

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Saint Mary's College of California

Professional Services Division

February 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Saint Mary's College of California. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, its supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Common Standards and Program Standard Decisions For all Programs Offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation		X	
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors		X	
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	18	1	
Single Subject	19	18	1	
Preliminary Education Specialist: M/M	22	22		
Reading Certificate	11	11		
Reading and Language Arts Specialist	20	20		
Pupil Personnel: School Counseling	32	32		
Pupil Personnel: School Psychologist	27	27		
Preliminary Administrative Services	15	15		

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

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

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

Institution: Saint Mary's College of California

Dates of Visit: October 2-5, 2011

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The decision of the team regarding the nine Common Standards is that Common Standards 1, 3, 4, 5, 6, 7 and 9 are met. Common Standard 2: Unit and Program Assessment and Evaluation, and Common Standard 8: District Employed Supervisors were 'Met with Concerns'.

Program Standards

For the eight credential programs reviewed, the team found that all program standards were met with the exception of one standard, for the Multiple Subject Program and the Single Subject Program, Standard 15: Qualifications of Individuals who Provide School Site Support was 'Met with Concerns'.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Due to the finding that all Common Standards were met with the exception of two standards identified as 'Met with Concerns', and all Program Standards were met, with the exception of one standard in each of two programs identified as 'met with concerns', the team unanimously recommends a decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Initial/Teaching Credentials
Multiple Subject
Multiple Subject, with Internship

Single Subject
Single Subject, with Internship

Education Specialist Credentials
Preliminary Level I
Mild/Moderate Disabilities
Preliminary Level I, with Internship
Mild/Moderate Disabilities

Advanced/Service Credentials
Reading Certificate
Reading and Language Arts Specialist

Pupil Personnel Services
School Counseling
School Psychologist, with Internship

Administrative Services
Preliminary Administrative Services

Staff recommends that:

- the institution's response to the preconditions be accepted.
- Saint Mary's College of California be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Saint Mary's College of California 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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Staff to the Visit

Paula Jacobs, Consultant

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Documents Reviewed

University Catalog	SMC Biennial Reports (2008 and 2010) Feedback
Common Standards Report	CTC Feedback on Biennial Reports
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Candidate Portfolios	
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Report
Needs Analysis Results	College Budget Plan
Program Assessment Documentation	TPA Data
Program Assessment Preliminary Findings	Meeting Agendas and Minutes
Program Assessment Summaries	Candidate performance Data

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	57	73	130
Completers	34	31	65
Employers	15	--	15
Institutional Administration	15	--	15
Program Coordinators	14	12	26
Faculty	36	22	58
Adjunct Faculty	3	26	29
TPA Coordinator	2	--	2
Advisors	30	2	32
Field Supervisors – Program	20	19	39
Field Supervisors – District	19	3	22
Credential Analyst	2	1	3
Advisory Board Members	--	6	6
Program Assistants	8	4	12
Totals	255	199	454

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

Background information

Saint Mary's College of California (SMC) is located in Moraga, California eight miles east of Berkeley and 20 miles east of San Francisco. Founded in San Francisco in 1863, SMC is one of the oldest and most distinguished colleges in the West. It was originally intended to serve the higher education needs of young Catholic men, many of them from immigrant families. Incorporated by the State of California in 1872, Saint Mary's College awarded its first bachelor's degrees that same year. The College moved from San Francisco to Oakland in 1889 and moved to its present campus in Moraga in 1928.

Since 1868, Saint Mary's has been run by the Brothers of the Christian Schools, a Roman Catholic teaching order founded by St. John Baptist De La Salle. While the number of Christian Brothers on the faculty has declined in recent years, the order has maintained a powerful presence at the College: besides appointing the president (who has always been a Christian Brother) and providing faculty, the Brothers' commitment to the education of young people, particularly disadvantaged youth, permeates the culture and mission of the College.

Having survived economic hardships during the Depression and World War II, when the campus was taken over by the U.S. Navy as a pre-flight training site, Saint Mary's emerged as a highly reputed Catholic liberal arts college for men. In 1970 the College admitted its first women and began a period of growth that saw its enrollments increase from fewer than 1,000 students to its present undergraduate enrollment of 2,500.

In 1967, SMC established its first graduate program coursework and field experiences leading to a secondary teaching credential. The elementary education program was established in 1971, and master's degree programs followed rapidly: Early Childhood Education in 1975, Special Education and Educational Leadership in 1976 (when the Montessori preprimary certificate program was also launched), and master's in Reading and Counseling Leadership in 1978. In 1985, the Department of Education became the School of Education, one of five schools at SMC (there are now four). Growth in enrollment continued in most credential and master's degree programs; by 1996, full-time enrollment of the School of Education stood at 580; more than 80 master's degrees and 340 credentials were awarded that year. Courses were offered by 23 full-time faculty and 160 part-time faculty. In 2000, the School of Education established an Education Doctorate (Ed.D.) in Educational Administration, the first doctoral program at SMC.

During this period of continued growth for the School of Education, faculty and staff were crowded into a small one-story building at the edge of campus. Recognizing the serious need for new quarters for the School, SMC mounted a large campaign, raising \$23.4 million for a new building, Filippi Academic Hall, which would house the renamed Kalmanovitz School of Education (KSOE). The large, attractive building includes technically well equipped classrooms that serve the entire campus and ample offices and workspace for the entire KSOE faculty, administration, and staff.

Education Unit

During fall of 2010, the KSOE served 649 students (464.6 FTE) in its more than 30 certificate, credential, and degree programs. Of these, 291 candidates (approximately 300 FTE) were enrolled in credential programs. The faculty serving the credential candidates in 2010-2011 included 15 tenure-track faculty, 6 adjunct faculty, 86 lecturers, and 76 supervisors.

Saint Mary's College is governed by a Board of Trustees. Executive power is vested in the president, who leads and administers the College through his cabinet, consisting of the provost and several vice presidents. The chief academic officer is the provost, who, with the assistance of two vice provosts (undergraduate and graduate) and deans of four schools (Liberal Arts, Science, Economics and Business, and Education), oversees academic affairs, including the offices of Student Life and Enrollment. Faculty input into governance takes place primarily through campus-wide committees, most of which report to the Academic Senate. New graduate programs, academic policies, and regulations governing the behavior of graduate students are reviewed by the Graduate and Professional Studies Educational Policies Committee (GPSEPC) and recommended to the Academic Senate for action. Once approved there, the proposals are forwarded to the provost, who makes the final decision or, in some cases, recommends action to the president.

The KSOE is headed by a dean, who reports to the provost. The two principal committees that affect decision-making in the KSOE are the Program Directors Council (PDC) and the Academic Policy Committee (APC). The Program Directors Council includes directors and coordinators from all of the school's programs. Chaired by the dean, it deals with policies and practices that guide the operation of the School and all its programs. Decisions approved by the Program Directors Council are referred to the dean for action. The APC develops policies and makes recommendations on all matters concerning curriculum (e.g., launching or closing programs, approving new or significantly revised courses), academic standards and policies, and course

content, scheduling, and delivery. The committee is comprised of one faculty member from each “core program” and is chaired by a faculty member who is tenure track. All actions of the Academic Policy Committee are referred to the dean for action. The associate dean sits on both committees (Program Directors Council and Academic Policy Committee).

Degrees, Credentials, Certificates

The KSOE offers a range of programs leading to degrees (master’s and doctoral), credentials, and certificates. These offerings include the following CTC-approved credential and certificate programs: Preliminary Multiple Subject and Single Subject Programs with Internship; Preliminary Education Specialist: Mild/Moderate with Internship; Reading and Language Arts Certificate and Specialist, Pupil Personnel Services: School Counseling, PPS School Psychology with Internship and Preliminary Administrative Services.

Table 1 below lists all approved programs, and the number of completers and candidates enrolled; CTC reviewed all programs.

