candidates have the option to earn a Preliminary General Education or Education Specialist credential through the completion of 3 units of full-time supervised student teaching (9-14 weeks). The Dual Credential opportunity is made available through the completion of an additional 3 Units including 140-hours of full-time supervised student teaching focused on the credential requirements of the program still pending. It was established through candidate and administration interviews that the majority choose to complete both placements for the Dual Credential; however, it is an option to finish the program with one credential. A two-year program has also been designed to allow for the same curriculum to be completed over a longer period of time. It is the candidate's option to choose which path to follow. Consistently it was mentioned that there is a programmatic focus on changemaking, diversity, equity, and inclusion. Faculty stated that the "humanizing of education" was one of the strongest reasons to work with the institution as the program administration "practices what it preaches" as related to support given to candidates, specifically stating that working with the institution "makes their overall lives better."

Candidate interviews illustrated a number of key components of the program mission and practice. Considerable mention was made of how the curriculum supports rigor with fast-paced expectations, particularly in the one-year program. Consistent reference was made to becoming changemakers and supporting social justice. Candidates stated that their rationale for attending the program was linked to similar values and wanting to teach through a

restorative lens remaining focused on the root of behaviors and results from an asset-based foundation. Specific mention of “trauma-informed practices,” as a means of determining behaviors as symptoms of a greater problem, was an important focus. Program administration gave examples of how this was utilized in coaching and guidance of candidates. Faculty, supervisors, and cooperating teachers reiterated that they could see growth in the candidates in these areas as they moved through their practicum. In addition, program candidates perceived kinder and gentler support processes overall. Completers reiterated similar thoughts, sharing that the program supports SOLES’ mission and helps them to become better teachers who focus on asset-based teaching and learning with their own students.

Full time student teaching is a 9 to 14-week placement with a gradual release of responsibilities to the student teacher that culminates with a four-week solo student teaching experience. It was reported by program administration, field supervisors, cooperating teachers, and candidates that the range in opportunities to complete the necessary hours and evaluation criteria was an advantage, and allows for added time when needed, as well as a shorter block of time if all requirements were met. District personnel specifically highlighted the benefit of the variable week placement as it allows for flexibility in support. Candidates shared that this personalized level of support and understanding of who they are as learners and educators reinforced the flexibility in meeting their needs and was felt throughout the program. However, some also shared that, depending on the semester and practicum placement needed, there was varied responsiveness to personal placement requests resulting in some feeling as if their requests were unheard or not taken into account. After further clarification, it appeared as if the frustration was due to the transition of the position of the Director of Field Experience with candidates admitting that after the most recent change their concerns have been quelled. The DLT solicits and receives feedback from district partners and employers, as well as from current students, program completers, and alumni. Each year the department holds a stakeholders’ meeting that includes site principals, teachers, and other school staff to allow partners to inform how to best train teacher candidates. Many adjunct faculty are in-service teachers who inform the latest teaching innovations in their own practice. The department chair has also led teacher candidate forums where teacher credential candidates are invited to share their experiences and offer suggestions for program improvement.

Course of Study (Curriculum and Field Experience)

Through document review and interviews with candidates, faculty, and program administration it is clear the course of study infuses the core values of being a part of the larger community as a global changemaker through social justice and restorative practice. Through review of course matrix, syllabi, and interviews with full time and adjunct faculty, candidates, completers, and employers, there is evidence that candidates are being prepared through case study work as a part of embedded field practice requirements to teach language arts (literacy) to diverse populations and design and implement classroom and individualized behavior plans. Courses have been designed to meet the General Education and Mild/Moderate program standards and Teacher Performance Expectations. The syllabi review verified that candidates make both theoretical connections and show demonstrated competence in key areas including: literacy, support of English language learners, diverse urban populations, and understanding the

characteristics of candidates with mild/moderate disabilities, conducting eligibility assessment of candidates, collaboration planning and instructional practices to support all learners as reflective practitioners. This was evidenced through reported candidate experience, administrative confirmation, and community/district partner acknowledgement of the employability of candidates upon completion of the program.

Reference to the candidates' use of technology for instructional innovation and development of interventions, reports, individualized education programs (IEP), and data tracking was found during evidence review and discussions with cooperating teachers, completers, and candidates. Through further discussion with cooperating teachers and district hiring personnel, additional evidence was found of instruction and/or related fieldwork experience that gives candidates experience in the use of assistive technology as part of a classroom Universal Design for Learning (UDL) or as a required adaptation for an individual education program.

