

Common Standards

Common Standard 2, 3, and 5 are **Met**. Common Standard 1: Institutional Infrastructure to Support Educator Preparation, and Common Standard 4: Continuous Improvement are **Met with Concerns**.

Rationale:

The research-based vision for the program was not identified in meetings with staff, faculty or administrators. A philosophical and research foundation document was provided but the information in it was never referenced by faculty, administration or staff and it was only marginally referencing research theory and theorists, and did not provide any context for the implementation of the theory to the program.

With new leadership in several key positions, the Simpson University School of Education team implements some assessment measures within each of its programs that identifies program and unit effectiveness. For both the teaching credential and administrative credential programs, it is evident, and confirmed by interviews with program directors, faculty, program completers and university supervisors, that these continuous improvement episodes do result in occasional program modifications based on findings. Effective practices include end of course evaluations, clinical practice evaluations in the teacher education programs, and exit interviews with candidates. These processes have potential to be further developed and systematized into a comprehensive continuous improvement process at both the unit level and within each of its programs to identify program and unit effectiveness, and to make appropriate modifications based on findings.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, candidates, completers, and Advisory Board members. Based on the fact that Common Standards 2, 3, and 5 are **Met**, Common Standards 1: Institutional Infrastructure to Support Educator Preparation and Common Standard 4: Continuous Improvement are **Met with Concerns**; Multiple Subjects/Single Subjects standards 2, 3, and 4 are **Met**, Program Standard 1: Program Design and Curriculum and Program Standard 5: Implementation of a Teaching Performance Assessment are **Met with Concerns**, and all Preliminary Administrative Services Credential standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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 Administrative Services Credential

Staff recommends that:

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

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Documents Reviewed

University Catalog	Course Scope and Sequence
Common Standards Submission	Field Experience Notebooks
Course Syllabi	Course Matrices
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Program Assessment Feedback	College Annual Report
Program Review Feedback	College Budget Plan
TPA Data	

Interviews Conducted

Stakeholders	TOTAL
Candidates	15
Completers	8
Employers	10
Institutional Administration	5
Program Coordinators	3
Faculty	8
TPA Coordinator	1
Support Providers	4
Field Supervisors – Program	4
Field Supervisors – District	6
Credential Analysts and Staff	2
Advisory Board Members	8
Admissions	2
TOTAL	76

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

Background Information

Simpson University was founded in 1921 as Simpson Bible Institute in Seattle, Washington. In 1955, the school moved to San Francisco, and its name was changed to Simpson Bible College since it was now granting bachelor's degrees. Over the years, the college continued to broaden its academic offerings so that by the time the half-century mark was reached in 1971, it had become a more comprehensive liberal arts college offering professional as well as biblical studies. That same year, the name was changed to Simpson College.

Another historic milestone was passed in 1989 when Simpson relocated to its current location in Redding and began building a new campus, which is still a work in progress. Since the move, undergraduate enrollment has grown from less than 200 to more than 1,200. Graduate programs, including the School of Education and A.W. Tozer Theological Seminary, have been established, and the Adult Studies (ASPIRE) program was added. In 2004, Simpson College became Simpson University.

Simpson University offers 25 liberal arts and professional studies degrees, an adult degree-completion program, graduate studies, and credential programs, serving more than 1,000 students a year.

Education Unit

While Simpson University runs two small programs, the education unit is very focused on the needs of the surrounding areas, and works very close with the local school districts. Interviews with employers and other stakeholders kept finding that Simpson University is an active part of the community and is involved in several K-12 activities, using their support and facilities to help in many projects throughout the community. Another teaching program has come into the area and has had an impact on Simpson University number of applicants, but the administration feel that they will be able to overcome this new challenge.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Multiple Subject/Single Subject	49/11	16/7
Administrative Services- Preliminary	5	7

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Preliminary Multiple Subjects/Single Subjects Program

Program Design

The School of Education is led by the Dean who directs the **Preliminary Administrative Services Credential (PASC)** and MA Programs, Director of Student Teaching, and the chair of the undergraduate Liberal Studies Major. Interviews with these Simpson University School of Education administrators confirmed that that leadership for the Multiple and Single Subject Credential programs can be attributed to the administrative efforts of the Director of Student Teaching and the collective input of faculty and staff.