Table 1
Program Review Status

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency Reviewing Programs
Multiple Subject, with Internship	48	50	CTC
Single Subject, with Internship	29	37	CTC
Education Specialist Mild/Moderate, with Internship (Level 1)	15	---	CTC
Education Specialist Mild/Moderate, with Internship (Preliminary)	---	17	CTC
Reading Certificate and Reading/Language Arts Specialist	4	7	CTC
PPS School Counseling	24	62	CTC
PPS School Psychology, with Internship	7	24	CTC
Preliminary Administrative Services	14	17	CTC

The Visit

The Accreditation Site Visit took place Sunday through Wednesday as is typical for Commission accreditation site visits. A team of six accreditation team members convened at noon Sunday October 2, 2011 for orientation to the institution, its technology and programs. The team attended a Sunday afternoon reception at Saint Mary’s College where they were greeted by IHE leadership including the Vice Provosts for Undergraduate Academics and Graduate and Professional Studies and the Dean of the School of Business; the Dean of the School of Education provided a warm welcome and an orientation to the School of Education programs, faculty, staff and advisory committees. Team members were then provided an opportunity to begin interviewing constituencies. The careful attention to detail in prior planning provided for a smooth visit and multiple opportunities for team members to gather information. Team meetings were held during lunch Monday and Tuesday as well as each evening. Interviews and data collection continued through Tuesday evening with team members conferring with one another frequently. On Tuesday evening, consensus was reached on all standard findings and on an

accreditation recommendation. The Exit Report was held on campus at 11:30 a.m. on Wednesday October 5, 2011. There were no unusual circumstances affecting this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The Kalmanovitz School of Education (KSOE) at St. Mary's College has a shared mission for its credential programs. The mission, rooted in the Lasallian tradition seeks to (a) foster a holistic view of education where humanistic interactions with students nurtures individual responsibility for educational leadership and social justice, (b) create a sense of community where individual needs are met, and (c) deliberately link theory, research, and practice. The mission is manifested in the community through the KSOE's emphasis on preparing candidates to serve in low-performing schools which serve large numbers of economically disadvantaged students, students of color, and students who are English learners. The KSOE's mission fully supports the implementation of California's standards and curriculum frameworks as has been demonstrated by the actions of the KSOE's administration, faculty, staff and students.

The administrative structure of St. Mary's College reflects the traditional liberal arts structure. The College is governed by a Board of Trustees. Executive power is vested in the president, who leads and administers the College through his cabinet, consisting of the provost and several vice presidents. Faculty input into governance takes place primarily through campus-wide committees, most of which report to the Academic Senate.

Starting with the President, the central administration expresses the importance of supporting the KSOE as a critical component in carrying out the Lasallian values of probing deeply the mystery of existence, fostering the Christian understanding of the human person, and creating a student-centered educational community. Throughout the college and school structure a consensus process rooted in linking decisions to core values is used e.g., proposals submitted to the KSOE Academic Policy Committee must articulate the manner in which the proposed action will support the college's mission. Shared values are nurtured by the Office of Mission through its intentional efforts to provide support in the areas of scholarship, best pedagogical practices, faculty mentoring, and community outreach.

The process is reflected in the KSOE where the Program Director's Council was created to ensure that the dean and associate dean remain fully versed in the needs of each credential program. The collaborative nature is further demonstrated by the inclusion of adjunct faculty in all KSOE faculty meetings. Relevant stakeholder participation, including faculty and administration from area P-12 schools, is primarily achieved through its Credential Advisory Board. The exception, which highlights the school's understanding that individuality must be maintained within a community structure, is the PPS program which holds a separate and equally effective advisory board.

The KSOE uses a distributed model to ensure that candidates have met every requirement at each stage from admissions to credential recommendation. Program directors and advisors monitor the admission, coursework, and fieldwork portions of the process. After a program director verifies that a candidate has completed program requirements, the credential analyst verifies all remaining credential requirements. Recommendations are made by a trained analyst with signature authority from the Commission. Once per year, the dean audits candidate folders to verify the integrity of the process.

Standard 2: Unit and Program Assessment and Evaluation Standard Met with Concerns

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The KSOE has a system for assessment and evaluation. Specific assessment strategies provide ample data. Multiple and Single Subject faculty have devoted commendable levels of energy, in particular, to implementing the PACT, to identifying standards-based candidate competencies, and to exploring the implications of data gathered for program and curriculum design.

Since 2008, KSOE leaders have taken several additional steps to refine and enhance specific assessment strategies, e.g., establishing the ad-hoc Quality Improvement Committee (QIC) which provides assistance to the dean and program coordinators in resolving data gathering difficulties. Comments during interviews suggest that the QIC's role in revising the employer survey is creating a positive assessment ethos.

At the unit level, a number of entities are involved in assessment. The Program Directors Council (PDC) assists the dean in reviewing data submitted in the Biennial Reports. The PDC typically meets bi-weekly. In the last academic year the PDC has charged another entity, the QIC, with improving individual program assessment procedures. The QIC has focused thus far on the design and implementation of a cross-program employer survey. The work of the QIC has already paid off with respect to increased return rates of the survey. A parallel project has been assigned to the QIC for developing and implementing a unit-wide survey of program-completers.

An examination of Biennial Reports, confirmed by interview data, reveals that each program has multiple measures for assessing candidate or program-completer competence. The team's interviews and examination of committee minutes demonstrate that faculty and program directors are familiar with procedures for preparing the Biennial Reports. Further, the faculty and program directors interviewed demonstrate familiarity with the content of the 2008 and 2010 Reports, and have discussed how to utilize the data gathered most effectively.

Each program has identified clearly articulated steps, based on the data, toward program improvement. These steps include improvements both substantive (for example, changes in curriculum or course design) and procedural (for example, changes in strategies for collecting data).

Rationale:

The team acknowledges and would like to commend the KSOE for the program level assessment work. However, the predominantly silo approach to program assessment and the reliance on an anecdotal approach to assessing the advising system is hindering the collection, analysis and utilization of data at the unit level.

Standard 3: Resources**Standard Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

The mission critical classification of the KSOE is reflected in its 2008 relocation to the new, state of the art Filippi Academic Hall. The facility provides the offices and classrooms needed to successfully prepare candidates to effectively meet the state-adopted standards for educator preparation. The associate dean, KSOE business manager, and the program directors support the dean in establishing and administering the budget. The freedom to manage line items as well as discretionary funds provides the dean necessary flexibility. Further evidence of the commitment to support the work of the KSOE is found in the college's decision to reduce KSOE income expectations in response to the current status of P-12 education in California.

SMC's commitment to community values is reflected in a budget process that is metaphorically referred to as portfolio management i.e., a holistic entity comprised of many valuable individuals and programs. The budget process starts with individual programs using trend analysis data to establish a five year plan. Directors then meet with deans to establish school budgets. Next deans work with the provost's office to establish a college budget. Balance is achieved through the deliberate practice of using the surplus of successful programs to support the deficits that mission critical programs are experiencing during down seasons. If total college FTE projections are missed, as occurred two years ago, a fixed percentage reduction occurs across all programs and line-item expenses.

Two resources deserve special note: the Library and technology services. Data compiled by library staff reveal that KSOE candidate use is amongst the highest in the college. In response to KSOE usage, library staff actively seeks to partner with KSOE faculty in meeting their research needs. The university also provides a central technology department that supports instructional needs (e.g., moodle, task stream, hardware maintenance, etc.) and faculty assistance. The community philosophy of the college is also seen in the various technology groups across campus (activities range from providing advice for purchases to exploring innovative pedagogical practices). Initial steps are underway to digitalize advising and assessment materials.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

The KSOE faculty who serve credential programs include 20 full-time tenure-track members, 5 adjunct (full-time, non-tenure track) faculty, 86 part-time lecturers, and 76 part-time college supervisors.

Candidates and program-completers fairly consistently expressed appreciation and respect for faculty. In particular, interviewees appreciated professors' accessibility and approachability, their attention to real-world application, and effective modeling of best professional practice. The team found KSOE faculty to be highly collegial, invested in the mission of the institution, and committed to the welfare of their students.

Hiring practices and related criteria for full-time faculty described in the *Faculty Handbook* help to ensure that KSOE members are highly qualified. Interviews indicated that there may be a bit more variation among departments with respect to procedures for hiring of part-time faculty, but the effectiveness of those hired was not questioned. A review of representative CVs, for both full-time and part-time faculty, indicates that instructors and supervisors have relevant expertise for the scope of their assigned responsibilities.

Faculty members maintain currency through involvement in local schools and their respective professional associations. Most part-time faculty are themselves active practitioners. A review of each full-time faculty member's professional activity in the last three years indicates that the faculty is engaged in appropriate professional development, including publication and presentations in relevant scholarly forums. In addition to more formal professional activity, faculty members maintain currency through informal networks of alumni and personal contacts associated with the wider St. Mary's community. Interviews with candidates and program completers indicated that faculty members effectively model the pedagogical ideals they espouse, and moreover, model appropriate professional dispositions. Faculty clearly incarnate ideals associated with the institution's Catholic and Lasallian traditions, including concern for the marginalized and disadvantaged.