Fieldwork, as reported by candidates, completers, and staff, is an important component of the program. All placements are documented within electronic files by the director of field experience. As described through interviews as well as course syllabi and grading rubrics, critical assignments align with fieldwork observation. All fieldwork and signature assignments are coordinated. Candidates and staff both confirmed that the fieldwork is an essential and valued component of the program. During interviews with cooperating teachers, reviewers heard evidence of program focus on preparing candidates to monitor student progress and on determining current candidate levels for instructional planning and implementation. Cooperating teachers consistently shared that candidates were eager, positive, and exhibited a mindset of service based upon being a changemaker focused on social justice and restorative practices along with the ability to demonstrate a high level of professionalism.

While the fieldwork is noted as essential and positive, some candidates reported that the placement and coordination for these practices was inconsistent resulting in challenges with the timeliness of their fieldwork placements. These candidates indicated that while the professors have been understanding about these situations and provided flexibility with assignment due dates, it felt confusing. The team was informed that the program now has a dedicated Director of Field Experience. Interviews with current student teachers confirmed greater levels of consistency and stability.

Based upon both review of documentation and interviews of district partners, alumni, candidates, and program administration, diverse field placements are made available throughout San Diego county including public, charter, and private school environments. It was found that schools are located in high needs areas, urban settings, highly culturally and linguistically diverse settings, and settings serving immigrant populations, English Language Learners, and students with special needs. Over the arc of their program the teacher candidates have opportunities to participate in classrooms at multiple grade levels to meet or exceed the required programmatic clinical practice hours while allowing them experience both general education and special education learning environments.

The candidates are placed with cooperating teachers who meet all programmatic standard requirements and have been selected through district and administrative recommendation. Supervisors and cooperating teachers have received mentorship and supervision training at the county level, allowing for transferability of the training and common understandings of expectations. In addition to what is currently offered, program-focused training was of interest to candidates, field supervisors, and district-employed cooperating teachers.

Limited special education internships are made available based on district hiring needs. All evidence indicates that Intern teacher candidates receive appropriate supervision and guidance inclusive of additional coaching and observation support.

Assessment of Candidates

Based on document review and interviews of all stakeholders the teacher candidates are assessed based on the California Teaching Performance Expectations (TPEs) for both General Education and Education Specialist areas. All course syllabi and critical course assignments address and are aligned with the General Education and the Education Specialist TPE competencies. The field experience and student teaching evaluations are also aligned with the General Education and the Education Specialist TPEs, and candidates are assessed by both the cooperating teacher and university supervisor. All candidates earning a General Education credential must pass the California Teaching Performance Assessment based on state guidelines for credential recommendation.

During mandatory practicum orientation, candidates review the Practicum Handbook and website, which entails the requirements and assessments while in the field. Candidates also participate in a student teaching orientation where the field placement personnel review all of the requirements including their lesson observation forms and student teaching evaluations. If at any time a teacher candidate experiences academic, professional, or dispositional difficulties, the policy is for a SOLES faculty, supervisor, or cooperating teacher to submit a disposition form. Based on stakeholder feedback there is an established procedure that has proven both valid and reliable in supporting a restorative stance in guiding candidates toward success and completion of their program requirements. As standard practice, the department requests Disposition Forms at the midpoint of each semester to provide a proactive formative feedback on candidate progress toward meeting expected learning outcomes.

The Education Specialist Interns participate in the program orientations, but they also meet with the Internship lead faculty and the assigned Education Specialist Intern supervisor to review the same forms and requirements.

Based on review of documents and stakeholder interviews, the team found that university supervisors and cooperating teachers complete observations of teacher candidates using an established evaluation document built from the TPEs. All interviewed were clear on the steps in the process for feedback and support. Stakeholders consistently stated that ongoing communication is shared between the candidate, field supervisor, and cooperating teacher often referred to as “the triad” of support. A baseline of six formal lesson observations are

conducted by the program field supervisor during student teaching, including a midterm and a final student teaching evaluation. In addition to field supervisor assessments, the cooperating teachers also conduct four formal lesson observations using the same documentation. At the conclusion of the student teaching placement the candidate, supervisor, and cooperating teacher meet to debrief over the final evaluation.

Findings on Standards: Preliminary Multiple Subjects and Single Subject Credentials:

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple Subject and Single Subject program.