Communication within the credential programs is ongoing and constant based on program size of candidates, faculty, and staff. Biweekly faculty and staff meetings provide forums for updates and discussions on pertinent program matters. The Dean is the primary representative for communication with the institution on program matters as evidenced by interviews with the Dean and the School of Education administrators.

The Simpson University programs for Preliminary Multiple and Single Subject Credentials serve the rural counties of northern California. The program is designed to meet the needs of the adult learner. The program courses are purposefully scheduled for late afternoon/evening to accommodate working adults and to allow candidates to travel the distance from their home counties. Program completers asserted that the program provides a list of recommended teachers to help facilitate their required observation and micro-lesson assignments.

The Preliminary Multiple and Single Subject Credential programs are 32 unit programs designed to integrate coursework with field experience, culminating in a 15 week full time student teaching experience. The program sequence includes foundational and methodology courses with early clinical practice experience assignments. Following the successful completion of the five pre-student teaching courses with a B- or better, submission of TPA 1, and passage of CBEST and CSET exams, the candidate is reviewed for advancement to student teaching. While in student teaching, candidates in both the Preliminary Multiple and Single Subject programs attend weekly seminars in person or online via videos of recorded sessions. A final capstone course follows student teaching and provides candidates with sufficient background in educational philosophy for candidates to articulate a personal philosophy of education.

Interviews with the Dean, program leadership, and faculty confirmed that the Simpson University School of Education has undergone multiple transitions in the last few years as related to number of faculty and staff. This has impacted administrative continuity of program leadership and provided opportunities for the introduction of new positions/personnel. The following positions have specifically been created and/or newly staffed within the last two years:

- Dean
- Director of Student Teaching & TPA Coordinator
- Education Program Coordinator
- Credential Analyst
- Credential Analyst promoted from Education Specialist, April 1, 2016
- Education Specialist increased to full-time to provide training as a Credential Analyst

Along with transitions in school and program leadership, the programs have made concerted efforts to change the structure around the implementation of the Teacher Performance Assessment to better support candidates towards their preparation and successful completion of the new CalTPA. Work in progress towards this includes:

- Creating key assignments and experiences that will expose candidates to the language, approach, and expectations for the TPA across all pre-student teaching coursework
- Embedding new TPE's in each course and all materials candidates receive
- Establishing due dates for all TPA tasks/work
- Orienting university supervisors and master teachers to TPA work and timelines to help keep candidates on track with the work
- Creating fee based courses in which Candidates enroll to submit their TPA work and have it assessed
- Provide appropriate general guidance when TPA's are not passed
- Review of existing TPA data and requesting access to data for new TPA model
- Ongoing reference to materials on CCTC and Task Stream sites for training purposes
- Creation of seminars dedicated to each TPA, video-taped and made accessible to Candidates at all times during program.

Changes to the structure around the implementation of the Teacher Performance Assessments is ongoing through the spring semester of 2018 and will be fully implemented by the fall of 2018.

Additional recent changes in the programs include updating master teacher and university supervisor hiring protocols in order to further secure appropriately supported placements and experiences for candidates. Checklists for the selection, vetting, and hiring of both master teachers and university supervisors and interviews with university supervisors confirmed that appropriate credentials and settings are verified prior to fully hiring a university supervisor and assigning candidate placements. Master teachers additionally reported that the university supervisors are important and critical resources of support during the time the master teachers work with a student teacher and provide a critical relationship with the program.

Finally, single subject specific pedagogy is being reviewed in order to provide additional required instruction, opportunities for practice, and evaluation for single subject program completers. Single subject candidates and program completers verified that the program is strongly based towards the multiple subjects credential candidates and could benefit from increased support

and instruction directed to their subject areas. Multiple subjects credential candidates and program completers supported these observations.

Simpson University has a collaborative relationship with the schools predominantly in the six northern counties. The Multiple and Single Subject programs have had student teachers in almost every school in these counties since 1989, when Simpson moved to Redding. The programs have an Advisory Board of approximately 40 administrators from the six local counties that meets twice a year. The purpose of these meetings is twofold: to learn of the needs in the local schools/districts and how the program can better prepare candidates to meet those needs. These meetings serve as an intake and guide for program development areas to meet the needs of the TK-12 students. Interviews with advisory board members confirmed that the Advisory Board meetings are fruitful and important opportunities to provide input on needs from the field and that the program applies this input to their program development efforts in a meaningful way. Additionally, advisory board members and employers reported a positive, ongoing, and collaborative relationship with the programs due to the level of sincere engagement and relationship building evidenced by the program leadership. Master teachers also corroborated that the information received and requested at the Advisory Board meetings resulted in program changes, particularly in relation to student teaching placement and instructional support/topics in seminars.