The KSOE faculty currently reflects on some level California's increasingly heterogeneous society. Both the institution and the KSOE have clearly indicated their commitments to even greater ethnic diversity among the full-time faculty, as evidenced in part by successful hires in the previous academic year. Institutional leaders indicate that they will be even more intentional about securing an ethnically diverse full-time faculty as retirements and/or departmental growth

allow new hiring. Interviews with a variety of stakeholders and review of course syllabi indicate that attention to diverse learners is woven into the curriculum of all programs within the KSOE.

A review of syllabi indicates similarly that the faculty are knowledgeable about state-adopted academic standards and frameworks, as well as the school accountability mechanisms designed to ensure that the standards are being achieved by all students.

Faculty collaborate with other parts of the institution through teaching courses in the undergraduate Great Books curriculum and through serving on college-wide committees and task-forces. Collaboration with practitioners and other colleagues in P-12 settings is evidenced by minutes of the Credential Advisory Board and regular faculty presence in partner schools. The unit as a whole, in addition to individual faculty, contributes to the broader education community through sponsoring a range of professional development opportunities, including among other initiatives, the KSOE's long-standing Saturday Seminars.

An examination of the *Faculty Handbook* and evidence gathered from interviews indicate that the institution values on-going faculty development and is providing the resources for collective and individual projects. The annual technology "camp," for instance, provides an opportunity for faculty to maintain currency and develop relevant skills in this realm.

All faculty and supervisors are regularly and systematically evaluated. In addition to written student evaluations, cooperating teachers and other site-based (district-employed) supervisors evaluate the effectiveness of college supervisors. Program directors and/or designated full-time faculty visit the classes of part-time faculty and provide mentoring and support linked to the information gathered. Interviews with a range of stakeholders indicate that the KSOE uses information gathered to make appropriate decisions about the retention of supervisors and non-tenured faculty.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

The KSOE and each of its professional programs have well-defined admission criteria and procedures, including all Commission-adopted requirements in place. During interviews candidates and completers shared that they were clear about the requirements and procedures outlined for admissions and received assistance and guidance in completing all necessary paperwork.

Consistent with the goals of Saint Mary's College of California, the KSOE is committed to recruiting and admitting a diverse candidate body. The credential programs have adopted a strategic goal of increasing the diversity of the applicant pool. The program directors and faculty work closely with the director of marketing and recruitment to encourage applications to the program from those typically underrepresented in K-12 teaching and counseling positions. One

such event is Saint Mary's participation in the California Forum for Diversity in Graduate Education held twice a year, once in Southern California and once on Northern California. These events deliberately target students from diverse backgrounds who are interested in graduate study. Under the leadership of the marketing and recruitment director, Saint Mary's College has submitted a request for a consideration to host this event in the fall of 2012.

The admissions process takes into account multiple measures of an applicant's potential to become an excellent teacher or counselor. Each program uses some form of rubric or the Admissions Scoring Form (Counseling and Reading) to apply admissions standards consistently and fairly when considering candidates for admission. The personal interview is an important step as it give the admissions counselors the opportunity to ask the candidate about the details of his or her pre-professional experiences and assess the personal characteristics necessary for working in California schools, including sensitivity to diversity.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

The careful, comprehensive advising process carried out in all of the programs of the KSOE is based on the Lasallian principle of student centeredness with its focus on the full development, intellectual, social, and spiritual, of each individual. The unit emphasizes and provides the resources for the programs to offer continuous, personal, in-depth advising to prospective candidates, enrolled candidates, and program completers. During several interviews, current candidates and program completers spoke highly of the continuous advice and assistance that they received from the onset of their initial interest to the submission of their application, as well as follow-up with, and advice to program completers in their present careers. The KSOE supports and makes sure that advising personnel have current knowledge of CTC standards and procedures. Program completers and currently enrolled candidates consistently commented on the advice and assistance that they received. Program assistants should be commended for their tireless work to fulfill their specific job responsibilities; for going out of their way to work with the director of student recruitment, faculty in the KSOE and other staff across campus to maintain currency in the enrollment, registration, and financial aid practices of the College.

Each program maintains extensive program information (e.g., credential and program requirements, alternate pathways to the credential, handbooks that describe field placements and other program information), which is distributed in hard copy to candidates by their advisor, (program director or designated faculty member), placement coordinator (regarding field experiences), course instructors, or, depending on the nature of the information, by the program assistants. In reference to credential information, the KSOE credential analyst, has the responsibility of advising candidates on all non-academic credential requirements such as CTC clearance, the basic skills requirement, and subject matter competence. The credential analyst also advised the program directors about the interpretation and implementation of CTC standards when relevant to the operation of the program or to decisions related to candidate-specific

situations. The team also found that the College is in the beginning stages of implementing an electronic file management system which will greatly enhance this process.

Each credential program in the KSOE closely monitors the progress of each candidate, providing continuous advice and support and responding to individual problems in a timely and sensitive fashion. The personal touch found throughout the advising process is providing the highest quality support and assistance so that candidates have the best opportunity to succeed in their program and in becoming excellent service providers to the K-12 community.

The ongoing, close monitoring and advising of candidates enable programs to identify problems as they emerge, not only in coursework (e.g., problems of attendance,, failure to complete assignments, inadequate academic work) but also in fieldwork placements (e.g., difficulties adjusting to the setting, interacting with students, planning and teaching lessons, meeting field supervisors' expectations, and in overall disposition). As a result of the close and continuous monitoring, programs are able to respond in a timely fashion to individual candidate issues as they arise. Through interviews and evidence it was confirmed that each KSOE credential program has a process of identifying candidates who exhibit difficulty achieving the performance level required of credential holders or who do not have the proper disposition to be credentialed educators. Although rare, program directors have counseled candidates who did not show the disposition to be a credentialed teacher out of the program. Faithfulness to the Lasallian principle of student centeredness has resulted in advisors who go to great lengths to redirect candidates.

Each program uses evidence of candidate performance in guiding advising efforts. The evidence used includes performance in courses (reports from instructors, grades), performance in field placements (observation reports, reports from college and field supervisors) and observations about disposition (reports from program faculty, supervisors, and other KSOE personnel who have contact with the candidate). Through evidence and faculty interviews it was determined by team members that faculty and supervisors meet periodically to discuss candidate progress which also includes concerns about individual candidates; faculty and supervisors share that information with both the placement coordinator and the program director.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

The KSOE credential programs strive to ensure that candidates participate in a carefully planned sequence of field experiences. Faculty interviews state that all three basic teaching credential programs (Multiple Subject, Single Subject, and Special Education) provide a planned sequence of field experiences that begin with candidate observation of experienced teachers in their classrooms and culminate in a placement in which the candidate takes over the classroom for a period of time.

The Pupil Personnel Services Credential programs in School Counseling and School Psychology provide planned sequences of field experiences so that candidates may develop and demonstrate the capacity to meet students' needs. During interviews, candidates shared that the sequence for School Counseling begins with shadowing experienced counselors at approved school sites and culminates in a placement where the candidate assumes responsibility for planning intervention strategies for students with personal and mental health issues to help those student achieve academic success.

Candidates in the Educational Leadership Program are employed full time; the field experience is designed in collaboration with the candidate's school site. Candidates propose field placement at their current school site under the supervision of their site principal or administrator. In interviews, candidates stated that field experience provided opportunities to develop and demonstrate their knowledge and skills to educate and support student learning. Program completers also shared that they were provided numerous opportunities throughout their Tier I program to reflect on their practice.

The majority of candidates in the Reading program are employed teachers. Faculty members conceptualize the candidate's classroom and school site as a learning/teaching laboratory. Thus, candidates in all of their courses are encouraged to use their classroom, school site, and/or district school sites as the anchor of their fieldwork experiences. For those not teaching while taking classes, partner schools and/or classrooms of Saint Mary's College of California (SMC) reading and language arts graduates are utilized as placements for candidates' fieldwork.

The Coordinators of Field Placement, together with program faculty, play a central role in building and maintaining the collaborative relationships with school community partners that inform the selection of school sites, clinical personnel, and site-based supervisors. The KSOE outlines criteria for selecting both clinical and site-based supervisors. Through the course of interviews, partners indicated that they felt consulted and included at each step of the way. This relationship is a reflection of the School's commitment to collaboration and partnering with the community.

Of note, the collaborative three-way evaluative process is used to evaluate candidates during their field placements. The college supervisor, the district employed supervisor and the candidate meet to discuss issues of growth and improvement relative to the candidates' field experience. This formative evaluative measure allows candidates to reflect upon their personal and professional practice as they become effective practitioners.