Findings on Standards: Preliminary Education Specialist Credential, Mild to Moderate

Disabilities including Intern Program: After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Education Specialist: Mild to Moderate Disabilities, including Intern program.

Pupil Personnel Services: School Counseling

Program Design

A review of documents presented indicate that the 48-unit Pupil Personnel Services School Counseling credential program is led by the department chair, who is a full-time school counseling faculty, as well as the program director. The department chair is the academic unit leader for counselor education and is thus responsible for oversight and coordination of all aspects of the Counseling program. The department chair is also responsible for faculty recruitment, evaluation, and retention. She oversees the resources, budget, and expenditures of the Department. In collaboration with the director, the department chair is also responsible for program documentation, such as the handbooks for counseling, and they work with faculty and staff to assure accurate program information for the graduate catalog, websites, and publications.

The department chair and program director are supported by two full time school counseling faculty and among them, they share a variety of duties that include teaching, fieldwork supervision, as well as a structured academic advising caseload. In addition to the full-time faculty, the program administration is also supported by key staff, most notably the Director of Clinical Training (DCT). This DCT is responsible for developing and maintaining partnerships with practicum/fieldwork sites, coordinating candidate placement and candidate evaluation, as well as site evaluation. Interviews and documents indicate that within this role the director of clinical training conducts site visits and addresses any challenges that may arise regarding clarity in expectations of candidate activities, candidate performance evaluation, and supervision responsibilities. Interview data confirms across administration and staff that faculty

and program leadership are systematically informed and consulted through scheduled department and program meetings, as well as consulted as needed.

A review of documents confirmed through interviews reveals that the chair convenes monthly two-hour meetings with all department faculty and full time staff to work on common goals and department developments such as departmental promotion, community outreach, curricular issues, faculty recruitment, new research and service initiatives and strategic planning. The department chair is reported to be the primary liaison with the Dean's office and is a member of the Dean's Leadership Council. Although this structure exists, interview data indicate that there is open communication among counseling administration (counseling director) and the office of the Dean, with a collaborative approach to leadership consistently being described within the department. In addition, the counseling program director also leads monthly two-hour meetings with the Counseling program faculty and full-time staff to address program evaluation, course development and review, practicum/fieldwork placement selection, and candidate progress. Additional meetings are sometimes convened with the full or subset of Counseling faculty members (i.e., specialization specific) to address unique issues that may require additional deliberation (e.g., admissions decisions, course scheduling, accreditation document preparation).

Both the School Counseling and School Based Clinical Counseling Concentrations in the School Counseling Specialization follow a cohort model course sequence, with cohorts that reportedly range from 20-25 candidates. All candidates begin with core counseling coursework (Theories, Professional Orientation and Ethics, and Counseling Skills, and Human Development) before enrolling in the school counseling specialization courses and practicum/fieldwork. The practicum experience is conducted at school sites with candidates attending their class with a University instructor one time per week, while also engaging in practicum experiences throughout the second full semester of their program. The School Counseling program has an Applied Research Capstone Project that all School Counseling candidates complete. The project is supported by two courses. In these two courses, candidates conduct field-based research at their fieldwork site related to their school counseling practice. Candidates learn how to design, conduct, and report on their own applied research project over the course of the academic year. Lastly, all candidates in the School Counseling program are required to complete an international experience. Candidates are able to select from course offerings that are offered abroad or complete their international requirements by attending internationally focused lectures, conferences, and workshops.

Documentation provided and reviewed makes evident a modification to the program based on a review by the faculty associated with their school-based clinical counseling concentration, as well as new Commission standards. In 2019 the faculty created a new school counseling specialization course, COUN 531 – Advanced Topics in School Counseling, which provides an overview and analysis of advanced topics in school counseling. This course provides candidates with an opportunity for in-depth exploration of a current topic in school counseling. Currently, this course focuses on the role of the school counselor in the education of exceptional children.

For this course, exceptional children will encompass the following domains: special educational, alternative and at-risk, and gifted and talented.

Based on interviews with faculty, staff, and candidates, the most notable and significant modification to the school counseling PPS program has been the adoption of the Tevera software in the summer of 2020. Tevera is a cloud-based software platform that tracks candidates' clinical hours and assessments throughout the program. Interviews with candidates, staff, faculty, and administration of the program reveal that the software significantly supports the ability of the program to monitor, verify, and document candidate clinical hour accrual in real-time. This is significant as it allows both site and university staff, and most importantly the candidate, to monitor and assess, not only the accrual of hours, but the areas of need for fieldwork hours as the year progresses. In addition, the software has been adapted to the structured assessments of candidates that take place throughout the program such as the Clinical Instruction Benchmark Assessment (CIBA), fieldwork readiness, Counselor Competencies Scale (CCS-R) candidate, site supervisor and faculty instructor evaluations. Candidates will have access to their Tevera account for life, a benefit for school counseling candidates that are also seeking clinical licensure within the dual program.