Course of Study (Curriculum and Field Experience)

The 32 unit Preliminary Multiple and Single Subject Credential programs are designed to integrate coursework with field experience leading to a 16 week full time student teaching experience. The program sequence includes two foundational courses: Psychological Applications in Education and Technology for Teaching and Learning. These two courses provide a context for instruction and technology skills that are required in the methodology courses: Language Arts, Curriculum and Instruction, and Multicultural Instruction. Each methodology course integrates coursework with observations plus the teaching of micro lessons in the schools. Guided and supervised early clinical practice experiences take the form of required observation hours in diverse settings and mini-lessons that occur in a current teacher of record's class as corroborated by interviews with program completers and current candidates. Candidates and program completers reported being well-oriented to the general expectations of completing TPA work even as TPA 1 was the most intentionally addressed. TPA Tasks 2, 3, and 4 were areas of concern for candidates based on lack of structure and guidance on how and when to submit these to best align with their student teaching experiences and work.

Following the successful completion of the five pre-student teaching courses with a B- or better, submission of TPA 1, and passage of CBEST and CSET, the candidate is considered for advancement to student teaching. In addition to the coursework, observation, and micro lessons, candidates are evaluated on their fit for teaching, professional demeanor, collegiality, responsibility, cooperation, and teachable spirit throughout the program. Individual review of candidate progress in the program and advancement into student teaching is conducted by the

Director of Student Teaching as confirmed through program completer and candidate interviews. Program completers and candidates reported understanding how to identify their status on program progress and requirements to continue to move forward towards student teaching.

Candidates in both Multiple and Single Subjects Credential programs complete 16 weeks of full-time student teaching. Student teachers attend student teaching seminars weekly in person or online via videos of recorded sessions. The seminars focus on teaching special populations, health and safety, classroom and behavior management, best practices in teaching, interviewing skills, the induction program, and seminars on TPA Tasks 2-4. Master teachers and advisory board members confirmed via interviews that they were active participants in these seminars as they were frequently invited to participate on panels and presenters for these seminars. Interviews with master teachers and university supervisors affirmed that the seminars provide pertinent and immediate strategies that student teachers brought into practice during their clinical experiences.

A final capstone course, Philosophical Foundations in Education, follows student teaching and provides candidates with sufficient background in educational philosophy for candidates to articulate a personal philosophy of education that addresses the role of the teacher, the nature of the learner, instructional strategies, curriculum, and character education in today's classrooms. Feedback from interviews with program completers and review of a professional portfolio confirmed that this capstone course provided candidates an opportunity to compile key documents in preparation for their entry into the profession.

The programs provide candidates with advisement and suggestions on how to organize courses in order to best position them for entry into student teaching as shared by program completer and candidate interviews. Although candidates and program completers expressed concern over lack of clarity regarding non-course requirements, such as testing, there was general agreement that the program offered a strong overview of how the coursework and fieldwork are coordinated throughout their progress in the program towards completion. Early guided and supervised clinical practices experiences are embedded into all pre-student teaching courses in the form of required micro-lessons and observation hours conducted in recommended teachers of excellence identified by community school leaders. Program faculty confirmed that these early field experiences are intentional and designed to offer candidates opportunities to begin connecting their program course content to classroom reality.

Critical areas of need in initial teaching programs, namely English learners, special education, diverse student populations, and technology are addressed through the majority of the pre-student teaching courses. The following courses were specifically identified by candidate and program completers as providing research and evidence-based strategies in these critical areas:

- Technology for Teaching and Learning
- Multicultural Instruction
- Language Arts (for Elementary or Secondary)

Faculty and master teachers corroborated that these courses provided fundamental instruction strategies that are built upon and utilized during student teaching and added that the remaining pre-student teaching courses (Psychological Applications in Education, Curriculum and Instruction) contain multiple assignments that require candidates to make connections to theoretical concepts. University supervisors further provided confirmation that the lesson plans student teachers complete includes require research and evidence based rationale for instructional choices.