The credential programs at the KSOE include a developmental sequence of carefully planned, substantive field experiences in school districts in Alameda County, Contra Costa County, and San Francisco, which contain a plethora of public schools with cultural, economic and linguistically diverse learners. The field experiences of credential programs are designed to challenge candidates to become competent to work in diverse school environments. Because a key component of the Lasallian tradition involves service to the poor and within school settings that are diverse, field placements specifically include low and underperforming schools. Candidates stated during interviews that field experiences allowed them to begin developing their reflective skills. It was noted through interviews that candidates received instruction in educational theory or counseling theory and research-based models of instruction or therapeutic

models while gaining opportunities to practice, demonstrate, question, and create. Comments from candidates highlight that self-assessment, reflection, and modification of their practice has led to increased confidence and competence.

Standard 8: District-Employed Supervisors

Standard Met with Concerns

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

With the exception of the Reading Program which does not use district-employed supervisors, evidence supports that district-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. Although verification processes vary, each program collects and maintains documentation reflecting a selection process, such as an application, letter of verification or notes of a personal interview.

Program documentation and interviews confirmed a process for selecting district-employed supervisors who are knowledgeable and supportive of the academic content standards for students based on identified criteria. While programs use different verification processes, commonalities include an appropriate credential, years of experience and conversations between two or more of the following people: placement coordinators, faculty, university supervisors, and the district-employed supervisor. The willingness of KSOE program completers to join the district-employed supervisor pool is providing a growing pool of placement sites that reflect the mission of the institution.

Triangulated evidence from candidates, faculty, and district employed supervisors indicates that university supervisors assume primary responsibility in distributing and reviewing the fieldwork handbook.

District-employed supervisors across programs are evaluated through the use of surveys completed by the candidate and the university supervisor. Data is maintained by the program coordinator and/or administrator.

Rationale:

Comments from district-employed supervisors reveal uneven communication related to training and orientation. Examples include instances where the university supervisors' use of e-mail failed to provide in-depth information related to KSOE explanations, insufficient illustrations to effectively calibrate expectations connected to the summative rubric, and occasions of superficial in-person communications. As a result, the team believes there is not a consistent, systematic process for training and orienting the district-employed supervisors to their supervisory role.

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Each KSOE program approved by the Commission on Teacher Credentialing has a range of clearly articulated strategies for assessing candidate competence. Candidates and program completers consistently shared that they were held to high standards of knowledge and performance, and that KSOE personnel had provided support in helping them to meet these rigorous program expectations.

Faculty in each program regularly discuss candidate progress, identifying individuals who may be struggling. Faculty then collaborate in offering remediation or other necessary interventions for identified students.

Formative assessments in each program provide candidates opportunities to identify where professional growth has taken place, and which areas candidates must target for additional growth.

Assessments in each program are clearly linked to CTC standards relevant to that particular program. Across programs, candidates are frequently asked to engage in standards-based self assessment and assessment of peers.

Candidates and program completers in the Multiple Subject and Single Subject programs consistently testified to the value of the PACT in helping them to synthesize and demonstrate their professional knowledge and skills.

Employers of KSOE graduates and district-employed field supervisors shared that the institution's student teachers and/or program-completers were generally well prepared for their roles as education professionals.

Examination of sample program completer files indicated that the KSOE is collecting and recording relevant data on individuals. These data are well organized, accessible, and complete. There is a clearly delineated process for verifying candidate competency before each one is recommended for a credential.

Teaching Credential Programs

Multiple Subject Credential Program Multiple Subject Internship Credential Program

Program Design

The purpose of the SMC Multiple Subject Credential Program is to provide a carefully designed, developmentally based sequence of coursework and field experiences that effectively prepare candidates to teach, manage and assess diverse student populations in Kindergarten through Grade 8 California classrooms. Candidates develop competence in all California Teacher Performance Expectations as outlined in the California Standards for the Teaching Profession. In addition, Lasallian teaching values are adhered to and practiced in their relationships with partnership schools, service to the community and a belief in the primacy of the teacher-student relationship. These teaching values are deeply rooted in equity and access to education for all students.

Decision making for the program is shared among the faculty, with special responsibility for leadership assigned to the program director and program coordinator. The full-time faculty and staff meet twice a month to tend to on-going program needs as well as to address broader issues, including program improvement and curriculum updates. Adjunct and part-time faculty are also invited and encouraged to attend these meetings. The meetings are supplemented informally through e-mail and phone conversations.

Communication within the larger institution generally occurs through a more formal meeting framework. The program director is a member of the Program Directors Council which meets twice a month. The program also sends a faculty representative to the KSOE Academic Policies Committee monthly meetings.

Stakeholder input is solicited at a number of different levels both formally and informally. Visits by the field experience coordinator and/or program director to local schools and district offices provides public and private school personnel the opportunity to give input for program assessment and design. Input is also obtained through regularly scheduled meetings at the college. These meetings include a yearly Master Teacher/Principal Reception, twice yearly Credential Advisory Board (CAB) meetings, and faculty meetings with college supervisors. The CAB is composed of administrators and teachers from local public and private schools and is shared by both Multiple and Single subject programs. It assists in evaluating the effectiveness of the Multiple and Single Subject Programs. It is part of the evaluative cycle of program assessment. In addition, the opinions of employers of program completers are solicited each year via an on-line employer survey; a similar survey is sent to two-year out program completers.

A number of program modifications have been made since St. Mary's implemented the Performance Assessment for California Teachers (PACT) in 2008. Those include, but are not limited to a redesign of the Multiple Subject Credential Program. PACT requirements are now integrated into the coursework. Candidates applaud the College's ability to prepare them for success in completing the PACT on the first try. While completers found the PACT difficult, candidates all agreed it was a positive experience that helped them refine their own teaching skills while preparing them to teach diverse students.

Course of Study

During the program, candidates complete 36 units of coursework, or 39 units for employed teachers/interns, taught by faculty with extensive teaching and administrative experience in K-8 schools. These include tenured faculty, full time adjunct faculty and part-time faculty.

The course of study emphasizes the Teacher Performance Expectations (TPEs). Candidates have the opportunity to gain knowledge of the TPEs and then apply the TPEs in their lesson planning and instruction. Candidates agree that the program has enabled them to apply theory into practice. They stated that instructional strategies learned in the courses were considered impressive by their field supervisors.

A variety of field experiences are woven throughout the coursework. These field experiences begin with observations and move toward planning and teaching a lesson.

The program requires two supervised teaching placements. The first placement is completed during Term II. During this field experience candidates complete several focused observations, including a college supervisor's guided observation. Candidates spend 2 ½ days per week at the school, and gradually take on greater responsibility for teaching, beginning with an individual or group lesson in one subject and culminating in a two day period in which the candidate is responsible for planning, teaching, managing and assessing the whole class in collaboration with the field supervisor. Candidates complete the PACT teaching event during this placement. This short term experience is completed in conjunction with a weekly course where students are able to debrief the learning experience.

The second supervised teaching placement is a formal student teaching placement four days a week for 14 weeks. Candidates are placed in a low-performing or "hard to staff" school with English Learners. "Hard to staff" is described by the college as schools with low API scores, predominantly English learners, free breakfast or lunch programs, and/or Title 1 schools. To ensure the candidate is completing student teaching in a diverse setting, a form that describes the diversity in the school where the candidate is placed must be signed by the field supervisor, college supervisor, and director of field experience.

There are three pathways to earning a preliminary multiple subject credential. The first pathway is for candidates who possess a bachelor's degree and are enrolled in the credential program full-time or part-time. This program requires 36 units of coursework including the supervised teaching and student teaching.

The second pathway is for candidates who are already teaching full-time, either as interns or employed teachers in a public or private school. They complete the same courses and fieldwork as candidates in the first pathway, except they take *Supervised Teaching III* instead of *Supervised Teaching II*. If an intern or employed teacher is not working in an underperforming or hard-to-staff school with English learners, he or she will take an additional summer school course or an additional field placement to meet diversity requirements if it has not been met in the internship/employment. There is currently one student intern in the program.

A third pathway for students who anticipate becoming a teacher while still an undergraduate is the five year *Teachers for Tomorrow* (TFT) Program. Undergraduate students can enroll in this

program during their freshman or sophomore year at Saint Mary's College. These candidates pursue an integrated program of liberal arts and education coursework and receive their bachelor's degree in Liberal and Civic Studies at the end of four years. TFT students can then go on to earn the Multiple Subject credential at the end of their 5th year. The coursework sequence for the TFT students to attain a credential is the same as the course of study for the regular multiple subject credential candidates.