Document review and interviews with candidates reveal that the program is responsive to stakeholder input, particularly to candidate input. Candidates are able to provide feedback anonymously through an online feedback form and are always encouraged to speak to their advisor and/or program and department leadership when they have questions or concerns. In addition, graduating candidates complete exit interviews. The data from the exit interviews are reviewed by the School Counseling faculty at the beginning of the calendar year at the department retreat. That information is reportedly then used for action items and goal setting for the upcoming year. Candidates reported upon interview that notable changes were made to program processes after candidate input, and they indicated that they perceived that to be directly due to feedback given through the various channels made available to them. Input from other stakeholders would appear to also be reviewed and considered, however the collection of this information is much less structured and memorialized through specific processes. Interviews with community stakeholders and employers revealed that much of the feedback and input provided to the program was done so through personal interactions with administration and faculty, and not through a structured or formalized process such as an advisory review committee. Although the counseling program administration, faculty, and staff (director of clinical training) are clearly engaged within the professional field and community, as evidenced by their work and research, this method of obtaining stakeholder input may limit the depth and breadth of the information, therefore a more formalized process could be effective.

Course of Study

A review of documents presented makes evident a planned course sequence that initiates with core counseling skill development, followed by counseling specialization coursework in preparation for the practicum experience. Syllabi and document review reveal a systematic building of candidates' knowledge base and an intentional development of counseling skills as candidates progress through the program. This was confirmed through interviews with both

first and second year candidates that consistently made evident that candidates perceive themselves as prepared for their practicum and fieldwork experiences. Although all data reviewed and collected indicated well prepared candidates, upon interview, several candidates reported that courses such as Multicultural Counseling and Group Counseling were presented in a shortened summer format that they perceived to have been less than appropriate given the critical content.

Document review and interviews with candidates, faculty, practicum instructors and supervisors make evident a program strength in the manner in which coursework design weaves through the candidates' practicum experience. The unique design of combining the practicum course at the practicum school site within small groups (4-6 candidates) with an instructor, to combine theoretical knowledge with practical experience, appears to thoroughly prepare candidates. This was reported by candidates throughout all interviews conducted, with candidates sharing that opportunities to learn were abundant, from cooperative learning from peers, to interactions with course instructors, as well as the site counselors. This is also consistent with reports from data collected through interviews with site supervisors that report well prepared candidates who consistently work at an exceptional level, with a professional disposition that appropriately utilizes feedback to improve their performance. In addition, survey data on candidate fieldwork performance indicates supervisor ratings that make evident highly effective candidates.

The process of field placement development and candidate placement within fieldwork sites also makes evident a program strength. Document review and interviews with staff and faculty reveal a process of fieldwork development that consists of on-site visitations and supervisor development prior to candidate placement. This process is also highlighted by a network of USD program alumni that serve as practicum and fieldwork supervisors across several of the utilized placements. Although new district/school sites continue to be developed, the manageable number of candidates within each cohort and the well-established relationships with specific districts within the community would appear to serve the needs of the program well at this time. Interviews with fieldwork and practicum supervisors and instructors make evident the prevalence of alumni that serve in these roles. Although this speaks to the "high touch" and closely monitored placements that ensure quality fieldwork experiences for candidates, more specific training for supervisors that are not part of this alumni network may be a need in the future should the program continue to grow. Interviews with candidates, faculty, fieldwork instructors, and site supervisors show the effectiveness of the fieldwork placements, as candidates' roles within fieldwork are planned and utilized well and are reported to be of great benefit to districts that maintain a working relationship with the university program.

A review of documentation, which included the counseling handbook, confirmed through interviews with department chair, director, faculty and candidates, shows that candidate advisement is effectively structured throughout the program. Candidates are assigned a faculty advisor upon admission to the program that they see a minimum of four times throughout the course of their first year. This advisement includes guidance on academic coursework, as well as discussions associated with counseling skill development and the assessment of candidate

readiness for fieldwork experience. Advisement continues through the second year of the program, and includes advisement on the action research project, as well as a review of the assessment of their performance within the fieldwork experience.