Based on the ratio of multiple subject to single subject candidates, the majority of field placements sites are elementary school-based. Of the approximate 23 current field placements for student teaching, only approximately 7 are secondary grade levels. Candidates complete 16 weeks of full time student teaching. University supervisors visit and observe their student teachers once a week, and more if needed. Both Advisory Board members and employers reported the frequency of evaluations by the program via university supervisors is a key feature of the program that positively impacts the development of the candidate. University supervisors give weekly verbal and written feedback. Master teachers give daily feedback and weekly written feedback to their student teacher. University supervisors and master teachers confirmed that student teachers taken on full teaching of classrooms early on in their placements. Candidates and program completers reported receiving ongoing guidance by both the master teacher and university supervisor that was timely, frequent, clear, and beneficial in improving their teaching. At the completion of the student teaching assignment, master teachers meet with the candidate and university supervisor for the summative evaluation, which results in a clear outline of the candidate's competencies as outlined by the TPE's. This information is used to inform future teacher development as the candidate enters the profession.

University supervisors meet once a semester together with the Director of Student Teaching to review the processes, forms, TPEs, Student Teaching Handbook, Candidate Remediation Plan if needed, assessment of the candidate and how to support the master teacher. Prior to the beginning of the student teaching placement both the master teacher and university supervisor meet with the student teacher to review information received by the student teacher during their orientation. University supervisors report invitations and attendance at the orientation to student teaching in addition to their own master teacher/university supervisor orientation.

The master teachers attend an orientation where they learn of the expectations and responsibilities of their work with a student teacher. They review the Student Teaching Handbook and forms for formative feedback and summative evaluation on the CSTP/TPEs. They learn about mentoring of new teachers especially with use of the cognitive coaching questioning strategies and receive professional development training/opportunities as needed around SBAC, CCSC, technology, etc. Interviews with master teachers confirmed that the program provides them with clear support and resources to conduct their work and support student teachers.

Assessment of Candidates

Candidates receive formative assessment throughout the program. During coursework, candidates' work must reflect their progress in understanding of Teacher Performance Expectations for their subject area and developmental level. Program faculty, master teachers, and university supervisors report concerted efforts by the program to incorporate the TPE's throughout course and student teaching documentation such that candidates have clear experience with the language of the TPE's and how to reflect on their own areas of strength and growth in these expectations.

Candidates and program completers reported receiving support and information to help them understand how they would be graded on assignments in courses, how assessed during student teaching, and overall expectations for successful completion of the program.

Prior to student teaching, the program leadership involves program faculty in a formal review of individual candidates, assessing their advancement to student teaching. During this review candidates are evaluated by a rubric for suitability for student teaching. The requirements that must be met and are reviewed include overall program course GPA, successful passage of TPA Task 1, observed ability to relate to students, professional demeanor, and demonstrated ability to stand in front of a class and be the teacher in charge. Advisory Board members, employers, and master teachers confirmed that candidates entering into student teaching placements are as qualified and prepared as possible for individuals that are not yet experienced teachers of record.

During student teaching, candidates receive weekly formative feedback on the observation form from both their university supervisor and master teacher, which lists the CSTP and TPEs. At the end of student teaching the master teacher and university supervisor collaborate on the summative student teaching evaluation that is based upon the CSTP and TPEs in order to provide the candidate with a comprehensive view of their status on meeting these expectations. Master teachers and university supervisors report this experience to be fruitful due to the amount of time spent with the candidate, established relationship of trust in the evaluation, and the understanding the candidates have of this evaluation and assessment prior to their student teaching placement.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are fully met for the Multiple Subject and Single Subject Credential Programs except for the following:

Standard 1: Program Design and Curriculum – Met with Concerns

Rationale:

The program's design is not grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. While the program leadership and program faculty shared components that are informed by key theoretical and research frameworks, there is no evidence of a clear conceptual framework or unit outcomes that guide program design or curriculum. The program's theoretical foundations are not reflected in the organization, scope and sequence of the curriculum provided to candidates. Additionally, the curriculum does not show strong evidence of preparing single subject credential candidates to effectively teach and implement their subject-specific pedagogy. Candidates report the majority of the curriculum is designed for multiple subject candidates, with differentiation made for single-subject candidates, resulting in confusion and lack of clarity on requirements for assignments and performance by each group. Both programs' candidates confirmed that single subject candidates would benefit from dedicated individualized focused instruction in the program.