Assessment of Candidates

Candidates are systematically assessed throughout the program in multiple ways and at multiple points in time, by faculty, field supervisors, college supervisors and PACT evaluators. An overview of the major assessments is provided during the program orientation, including a general description of the PACT teaching event and Content Area Tasks (CAT) assessments. Candidates are provided additional information about PACT, as well as opportunities to practice the teaching event throughout their program during methods courses. College and field supervisors meet with the candidate to inform them about the field placement assessment and to share results of these assessments during face-to-face collaborative conferences. The program utilizes the PACT as the embedded teaching performance assessment (TPA). At Saint Mary's College, candidates complete the Teaching Event in Elementary Mathematics, and the Content Area Tasks in Elementary History and Social Science, Elementary Literacy and Elementary Science. The Teaching Event occurs during the first supervised placement, during Term II and extends through Term III.

During supervised field experiences in Term II and Term III, both the field supervisor and the university supervisor continually assess the candidates in their competency about and demonstration of the TPEs. Every observation made by the University and Field Supervisor focuses on the candidates' demonstration of the TPEs. A final assessment is conducted between the candidate, the field supervisor and the university supervisor. This assessment focuses on candidates' strengths and areas needing improvement.

If a candidate is not making sufficient progress a plan for remediation is collaboratively developed by the program director, field experience coordinator and the faculty. Types of remediation include meetings with the PACT coordinator if the candidate is struggling to pass PACT, extending or repeating fieldwork, special contracts, and additional observations. There are rare cases in which a candidate is not making sufficient progress even with remediation. When such a situation occurs, the candidate is counseled to explore other career opportunities. It was obvious from the comments of candidates, faculty and other stakeholders that the KSOE is committed to the success of its students. St. Mary's College has a program that is candidate focused and research based.

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 Credential Programs except for the following:

Standard 15: Qualifications of Individuals who provide School Site Support

While the team saw that documentation has been developed to support the orientation and training of district-employed supervisors, the process is unevenly implemented. The team determined that the standard is **‘Met with Concerns’**.

Single Subject Credential Program

Single Subject Internship Credential Program

Program Design

The Single Subject Credential Program prepares teachers who are committed to maintaining high academic standards and to teaching their subject fields to diverse learners. The program is designed around sound pedagogy, well-defined standards of practice and performance-based methods of assessment. In addition, Lasallian values about teaching are adhered to and demonstrated through strong relationships with partnership schools, service to the community, and a belief in the primacy of the teacher-student relationship.

The program is led by a director, supported by an academic program chair, two full-time tenure-track faculty members, one full-time adjunct faculty member, part-time faculty, a full-time coordinator of supervision, a part-time PACT coordinator and a program assistant. Duties are shared. The program director admits all candidates and oversees all parts of the program; the academic program chair has responsibilities covering faculty needs and workload; the coordinator of supervision oversees all field and college supervisor needs and supervisor meetings.

Full-time faculty meet bi-monthly and communicate with each other pertaining to all aspects of the program. They regularly discuss issues such as program needs, candidate well-being, and the quality of course and field experiences. Faculty also attend and participate in college supervisor meetings. Within the KSOE, faculty serve on the Academic Policies Committee and the Program Director's Council.

The program is committed to encouraging and supporting Subject Matter Preparation Programs (SMPPs) and works with undergraduate colleagues to develop and maintain them. Faculty in subject matter programs and teacher preparation programs collaborate to support single subject teacher candidates. The program is also committed to Lasallian endeavors across campus, and faculty attend retreats and day and evening events that support these values. As an example of this commitment, each year the Vice President for Mission sponsors several Lasallian fellows through this program.

Course of Study

Candidates complete a total of 35 units of coursework that include fieldwork. Courses are taught primarily by tenure-track and adjunct faculty with extensive teaching and administrative experiences in K-12 schools. The program includes a developmental sequence of carefully planned and substantive field experiences in public and/or private schools. Although all of the courses have some element of fieldwork, formal supervised teaching is offered as a component of *Teaching and Learning I* which begins in the fall and continues through January, and student teaching occurs during *Teaching and Learning II* which begins in January and continues through May. Instructors in these courses have the responsibility for overseeing the integration of coursework and fieldwork.

There are two pathways to earning a Single Subject Credential at Saint Mary's College. The first pathway is for candidates who possess a bachelors degree and are enrolled in the credential program full-time or part-time as pre-service teachers. The second pathway is for both interns

and regularly scheduled candidates who are employed within a non-partnership school context. Those candidates must take an additional 3-unit course in the summer in order to meet requirements fulfilled by other candidates in partnership schools. Intern candidates must complete 120 pre-service hours prior to being a teacher of record in a public school. The coursework is identical for both pathways.

St. Mary's College emphasizes the importance of diverse supervised teaching experiences. All candidates complete two phases of supervised teaching. When candidates are enrolled in *Teaching and Learning I*, the fieldwork component requires a ten-to-eleven-week placement, during which they progressively assume more classroom management and instructional responsibilities for two instructional periods. Candidates fulfilling the requirements for the fieldwork component of *Teaching and Learning II*, traditionally defined as student teaching, take over the daily teaching of two classes and team-teach a third class in a partnership school. Candidates enrolled in *Teaching and Learning II* are expected to spend a minimum of 5 hours a day, 5 days per week for 14 weeks at their partnership schools. Partnerships with the Mount Diablo Unified School District, Pittsburg Unified School District, and Oakland Unified School District ensure that candidates are placed in regionally accredited diverse, multicultural settings, with English learners. In addition, candidates serve ten hours at a crisis center in order to better learn about the cultural context from which many of their students come.

The program fosters communication between the candidates, the field supervisor, the college supervisor, the fieldwork coordinator, and the college course instructors. This interaction keeps the focus on the skills, strategies, and methods necessary for excellent and effective teaching while the candidates work towards satisfying the TPEs. Under the direction of the fieldwork coordinator, college supervisors and faculty meet at least five times an academic year to ensure that what is being taught in coursework is connected to fieldwork and is being observed and evaluated by college supervisors.

Assessment of Candidate Competence

Candidates are systematically assessed throughout the program in multiple ways by faculty, college supervisors, field supervisors, and PACT evaluators. Candidates are introduced to the TPEs and the PACT in the introductory course, *Foundations of Secondary Education*. Additionally, candidates are given instruction about the PACT examination in the *PACT Prep/Assessment and Technology* course. The fundamentals of teaching as applied to the PACT are taught in *Teaching and Learning I*. Candidates are advised on the assessment of their performance on the full range of TPEs in coursework and field work.

During *Teaching and Learning I and II*, candidates are supervised by their college supervisor, who provides formal observations of at least four lessons during *Teaching and Learning I* and at least six observations during *Teaching and Learning II*. The candidate receives constant focused feedback from both the College Supervisor and the Field Supervisor. Observations and assessments measure the candidate's knowledge of and ability to demonstrate the TPEs.

If a candidate does not make sufficient progress toward meeting the standards, there are several options for remediation. These include additional observations, feedback and support from college supervisors and field supervisors, additional time in supervised fieldwork placements, repeated coursework and/or repeated fieldwork placements, or time away from coursework or fieldwork. The specifics of remediation are developed through a special contract between the

candidate and the fieldwork coordinator and/or program director. There are rare cases in which a candidate is not making sufficient progress even with remediation. When such a situation occurs, the candidate is counseled to explore other career opportunities.

The program effectively integrates theory and practice. The faculty and staff are committed to assisting candidates in becoming effective teachers ready to meet the diverse needs of students in California.

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 Single Subject Credential Programs except for the following:

Standard 15: Qualifications of Individuals who provide School Site Support

While the team saw that documentation has been developed to support the orientation and training of district-employed supervisors, the process is unevenly implemented. The team determined that the standard is ‘**Met with Concerns**’.

Preliminary Education Specialist Mild/Moderate Credential Program
Preliminary Education Specialist Mild/Moderate Internship Credential Program

Program Design

The Education Specialist Credential Program was designed to reflect the mission of SMC, the California Standards for the Teaching Profession (CSTPs), the TPEs and standards for the Education Specialist Mild/Moderate Program established by the California Commission on Teacher Credentialing. All components of the required program, such as subject matter preparation and field experiences, are congruent with the expectations set forth by the CTC. Specific standards and objectives are assigned to particular courses in the program. Competencies are evaluated by faculty and supervisors using a variety of methods.

The program is designed to prepare candidates to work with students who have special needs, their parents, and other professionals and encompasses the major areas of special education; referral, placement, guidance, processes, assessment, case management, instruction, and transition, which ensure that students with disabilities receive an appropriate education in the least restrictive environment.