Interviews with candidates at various levels of the program, including completers, revealed a consensus that the academic advisement was a critical component to the program. Candidates shared specific scenarios that indicated an option to change advisors should the need arise. This was indicated as necessary for two candidates interviewed, however, they reported that the process was facilitated well and that they also felt extremely supported by other faculty throughout.

A review of the evidence and interviews with the director of clinical experience and fieldwork instructors confirmed that site supervision was only conducted by qualified and appropriately experienced supervisors. Although data indicates that site supervisors are appropriately orientated to the task of supervision, a more formalized process of specific training of supervisors would appear appropriate. Currently it is reported by the program chair that supervisor training is conducted by the supervisor's school district, however this would appear to be insufficient to ensure that all program needs and requirements are met. Although this has not been an issue to date, most likely due to the fact that many supervisors are USD alumni and therefore closely associated with the program, this will likely not suffice should the program grow beyond its current cohort size.

Candidate Competence

Interview data and survey data collected from candidate program completers revealed that they perceived their fieldwork supervision as effective, and essential to their professional development. Survey data from completers revealed positive perceptions of the process, and that experiences were well developed and intentionally planned, often from site supervisors that were program alumni. Evaluation of their clinical placement experiences was reported through interview by program completers to be conducted in a meaningful manner on two separate occasions, with both the site supervisor, as well as their university academic advisor. The course associated with fieldwork placement facilitated the appropriate monitoring of the clinical placement, overall experience, as well as the assessment and evaluation of candidate skills.

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, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Pupil Personnel Services School Counseling program.

INSTITUTION SUMMARY

Over the course of three days, the team conducted an entirely virtual accreditation site visit. The team observed a group of highly committed and deeply engaged faculty and staff, and many alumni and candidates who appreciate their programs. The report captures what the team learned from these conversations. However, because the pandemic necessitated a virtual visit, what was missing was the physical environment in which all of this takes place, the collegial interactions among the SOLES team, the classroom vibes, and the beautiful USD campus including SOLES' homebuilding and the brand-new Learning Commons. The team wants to acknowledge this even as it is confident in the findings and the process. It is a different way to learn, as so many teachers and students are finding now, including those at USD.

The University of San Diego, founded in 1949 as a Roman Catholic institution with a strong commitment to academic excellence and purposeful engagement, is home to over 9,000 students and eight colleges or schools. It is also home to several credential programs, three of which are housed in SOLES. The SOLES Mission, Vision, and Core Values, recently reviewed and updated through an inclusive process, reflect the school's long-standing commitment to diversity, inclusivity, equity, and global education.

It was clear to the team that the SOLES credential programs embody these core values. What stands out is their shared orientation toward service and student support, from first contact through program completion. This is visible through the investment in a strong student support services team, well-structured academic advising, and initiatives aimed at meeting students' needs for growth, belonging, and academic success. One example, the Graduate Writing Center, offers online support for all credential and graduate students in SOLES, as well as SOLES faculty. Another is STARS – "SOLES Takes Antiracism Seriously" – a process of training peer counselors who can advocate for students experiencing racial affronts and microaggressions. And faculty workshops, designed by the Multicultural and Social Justice Committee, provide concrete and practical ways to support difficult conversations, examine racial identity development, and build antiracist teaching strategies into syllabi.

Credential programs are housed in two departments in SOLES: the Department of Learning and Teaching, and the Department of Counseling and Marital and Family Therapy. The PPS School Counseling program operates as a cohort program, and its strong alumni base across the region allows candidates to experience program-aligned field placements and adjunct faculty. The Department of Learning and Teaching has recently designed and implemented a Dual Credential program – a true "common trunk" delivery model with sequential student teaching semesters. While some aspects of this recent redesign are still being discussed to make improvements, it demonstrates a level of data-driven collaboration among faculty, staff, and leadership that is commendable.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
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 systems; c) knowledge of diversity in society, including	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Through interviews with leadership, faculty, staff, and candidates, and through the review of materials and resources, the team found that SOLES provides the overall infrastructure to support educator preparation programs. The interim dean provides leadership across all three departments, meeting regularly with the department chairs, and guiding initiatives and resources in ways that support all three. Governance is inclusive along the lines of departments and programs, and through committees that organize key initiatives. One associate dean and three assistant deans comprise the dean’s leadership team, which meets regularly. Department chairs meet monthly with the dean and also join the SOLES Leadership Advisory Council comprising center and institute directors and faculty representatives. Each department has an Academic Program Manager whose duties include data collection for the assessment process, as well as an administrative assistant to support the Chair and faculty in managing the office through clerical support.