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

Rationale

There is evidence to suggest that structural changes are being undertaken to implement the TPA according to the requirements of the new Cal TPA model. However, there is insufficient evidence to confirm that this was being done prior to the new staff/administrative roles that are currently responsible and working on implementing the TPA and administrative process for all/tasks of the current model. Candidates and program completers confirm that while TPA Task 1 was clearly embedded throughout early coursework, insufficient support and preparation for successful passage of TPA Tasks 2-4 were provided by the program. Program leadership and faculty also corroborated that TPA Task 1 was clearly and intentionally appropriately supported in the previous structure/model. There is clear evidence of work being currently undertaken to meet this standard and appropriately implement, support, and prepare candidates in the new model of the Cal TPA, but it is not yet finalized. Candidates and program faculty confirmed their understanding of transition and change regarding the TPA, but lack of clarity on exactly how this will look once the work is finalized. However, program leadership and faculty evidence increasing knowledge about the new TPA tasks and a commitment to appropriately structure the TPA within the program towards appropriate administration, candidate preparation and support, assessor qualifications, training, and scoring reliability.

Program Report

Preliminary Administrative Services Credential (PASC)

Program Design

The PASC program has three full time faculty and four adjunct instructors. The PASC director participates in twice monthly faculty meetings to update the School of Education faculty on the program. At the interview the PASC director stated that he travels around the region recruiting, meeting with fieldwork mentors and students, participating in the Association of California School Administrators (ACSA) charter for Shasta County, and attending California Association of Professors of Educational Administration (CAPEA) events. The Dean reported at the interview that last summer he hosted a summit for all School of Education (SOE) adjunct instructors.

Twice monthly faculty meetings provide opportunities for faculty to share information about programs within the School of Education. The Dean of School of Education reported at the interview that the four deans meet with the President every other week and these meetings provide opportunities for program sharing. The meetings started this year.

The program is structured with seven core classes that cover the California Administrator Performance Expectations (CAPE's) over three semesters. Each semester has a 20 hour fieldwork experience. Students may begin at any semester. Courses are face to face, hybrid, and online. For the online courses or session they use OOVVOO, Google Layout and other media platforms. Students may take them in any format and may mix them. Program candidates and program completers reported out at interviews that this varied format for coursework provided them with flexibility while participating in the program and was an attractive feature of the PASC program. The completers validated the quality of the program and how it prepared them to carry out their current administrative duties. The completers as well as the current candidates complimented the professors for building personal connections, being approachable, and providing a caring and helpful atmosphere in the classroom. The program does have an administrative intern component. Several completers stated that they became interns when participating in the program and the director was there to provide support along with their site mentor.

The course matrix indicates when each CAPE is introduced, practiced, and assessed in each course. During the interview the PASC director stated that there were no specific modifications recently, but they will be working with faculty on embedding some activities from the three cycles of the CalAPA into the fieldwork and courses.

Twice yearly the SOE Advisory Board provides a venue for local superintendents and principals to offer input for program improvement. The interviews with the Advisory Board members validate the connectedness the program builds with the local communities and accepts their input for program improvement. Candidates complete evaluations on each course and program. Interviews with community stakeholders, candidates, district mentors, and completers validated the opportunity to give input on the program.

Course of Study (Curriculum and Field Experience)

Coursework for the PASC credential consists of seven courses aligned with the California Professional Standards for Educational Leaders (CPSELs) and California Administrator Performance Expectations (CAPEs), and 3 fieldwork experiences over three semesters. There is not a sequence of coursework so candidates may enter at any semester. The courses are offered face to face, hybrid and online. Candidates may mix the formats as they take the required courses.

Candidates enroll in two to three core courses each semester along with a fieldwork experience of 20 hours. District mentors provides guidance to fieldwork candidates and constructive formative feedback on progress toward mastery of the CAPEs. A Fieldwork Corrective Action plan is designed by the district mentor to assist candidates who have difficulties working toward mastery of the expectations during the fieldwork experience. Candidates and completers indicated that the coursework prepared the students to be successful in their fieldwork experiences. The fieldwork activities were described as relevant and meaningful by the completers and candidates.