Candidates are well-educated with respect to the characteristics and learning styles for the culturally, linguistically, and ability diverse students in the special and general education classroom. All candidates are placed in schools with diverse populations. Appropriate curriculum and instruction for diverse populations is emphasized throughout the coursework and principles of teaching English learners are also infused throughout the program.

The program is developed on the basic premise that good research informs good practice. The program structure is evidence of a developmental sequence of courses from the introductory to the classroom implementation levels.

The program is led by a director, two full-time faculty (one tenure track the other adjunct), one part-time coordinator of placement supervision, several part-time faculty, and a program assistant. Duties are shared; the program director admits and oversees all candidates and all parts of the program and addresses faculty needs, while the coordinator of placement and field supervision oversees all supervisor needs and supervisor meetings.

During the 2010-2011 academic year Saint Mary's College began a search for a new full-time Education Specialist faculty member. A new full-time, tenure track faculty member was hired at the beginning of the 2011/2012 academic year. During the transition period the program director continued to meet with the remaining part-time program faculty throughout the year as needed. Full-time faculty and the placement coordinator meet bi-monthly to communicate regarding issues pertaining to all aspects of the program. Faculty members collaborate regarding program issues such as classroom environment, candidates' well-being, and the evaluation of courses and field experiences. Within the KSOE, faculty serve on the Academic Policies Committee, attend the Program Director's meetings, participate in smaller KSOE committees and attend all larger monthly whole-faculty meetings.

The program director meets twice a year with the Credential Advisory Board (CAB), which is composed of administrators and teachers from local schools. College and field supervisors'

participation and contribution is viewed as a very important connection with local schools. The coordinator of placement and field supervision visits placement sites to observe and gather feedback for program improvement.

The final evaluation form was revised in the fall of 2011 to reflect the change from the CSTPs to the TPEs. The program transitioned to the new Education Specialist Teaching and Other Related Services Credential Program Standards in summer 2010. During this transition period, faculty, with input from students and the credential advisory committee, identified areas needing change in order to better prepare candidates for the role of an Education Specialist for the mild/moderate population. Courses were revised and approved by the Academic Policy Committee in May 2011. The courses approved in May 2011 were a modification of the original 2010 transition proposal based upon the experience of offering the 2010 plan for one year. The full transition program standard documents were submitted to the BIR in summer 2011; the program documentation was initially reviewed in Program Assessment prior to the visit. Additional information was requested for a few standards and team members obtained and reviewed that information while on site to find that all standards were met for the Mild/Moderate Education Specialist program, ending the transition period for the Ed Specialist program at Saint Mary's.

Course of Study

The course of study is designed and sequenced to ensure that candidates are successful in acquiring the knowledge they will need to be effective special educators in a variety of service delivery models for students with mild/moderate disabilities. The program requires a total 32 semester units of coursework and fieldwork. In the course *Best Practices for the Education Specialist: Introduction to Assessment, Curriculum, and Case Management*, candidates begin a required assignment to complete 15 hours of observations in general education classrooms. All candidates complete two phases of supervised teaching. The course *Teaching and Learning for Mild/Moderate Disabilities I* includes a minimum of 90 hours of intensive field experience in conjunction with coursework. The course *Teaching and Learning for Mild/Moderate Disabilities II* includes 200 hours of intensive field experience in conjunction with coursework. In both placements there is a required solo period where the candidates assume full teaching responsibilities. In addition, all candidates do one placement at the elementary level and the other at a secondary site to insure experiences are in a broad range of service delivery options, including general education settings.

Two program options are available: 1) the traditional program for the Mild/Moderate Education Specialist with student teaching in classrooms with field supervisors, and 2) the internship option for the Mild/Moderate Education Specialist in paid teaching positions with district mentors. Those candidates who are doing the internship option follow the same course sequence as the traditional program. Intern candidates must complete 120 hours of pre-service coursework prior to assuming the teacher of record as an employed intern. The first five courses in the course of study sequence meet the 120 hour pre-service course work. Candidates can take the pre-service courses either during the traditional January and Spring Terms, or during the intensive Summer Term. Approximately half of the candidates from each cohort are interns.

Communication between the candidates, the college supervisor, the field supervisor and the college course instructors focuses on the skills, strategies, and methods necessary for excellent and effective teaching while working towards satisfying the TPEs. The supervisors and faculty

meet at least three times each academic year to ensure that what is being taught in coursework is connected to field work and is being observed and evaluated by college supervisors.

The program includes a developmental sequence of carefully planned and substantive field experiences in public or non-public schools. KSOE personnel carefully select these schools as potential field experience sites. Many of the student teaching placements are with field supervisors who are former completers with at least 3 years of experience. These field experiences allow candidates to connect theory and practice and to begin developing their skills as reflective practitioners.

Assessment of Candidate Competence

Candidates are systematically assessed throughout the program in multiple ways by faculty, college supervisors, and field supervisors. Candidates are introduced to the TPEs and advised on the assessment of their performance on the full range of TPEs in coursework and field work fieldwork from the beginning of the program through the final field experience assessment.

During both field work placements, candidates are advised by their college supervisor who provides formal observations of at least four lessons during the *Teaching and Learning I* placement and at least six observations during the *Teaching and Learning II* placement. After each observation, candidates are provided feedback of their performance by the college supervisor. The college supervisor and field supervisor evaluate of the candidate's teaching at the mid-term and conclusion of each placement. The evaluations are comprised of rubrics that assess the candidate's progress within each of the TPEs.

If a candidate does not make sufficient progress toward meeting the standards, there are several options for remediation. Areas of remediation include additional observations, meeting with program coordinators, special contracts, and extending or repeating fieldwork. There are rare cases in which a candidate is not making sufficient progress even with remediation. If such a situation occurs, the candidate is counseled to explore other career opportunities.

SMC develops special education teachers committed to the students and parents they serve. These teachers are able to effectively integrate theory into practice.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, intern teachers, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the Preliminary Education Specialist Mild Moderate Credential Programs are fully '**Met**'.

Reading Certificate Program Reading and Language Arts Specialist Credential Program

Program Design

The Reading Programs are designed for individuals who want to work directly with students and teachers, addressing the literacy needs of California's youth and of a democratic society within the contemporary conditions of schooling. The rationale, embedded in the College, School, and Reading and Language Arts Program missions, is based on the following principles:

- a) Exemplary teaching of reading is based on the unique and constantly changing needs of the learner.
- b) Exemplary reading teachers use a balanced 'tool box' of instructional strategies.
- c) Exemplary reading teachers are reflective practitioners. They understand that effective reading instruction is anything but routine and reflects the changing needs of the reader.
- d) Exemplary reading teachers are prepared to teach both urban and suburban students of very diverse backgrounds.
- e) Exemplary reading teachers are involved in personal pedagogical and theoretical transformation and challenged to become agents of change in their own schools and districts through shared experiences with classmates and colleagues.

Candidates and program completers consistently report experiences that support the missions and principles stated above. The partnership with the local elementary school and the candidates' own classrooms provide multiple opportunities for them to repeatedly apply the cycle of assess, plan, teach and reflect. The strategy resource binder compiled by candidates provides them with a 'tool box' of research-based instructional strategies. Candidates have multiple opportunities to reflect individually, with peers, faculty and supervisors. The newly implemented private blog allows candidates to receive feedback on their reflections in a timely manner. Candidates also reflect on clinical practice with faculty and supervisors and share reflections and insights with their peers. One candidate interviewed, when asked about the integration of Lasallian values, said the director and faculty in the reading programs "live it, don't sell it". This modeling of values accompanied by clinic work at Payden School, where the literacy clinic is located, which has high levels of diversity, has transformed her perception of what it means to be working with and teaching "all" students.

Reading Certificate Program

The Reading Certificate Program consists of five courses totaling 17 units. The courses are taken over one academic year. There are two, four-unit clinic courses where intensive assessment, preparation, instruction, communication with stakeholders, and reflection are involved. This design enables candidates to experience the real world of a Reading Certificate (and Credentialed) teacher.

During interviews, candidates and program completers consistently comment on the relevance of coursework to authentic application. They indicate that they are able to immediately implement in their classrooms the practices that they are learning in their coursework. This also allows them to practice, reflect and discuss their teaching experiences with their peers and faculty. Candidates are in small classes and get to know each other well in order to build the trust necessary for deep discussions of content and application.

Reading Credential Program

The four courses that comprise the advanced and specialized experiences, knowledge, skills and strategies required for the Reading and Language Arts Specialist Credential (in addition to the previous five courses for the Reading Certificate) are Balanced Reading Theory, Staff Development and Parent Education, Assessment and Program Planning, Reading Leadership Program Design and Practicum.