Interviews with SOLES leadership and faculty confirm that their Mission/Vision and Core Values statements deeply reflect where the school is at this time, and that these are embedded throughout the school’s processes and curriculum and are tied to theoretical frameworks and research. The many initiatives underway in SOLES are aligned with their Core Values in a strategic planning document that is updated annually.

Overall, the team found that practices and procedures are in place to meet this standard. Collaboration with K-12 settings and colleagues occurs as they communicate to establish fieldwork placements and memorandum of understanding (MOU), supervise candidates, solicit feedback on program redesign, and invite practitioners to be adjunct instructors. Interviews with faculty confirmed that the university provides resources through its state-of-the-art classrooms and facilities, library and full-time education librarian, and technology resources. Faculty and administrators highlighted the financial resources available to them through professional development grants and graduate scholarships. SOLES administrators described several ways in which discretionary funds are used to support student services and initiatives,

as well as faculty and staff travel. Resources are made available when a plan is presented to university leadership with a strong rationale for student success. This was evident in the Mentor Collective project, the Graduate Writing Center, and the use of a third-party marketing agency to increase the number of diverse applicants.

At the same time, interviews with faculty surfaced a set of challenges related to faculty and resources in the Department of Learning and Teaching. A little over a year ago, following the retirement and departure of both the Director and Assistant Director of Field Placements, faculty in this department had to take up the work of making clinical placements in addition to their teaching and research, until recently when a full time Director of Field Placements was hired. This led to some unevenness in field placements, as noted by candidates. In addition, a significant change occurred recently when the previous dean left USD, and a faculty member from the Department of Learning and Teaching who was serving as associate dean was appointed as interim dean. Numbers of full time tenured or tenure-track faculty in this department have been further reduced by one faculty member whose contract ended, one who left to another campus, and one being appointed as chair of the Department of Leadership and whose line was not replaced in the department, and several taking teaching appointments in the Master of Arts in Education and the doctoral program in Education and Social Justice. The result is that fewer full-time faculty are teaching in this department, with a heavier reliance on adjunct faculty for credential courses. Since the last accreditation visit, the credential program has acquired three new assistant professors and a professor of practice as the director of field experience. The other outcome, as described in interviews, is that the department chair now is the coordinator for three credential programs (now the Dual Credential program), the CalTPA Coordinator, and also teaches one class per semester. New faculty hires have not been approved as the department has not met the enrollment target set by the Dean’s Office. The team agreed that leadership and service to candidates are of high quality and consistent with SOLES values and goals, while noting that this will be difficult to sustain.

A review of the Faculty Recruitment Handbook describes clear processes for recruitment and hiring of faculty, with a focus on increasing the number of diverse faculty on campus. Similarly, qualified adjunct faculty and field supervisors are evaluated and retained through the review of their student course evaluations. The SOLES credential analyst described the process for tracking candidate progress through each program using a shared spreadsheet. Review of this spreadsheet confirmed that candidate exams, courses, fieldwork, and program requirements are all carefully entered and reviewed prior to recommending candidates for their credentials.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>

The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
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.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
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.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Interviews with staff, administrators, and students show that the University of San Diego and SOLES are committed to admitting qualified candidates and supporting them throughout their programs. The team heard from the interim dean, department chairs, and the candidate support services unit that they recognize the importance of each “touch point” and work to improve their outreach with the goal of diversifying their candidate population. Personal connection with prospective candidates was prioritized, with one staff member explaining that they offer phone and video call advising appointments early on to connect candidates with the programs. Staff also noted that when candidates can share their fears and concerns, or get advice as first-generation college candidates, they are more likely to persist. Admission processes in each credential program are clear, fair, and use multiple measures of eligibility. Faculty are involved in the process as reviewers and work closely with the SOLES admissions staff and university Graduate Admissions office.

The importance of recruiting, admitting, and supporting a diverse group of candidates was expressed by SOLES leaders and staff, and the team found evidence of key activities in this area. The Admissions and Outreach office works with a third-party marketing agency, and together they recently reviewed all outreach materials and messaging to ensure representation of a diverse community. The staff attends a range of recruitment fairs including those at Hispanic Service Institutions, Historically Black Colleges and Universities, and public universities in the region to engage with a more diverse group of applicants. In addition, the interim dean described the new Ph.D. in Education for Social Justice, in which 70% of the candidates are students of color, as an important force for change within SOLES and in the region as graduates

take their research and agency into school systems, and teachers begin to see USD as a place where social justice is a priority.