Courses in the PASC program focus on critical areas in education. A required course in the program is Leadership in Diversity Issues in the Schools. In this course students design a diversity plan for their school. They analyze case studies focusing on a variety of issues in the area of diversity and read research articles. In the Leadership in Law and Personnel Management course, special education procedures and IEP's are covered. Leadership in Fiscal Management brings in fiscal issues such as budgeting, effective use of resources, and LCAP. Critical areas in their region include poverty and students in trauma. The Leadership in Curriculum, Instruction & Supervision course assists candidates in effectively utilizing student data from all significant groups from assessments. Administrators in the field are brought in as guest speakers or on a panel to discuss current topics such as PBIS, LCAP, and particular challenges. The program reaches out to the community to ensure that they are preparing teachers to be administrators who focus on serving all their students and school community. Several administrators shared in the interviews how they bring real issues to the advisory panel and to the courses as guest speakers. Candidates indicated that they conducted research on current topics pertaining to course subject matter in some of the courses.

Each semester candidates complete 20 hours of fieldwork. It is completed at an elementary site, a secondary and a third at a site of their choice. The candidates select a site mentor to guide them on the experiences which are related to the CAPEs. The candidates and completers stated that the fieldwork was tied into their coursework and often activities at their school site. The site mentors indicated that they were clear on their responsibilities in this role. The candidates stated they felt supported by their site mentor and the university supervisor.

Candidates utilize the knowledge and skills acquired in their coursework in a real school setting for fieldwork under the guidance of their site administrator and the university supervisor. The fieldwork documentation includes a plan of activities, a log that includes type of activities related to CAPEs, reflective journal, analysis of activities, and an evaluation from the site administrator. Candidates and completers interviewed validated that the coursework and fieldwork were connected.

The PASC Director advises candidates along their pathway in the program. Students complete a program advisement sheet that indicates when they will be taking the required courses and three fieldworks. The program handbook is a guide not only for applying for the program, but for the requirements, signature assignments, advisement sheet, courses, fieldwork, mentor and candidate evaluation of program and candidate. The PASC director meets with the candidate and the site mentor on setting up the fieldwork plan. The district mentor for fieldwork completes an evaluation on both the candidate and the program.

Assessment of Candidates

In each course syllabus the candidates are made aware of the assessments for their knowledge and skills in the areas focused on in that course. Signature assignments are noted. Professors inform them of their class assessment.

In the Candidate Handbook the candidates are informed of

- Fieldwork evaluation from district supervisor
- Documentation they complete on the progress toward mastery of the CAPEs in each fieldwork experience.
- End of program written final evaluation consisting of 5 questions
- Final presentation on a scenario as an oral defense in front of faculty. Rubrics are listed.

The PASC director advises each candidate and ensures that they complete their advisement sheet which is their program plan.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Preliminary Administrative Services Credential.

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		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
<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 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. 	X		
<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	Met With Concerns	Not Met
		X	
<p>Rationale</p> <p>The research-based vision for the program was not identified in meetings with staff, faculty or administrators. A philosophical and research foundation document was provided but the information in it was never referenced by faculty, administration or staff and it was only marginally referencing research theory and theorists, and did not provide any context for the implementation of the theory to the program.</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.			

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
<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	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>Admissions criteria is mostly clear, though documentation about the Basic Skills and Subject Matter requirements are not consistently articulated (CBEST only is listed on the web site, University Catalog and in printed admissions materials; the multiple ways of fulfilling Basic Skills or Subject Matter are not listed.) More can be done to develop communication between the centralized admissions office and the School of Education to insure consistent, clear and accurate admission documentation and materials. Though the university has several admissions and recruitment resources in place, including a centralized admissions office, customer relations software, online training about the customer relations software, and a centralized student information system, staff are not able to access the tools consistently which results in inconsistent practices and documentation of admission and program requirements for the candidates.</p>			