Coursework and course-related field experiences are carefully crafted to enable each candidate in the Reading Credential Program to: (a) develop and implement a personal concept of reading and language arts with a strong theoretical, pedagogical, and multicultural base, emphasizing struggling readers (including English learners); (b) utilize an array of assessments for the prevention and intervention of reading difficulties and employ assessments to plan instruction across varied contexts: individual, tutorial, and classroom; (c) attain competence in the areas of teacher support, staff development, family and community involvement, and leadership with respect to successful literacy for all children; and (d) engage in experiences that promote positive personal and social change relating to full and equitable literacy education.

Field experiences relate directly to the coursework and support candidates in applying theories, research, and principles read, discussed, and learned in class to their experiences as teacher leaders in their schools and districts. Candidates participated in advanced clinical experiences in their certificate coursework (*Early and Later Literacy: Assessment and Instruction*) and therefore are able to draw from those experiences throughout the credential coursework and field experiences.

Major program modifications in the last two years include a move from handwritten or typed reflections to private blog reflections with the intent of improving proficiency levels of the reflections. This allowed the instructors to comment and provide feedback immediately instead of collecting and providing feedback one week later. It also allowed the candidates to respond to the instructor's feedback within the same week thus allowing immediate implementation of any recommendations for instruction. During interviews, candidates commented on the effectiveness of this modification. Candidates appreciate the immediacy of the feedback in order to make modifications to their lessons.

In the two year-out survey, a lower rated category (4.4 out of 5) included Cross Cultural Practices. In response to the lower rating, the program director and faculty implemented the use of a text that places a focus on cultural and linguistic diversity. The selection of a new book was based on the text's explicit connection to the teaching of reading to language learners through the lens of culture and linguistics.

Course of Study

The Reading Programs are designed to prepare candidates for the realities of education within the context of a supportive, intellectually-rigorous curriculum. All courses encourage program cohesion, support the College's mission, and provide opportunities for the candidate to become a well-prepared literacy educator and leader.

Fieldwork consisting of (1) evaluating the language arts program in the candidate's school, and (2) conducting professional development are components of the second year of the program for the reading credential. In addition, candidates (3) put theory into practice in their classrooms as

well as (4) develop an assessment battery of formal/standardized and informal literacy assessments which they organize, administer, analyze, and use to describe characteristics, strengths and weaknesses in formal reports.

All field activities are part of an integrated program plan that provides candidates with opportunities to directly apply theories, research, and principles read, discussed and learned in class to the context of their classrooms. Candidates work with children in their classroom, at their school site or district in addition to the Literacy Clinic (a classroom used after school in a local elementary school where they teach in part to gain more experience with diverse populations and settings). Since field activities are “nested” within each of the five courses in the Reading Certificate Program, the direct and meaningful application of theories, research, and literacy instructional principles related to language development, first and second language acquisition, phonology, morphology, syntax, and semantics are directly applied in the field activities. The field activities described require that candidates apply theories, research, and principles from the coursework to a variety of field settings and/or grade levels. During the semester they have opportunities to share their work and analyze those experiences within the courses.

In the clinic courses, candidates are supervised by both the instructor and the field supervisor who use a standards-based rubric and a performance-based feedback sheet to evaluate candidates.

In the remaining three courses, fieldwork is discussed and critiqued in class, and candidates are supported by classmates and instructors to ensure growth over time via candidate verbal self-evaluation, written feedback, and verbal feedback.

During interviews, candidates describe the experience of evaluating the language arts program at their school as a relevant and valuable assignment. They were confident in their ability to identify key elements of a balanced language arts program and to determine if supplementary materials were necessary to meet the needs of the students. They also appreciate the opportunity to have authentic experiences to practice the skills they are learning in coursework. Candidates cite the clinic experience as vital in preparing them to teach reading to diverse students at the primary and intermediate levels. Opportunities for immediate feedback from supervisors help candidates revise and refine their instruction. When candidates are struggling with a strategy, supervisors are available to intervene and model, allowing them to immediately remediate. Group discussions regarding clinic classes allow candidates to benefit from the collective experience. Candidates create a resource binder of reading strategies and indicate that they could be purposeful when selecting a strategy because for the first time they knew why a particular researched-based strategy was effective. Candidates also create a multicultural literature index of at least 125 books. One candidate said she would have never done this on her own; however, she feels very confident and competent when asked for suggestions for literature by students and colleagues. She also finds this resource useful when trying to assist students in selecting books reflective of their interests and experiences. Candidates interviewed unanimously find the program rigorous and relevant to the goal of teaching all students; one claimed she is “addicted to the classes” because she learns so much that she can apply to her current practice. One candidate shared that she was unexpectedly thrown into the role of Literacy Specialist at her school and was able to draw on her learning and experience to utilize effective assessments and to guide appropriate instruction for the wide range of levels and abilities of students at her site.

Candidates indicate they feel highly supported by dedicated, knowledgeable professionals. They especially appreciate the availability of the faculty, director and supervisor to answer questions and provide guidance. Candidates agree that the faculty are outstanding and are effective at assisting them.

Assessment of Candidate Competence

Assignments and evaluation methods are outlined in course syllabi and explained thoroughly in class with the support of detailed online or paper handouts. Candidates are assessed throughout the program both formally (rubrics, written feedback), and informally (conversations providing feedback) by faculty and the program supervisor.

If a candidate does not finish an assignment or field experience successfully, the instructor supports the candidate in revising and/or redesigning the assignment so he or she may complete it again for mastery.

Candidates feel the director and faculty are “looking out for my success”. They report faculty and peer support for remediation and are allowed to “redo” until they demonstrate mastery. Faculty and supervisors allow candidates time to learn and apply, and model for candidates that learning is a process. As candidates practice and learn, they value the feedback to improve their practice.

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 for the Reading Certificate and the Reading and Language Arts Specialist Credential Programs, all program standards are fully ‘Met’.

Services Credential Programs

Pupil Personnel Services School Counseling Services Credential Program

Program Design

The Graduate Counseling Program (GCP), which includes the PPS School Counseling Specialization and the PPS School Psychology Specialization, is designed for people who wish to work in K-12 schools, colleges, family service agencies, private practice, or a variety of other counseling settings.

The GCP functions under the direct leadership of the program director. There are 10 core faculty, 7 of whom are full-time. Core faculty members, who are not full-time, include an admissions counselor, field placement coordinators, and a supervision coordinator. The core faculty are involved in the decision-making process regarding the setting of program goals and student learning outcomes, designing and improving the curriculum, hiring and mentoring of part-time faculty, and making decisions regarding the status of candidates in the program. Whenever possible, decisions regarding candidates, curriculum, and other issues are made by consensus. Interviews with full-time and part-time faculty attest to the fact that there is mutual respect between instructors and with the program director in providing guidance and support to the candidates.

There exists a true sense of collaboration between administrators, faculty and staff in regards to communication. Interviewees expressed satisfaction with the ease and quick response of colleagues to receive and implement suggestions for program change. Communication within the KSOE occurs through a number of formal and informal avenues. The GCP program director attends meetings of the Program Directors Council twice a month. There is a GCP representative to the KSOE Academic Policies Committee, which meets monthly. All full-time faculty attend monthly KSOE faculty meetings. There is ongoing e-mail and in- person communication and consultation among program directors, the KSOE dean, and other faculty.

Program modifications have occurred in the past two years in two distinct areas: candidate competence and course requirements. In the first area, there has been a development of *Student Learning Outcomes* (SLOs) specific to school counseling (SC). Next, development and distribution of surveys based on the SC SLOs for 2-year-out completers and their employers has been instituted. There has also been improvement of the rating scales for the *Credential Candidate Evaluation Form* (CCEF) and the *GCP Personal & Professional Competencies*. These three candidate assessment activities attest to the dedication of faculty to program accountability.

The second area of program modifications concerns course requirements. The first example is the requirement that *Introduction to Counseling Research* is to be taken through program coursework; candidates may not “test out” of the course by taking an exam. The second example is the determination that *Research Seminar I* be required for the MA in Counseling degree, but not for the PPS credential in School Counseling. These program modifications are an effort to improve the training of school counseling candidates, and again demonstrate the commitment of faculty to continuous program improvement.

The three formal means for stakeholder input are: (a) through the GCP Advisory Board, which includes persons who are practicing school counselors; (b) the two-year out completer's survey, and (c) the school counseling employer survey. Interviews with Advisory Board members indicate that meetings are generally held twice a year, with the exception of last year. In these meetings of 11-12 individuals including St. Mary's faculty, updates from the field are encouraged and research by faculty is shared.