The PPS School Counseling Program uses an advising worksheet that lists every program requirement including the four advising checkpoints that each candidate must have. They also use the Tevera platform which gives immediate access to faculty, supervisors, and candidates. It was suggested that the transparency offered by the program is appreciated by all involved. Candidates in the Department of Learning and Teaching are each assigned to a faculty advisor upon admission, and they also receive advising from the Credential Analyst at key points in the program. The team viewed the detailed spreadsheet that tracks every candidate’s progress in all credential programs, including the undergraduate Integrated Teacher Preparation Program.

The team also viewed the Tracdat system, used across all programs to track candidate performance in courses and fieldwork, and found that its use helps faculty and programs identify how candidates are doing, and where they need additional support.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
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.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

A review of advising sheets, candidate handbooks, and program websites depicts a planned sequence of coursework and clinical experiences. Interviews with candidates, faculty and administrators confirm that each program is designed to systematically coordinate coursework with a variety of fieldwork experiences that address the range of students and/or services identified in the program standards. Syllabi and fieldwork handbooks emphasize the unit’s and program’s research-based themes in the area of preparing candidates committed and able to implement practices rooted in the principles of human dignity, social justice and igniting meaningful change in a diverse society. Inclusion of summative fieldwork data in the *Learning and Teaching Department Student Teacher Evaluations* report assists programs maintaining a continuous improvement orientation of all fieldwork practices.

Advising documents define program requirements. Course assignments and initial fieldwork experiences provide candidates opportunities to learn and practice competencies while final fieldwork assignments synthesize previous learning into tasks that entail demonstration of credential competencies. A review of fieldwork evaluation materials and interviews with supervisors, faculty, candidates, and alumni confirm that Commission program standards and proficiency expectations are used to verify each candidate’s ability to educate and provide services to P-12 students.

Interviews with program coordinators and district personnel confirmed that the unit employs MOUs to standardize criteria and selection of clinical personnel, site-based supervisors, and site selection. MOU expectations clearly state SOLES expectations for classroom diversity, required candidate experiences, and class settings that aligns with California’s adopted content standards and frameworks. Program coordinators noted that initiating the MOU process is part of their fieldwork oversight responsibilities.

Interviews with program coordinators, faculty, university supervisors, and administrators highlighted that program and personnel transitions between spring 2018 and fall 2019 resulted in uneven management of fieldwork placements in the Department of Learning and Teaching. The current team has now been in place since spring 2020. Positive changes, though at times adjusted by COVID 19 realities, are apparent. Scheduled meetings with site administrators are now systematic and include intentional review of MOU expectations. Regular communication with district personnel during the placement process now include an initial attempt to verify site supervisor qualifications and training. Subsequent communication with site-supervisors ensure all relevant information is gathered. Verification occurs via program tracking matrices. Interviews with candidates included many comments of appreciation and praise related to the quality of their clinical practice placements.

The team confirmed in interviews with program coordinators that SOLES provides all program site-based supervisors an institution specific, program focused orientation. Site-supervisors assigned to a general education and/or education specialist candidate are required to meet additional training expectations through district sponsored professional development or programs offered through organizations such as the San Diego County of Education. Each program asks candidates to provide evaluations of site and university supervisors. Program coordinators shared that those data are carefully reviewed. In most instances, once candidate anonymity can be ensured, information is shared with the supervisor. Additionally, both site-based and university supervisors are routinely recognized with invitations to SOLES sponsored lectures. In instances where supervisory problems emerge, the relevant program coordinator will schedule a meeting to devise an improvement plan that may include additional SOLES-funded mentor training.

Common Standard 4: Continuous Improvement	Team Finding
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.	Consistently
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.	Consistently

Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
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.	Inconsistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The team confirmed in interviews with faculty, program coordinators and administrators that SOLES’ adoption and implementation of USD’s comprehensive program improvement process provides program personnel multiple and sufficient data sources needed to determine candidate proficiency and program effectiveness. All data sources are linked to program specific student learning outcomes and relevant program expectations. The assistant dean of assessment and accreditation with support from the interim dean systematically works to ensure all data are collected and disseminated at least once per year.