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

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards. 		X	
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>Across programs, candidates, supervisors and teaching faculty affirmed that coursework is integrated closely with field experiences. Candidates and field supervisors reported they are able to learn, practice, and demonstrate competencies at their field sites that are required of the credential they seek. For example, PASC candidates reported they collaborate with their Site Supervisor to choose field activities that meet the content standards and also will benefit the school site. Site supervisors shared that candidates practicing to be teachers and administrators in their schools are implementing such things as facilitation strategies, classroom management, total engagement strategies, questioning strategies, and pedagogy specific to working with English Learners. It was also reported that candidates from Simpson University are very well versed in the Common Core State Standards and in the methodology of building relationships as the basis to effective classrooms and effective school sites.</p> <p>At least one credential candidate was placed in an out of state settings where the California content standards and frameworks are not utilized, and where the site supervisor may not be teaching the specified content expected for a California credential.</p>			

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit		X	

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
effectiveness and makes appropriate modifications based on findings.			
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.		X	
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.		X	
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		
Finding on Common Standard 4: Continuous Improvement	Met	Met With Concerns	Not Met
		X	
<p>Rationale</p> <p>With new leadership in several key positions, the Simpson University School of Education team implements some assessment measures within each of its programs that identifies program and unit effectiveness. For both the teaching credential and administrative credential programs, it is evident, and confirmed by interviews with program directors, faculty, program completers and University Supervisors, that these continuous improvement episodes do result in occasional program modifications based on findings. Effective practices include end of course evaluations, clinical practice evaluations in the teacher education programs, and exit interviews with candidates. These processes have potential to be further developed and systematized into a comprehensive continuous improvement process at both the unit level and within each of its programs to identify program and unit effectiveness, and to make appropriate modifications based on findings.</p>			

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students	X		
Finding on Common Standard 5: Program Impact	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>Interviews at the site demonstrate that Simpson's SOE has a positive impact on candidate learning and competence, and on teaching and learning in schools that serve California's students. Several candidates who have completed the program and are now employed expressed satisfaction and confidence in their credential and administrative programs. One candidate in particular shared being a change agent, and is using concepts learned in the program about how data informs program improvement and is making positive change at his school. A group interview with employers revealed the sincere appreciation for the candidates educated by the School of Education, including the sentiment that "we would not be the district we are today if it were not for the candidates from Simpson University."</p>			

INSTITUTION SUMMARY

The School of Education (SOE) at Simpson University operates a Preliminary Multiple Subject, Preliminary Single Subject, and Preliminary Administrative Credential program that is clearly articulated and appreciated by its candidates and surrounding community. The unit regularly and systematically collaborates with P-12 colleagues and members of the broader educational community, and multiple candidates and stakeholders shared their appreciation for Simpson's

credential and administrative programs and consider them a respected contributor to the community.

Simpson University SOE employs qualified persons to teach courses and to supervise clinical experiences. Priority for recruitment, hiring and retention of faculty is centered on those who will represent, and who support, candidates of diversity and excellence. The unit also implements effective admission, advisement and credential recommendation processes with qualified personnel.

The research-based vision for the program provided to the review team articulates a commitment to prepare candidates for a life of service to the world, preparing them to meet the needs of the diverse California student demographic. The institution would benefit from a wider articulation of this vision so other stakeholders can speak to it, and inclusion of research-based teaching and learning that fosters coherence among their educator preparation programs.

Between coursework, field experiences and clinical practice, Simpson University SOE designs and implements a planned sequence of experiences across all programs that prepare their candidates to effectively educate and support P-12 students in meeting the state-adopted content standards. Qualified and trained supervisors are a program strength, ensuring that candidates are able to practice and demonstrate effective, research-based pedagogy learned in coursework.

The education unit can further develop and implement its comprehensive continuous improvement process at both the unit level and within each of its programs. Current strengths are candidate assessment in the Preliminary Multiple Subject and Single Subject programs, specifically during the clinical practice phase. Also noted as a strength is use of feedback from the Advisory Committee to make program adjustments. The education unit seems to regularly utilize course evaluations, supervisor evaluations and exit interviews to assess their effectiveness and candidate growth and development. Needed are additional, consistently applied measures that identify program and unit effectiveness, resulting in data used for program modifications. Both the unit and its programs will benefit from participating in the upcoming Simpson Program Review process, and continued systematic collection, analysis, and routine sharing of data from multiple measures for continuous improvement of its programs and unit processes.