Critical assignments have been embedded into coursework. Each semester the faculty aggregate and submit critical assignment data and the directors of clinical practice aggregate and submit data from fieldwork evaluations. Additional program data collected includes the SOLES exit survey, the SOLES biannual employer satisfaction surveys, the SOLES biannual alumni surveys and the passing rates for annual state-mandated tests. The assistant dean of assessment and accreditation uses Tracdat software to tabulate the data and prepare reports.

Time is provided during the annual faculty retreat for review. Retreat minutes, confirmed through interviews with faculty, program coordinators and administrators, highlight an inquiry-oriented review process that starts with discussions related to initial perception, move into a trend analysis, and conclude with action steps related to teaching practice and/or program implications. Recent program improvement initiatives include expanding career services support, the creation of a dual credential fieldwork resource website, and the counseling programs adoption of Tereva software.

Rubrics guide coursework and fieldwork assessments and criteria for success varies appropriately. Calibration efforts occur during faculty collaboration, through assignment exemplars and/or within the fieldwork handbooks’ explanations. In some instances, acceptability criteria is established such as the one created for the CALTPA - “faculty analyzed the results and flagged any mean score that was both below 3.0 (on a 5 pt. rubric) and had a 0.4 or greater negative distance between the mean rubric score of the state.” Finally, material in the CTC dashboard (formerly provided by CTC as reports sent to programs) is compared against state means. A review of each program’s recent assessment reports shows the majority of SOLES candidates consistently performing at or above established performance criteria.

Routine conversations during deans’ level bi-weekly meetings help unit administration maintain currency. Dean level input into program level activities is minimal but interviews with administrators, faculty, and program coordinators confirm that the process is consistent with the SOLES leadership philosophy that focuses on empowerment and support. The deans’ level does assume responsibility for systematically gathering, collecting, and analyzing student wellness data. Additionally, the dean’s level will lead the implementation, monitoring and evaluation of university or unit level initiatives. The most recent example is the STARS (SOLES Takes Anti-Racism Seriously) program that was created in response to the multicultural and social justice’s committee’s initiative to address incidents of racism and microaggressions.

Interviews with faculty, alumni, supervisors, and employers highlights strong relationships. Repeated comments highlighted the manner in which the organic conversations provided programs feedback related to program effectiveness. However, a systemic and systematic approach to gathering feedback from community partners was not found.

Common Standard 5: Program Impact	Team Finding
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.	Consistently
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.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

A combination of critical course assignments and fieldwork evaluations are used to demonstrate that completers of each program demonstrate the knowledge and skills necessary to educate and support all students. Interviews with administrators, program coordinators, and staff confirm that detailed matrices as well as the counseling program’s use of Tevera software ensure that all candidates being recommended for a credential meet the Commission adopted competency requirements as specified by the program. Interviews with employers and alumni further affirm that newly credentialed individuals not only are ready for the rigors of employment but also are ready to assume leadership roles in areas related to equity and inclusion.

A review of provided documents, confirmed through interviews with administrators, faculty, candidates, alumni, and employers highlight intentional efforts to positively impact teaching and learning in California schools. Current projects underscore the depth and breadth of the unit's positive impact. A group of projects focus on training and include a collaboration with Sweetwater Union High to design, facilitate and evaluate a professional development series on culturally responsive postsecondary transitions for high school students. The Johnson Fellows also focuses on training teachers to lead inclusion efforts. A second group of projects concentrate on partnering with area districts to expand needed services. Projects include the Reality Changes program that leverage counseling candidate expertise to offer parent workshops in Spanish. A final group of projects emphasize scholarly research and include studies such as Bridging the World of Work and Informal STEM Education that seeks to understand the link between education and the workplace. Another significant study focuses on a grounded theory analysis of teacher pedagogy in secondary ethics courses. Common within all categories of projects is the intentional inclusion of SOLES candidates, SOLES Ph.D. students, other SOLES personnel, alumni, and area educators. Most impressive are the project coordinators efforts to apply the recommendations related to diversity and inclusion put forth by the multicultural and social justice committee.

The annual faculty planning and accomplishment report provides the SOLES dean's office information that allows an evaluation of faculty teaching, scholarship, and engagement in settings focused on teaching and learning in schools that serve California's students and the impact that SOLES faculty, completers, and candidates are having in California's public schools. Interviews with administrators and faculty strongly suggest that the process is effective in maintaining a unit ethos rooted in honoring the human dignity of all participants involved in or impacted by interactions with SOLES personnel.