Course of Study

The program consists of 53 semester units, 33 of which are required core courses. Most candidates complete the PPS School Counseling Credential in 2-3 years. During their first year, they take the foundation course in the counseling profession, theories, research, human development, legal and ethical issues, and multicultural counseling, followed by a full-year, two-semester sequence of counseling skills. *School Counseling Practicum* is taken during the spring semester prior to the field placement year. All of these courses are prerequisites for the *Field Placement in School Counseling*. The remaining core courses and the school counseling specialization courses may be taken prior to or during the field placement year, which is the candidates final year in the program. *School Counseling Issues and Interventions* and *Group Theory and Practice* must be taken in the fall semester of the field placement year, if not previously. *Systems Consultation* is taken during the second/spring semester of the field placement year, as it involves advanced skills that are best demonstrated while the candidates are in the second semester of their school placements.

This sequence of courses is developmentally effective and leads to preparation for fieldwork. Students report that the courses in communication skills are valuable to their performance in fieldwork placements. Site supervisors uniformly commented on the readiness of candidates to take on the duties required in the field placement. The Saint Mary's candidates are regarded as exceptional in their counseling skills. Additionally, the infusion of the Lasallian tradition and adherence to the mission and values of the counseling program ensure that Saint Mary's candidates take seriously the importance of social justice and their individual role as advocates to their clients. This theoretical and curricular combination makes for an effective sequence of coursework.

School Counseling Practicum is taken during fieldwork; this course is designed to give PPS-School Counseling candidates practical experience in problem-solving and action research in the school setting. Candidates are required to complete 50 hours in 1 to 2 school sites shadowing school counselors in an effort to identify and explore an actual, school-based problem or issue related to school counseling. Using collaborative action research, they design and implement an assessment tool that addresses the identified problem or issue. Fieldwork supervisors at the site level indicate that candidates at this level perform the above mentioned activities. In the course, *Counseling Field Experience*, which is taken during the final year in the program, candidates are engaged in their school counseling field placements (a minimum of 600 hours, at 2 different levels [i.e., elementary, middle, or secondary]). They take fieldwork for 3 units in the fall and 3 units in the spring semesters. The coursework includes a weekly seminar with all school counseling candidates, and one hour per week of supervision provided by a GCP supervisor. This supervision is focused on the candidates' one-on-one counseling skills as demonstrated by audiotapes of their counseling work with K-12 students. They also receive the required weekly supervision provided by the program-approved, on-site PPS field supervisor. Field supervisors indicate a desire for more consistent communication with university supervisors as a means to

coordinate student progress towards competency. When contact is made, the supervisors commend the faculty for their willingness to respond to concerns.

Field placements take place in school settings with diverse populations as confirmed by students and supervisors. The ability of candidates to perform satisfactorily is the product of their previous coursework and continuous supervision at the university level.

Assessment of Candidate Competence

Candidates are systematically assessed throughout the program, by multiple means and at multiple points, by GCP faculty, supervisors, and trainers, and by PPS field supervisors. Candidates are given ample information, support, and guidance throughout the program. As mentioned previously, the faculty has made concerted efforts to document and track progress of candidates. Within each course candidates are reminded of the requirements and standards that must be achieved. There are distinct milestones that characterize progress in the program. Unique to Saint Mary's is a frequent evaluation of candidate progress. The Graduate Counseling Program holds semi-annual "Evaluation of Candidates" meetings for GCP faculty, supervisors, and trainers to discuss the progress of candidates and to decide upon any needed interventions for candidates who are not progressing satisfactorily through their program

Candidates are informed of the assessment procedures at the time of their initial interview to the program. Beginning in fall 2008, the GCP faculty implemented the use of the survey, *15 Personal & Professional Competencies for GCP Students*. These competencies serve as a formative learning tool, and are used throughout the program. As of fall 2008, applicants are required to carefully read the competencies and discuss them with the admissions counselor, program director, or advisor. Candidates then sign the document, indicating they have read and understood its contents prior to admission. Students confirm that they are aware of these competencies and receive feedback in every course and fieldwork as to the progress in achieving them. Important to this process is the required course, *Professional and Personal Development* where mission, values, and competencies are covered.

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 for the Pupil Personnel Services: School Counseling Credential Program, all program standards are fully '**Met**'.

Pupil Personnel Services
School Psychology Services Credential Program
School Psychology Services Credential Program, with Internship

Program Design

Like the School Counseling Program, the School Psychology program is part of the Graduate Counseling Program (GCP) and is designed for people who wish to work in K-12 schools, colleges, family service agencies, private practice, or a variety of other counseling settings.

The program prepares school psychology candidates to provide educational assessment, and counseling services for students, their families, and the school community, that support and foster the academic success and social and emotional needs of children and youth in pre-k-12 schools in California. Building upon a foundation of theory, ethics and values, and assessment and counseling skills, candidates are provided with advanced coursework and field experiences through which they demonstrate the specialized knowledge and skills required to become effective school psychologists who will serve the diverse student population and school communities in California.

The diversity of settings in which the candidates will perform is well thought-out and the candidates are prepared in coursework and clinical classes.

The group of five part-time faculty who teach the school psychology specialization courses work collaboratively on the syllabi so that candidates are provided with a developmental sequence of coursework. There is also the survey of Student Learning Outcomes specific to school psychology.

Candidates, graduates of the program, and site supervisors commend the program for the quality of the faculty. The school psychology faculty were praised for bringing their real-life experiences in the field into their coursework.

There are ongoing formal and informal avenues for communication among the GCP faculty and staff. Graduate Counseling Program faculty meetings occur monthly during the academic year; additional meetings are scheduled as needed. The Graduate Counseling Program also holds semi-annual "Evaluation of Candidates" meetings for GCP faculty, supervisors, and trainers to discuss the progress of candidates and to decide upon any needed interventions for candidates who are not progressing satisfactorily through their program. On a daily basis, there are e-mail and in-person communications about candidates and issues related to school psychology.

Faculty, both part-time and full-time, advisory board members and supervisors indicate the free flow of information between Saint Mary's staff and the community. The fieldwork supervisors and graduates of the program praise the diligence with which the Saint Mary's staff supports and guides the candidate through the educational process.

One formal means for stakeholder input is through the GCP Advisory Board, which includes persons who are practicing school psychologists. In fall 2011, the GCP will begin to conduct annual surveys to solicit input from 2-year-out completers and district employers of school psychology alums; the first cohort of school psychology candidates completed the program in spring 2009, so this will be the first group to complete two-year-out surveys.

Program modifications since December 2008/January 2009:

- Improved the rating scale for the *Credential Candidate Evaluation Form* (CCEF).
- Improved the rating scale for the *GCP Personal & Professional Competencies* and added it as an assessment in COUN 527 (practicum), 540 (field placement), & 541 (internship).
- Developed Student Learning Outcomes specific to school psychology.
- Created two-year out completer and SP employer surveys based upon the School Psychology Student Learning Outcomes, which will be implemented in fall 2011.

The modifications have been the result of input from advisory board members, candidates and supervisors. The faculty expresses a strong desire to improve the experience of the candidate through the use of qualitative and quantitative data so that results inform instruction.

Course of Study

For the Master of Arts (M.A) in Counseling with the PPS Credential in School Psychology, candidates follow a lock-step 3-year plan of study. Exceptions to this plan of study can be made on an individual basis. The 73 units include foundation courses (18 units), additional core courses (31 units), and SP specialization courses (24 units). All M.A in counseling candidates are required to take foundation courses in counseling theory, basic and advanced counseling skills, law and ethics, human development and family relationships, and cross-cultural counseling.

In addition to the six foundation courses listed above, there are other courses that comprise the core courses required for all candidates in School Psychology. The courses taken related to counseling and psycho-educational practice in the schools are taken in a series starting in the second semester of the second year. The courses related to the completion of the master's thesis are in a series and are taken starting in the spring semester of the second year. Completing the coursework and research involved in a master's thesis provides candidates with direct experience in conducting an original study that can then be applied to the field of school psychology. In addition to being consumers of the literature and research methods relevant to school psychology, the school psychology candidates can then become producers of evidence-based practice in their own school communities.

The School Psychology specialization courses are considered, in part, "series" courses. The courses in assessment are taken in a series within the first 3 semesters of the specialization. The seminar and supervision courses, aligned with the field experience, are taken after initial orientation into the specialization through the foundation counseling courses and at least one course in assessment.

Field Experience Series: The *SP Practicum* involves a 50-hour placement experience during the spring semester of their first year. This primarily involves shadowing a school psychologist. During their second year in the program, candidates are in a year-long 400-450+ hour field placement, while enrolled in both semesters. During this field experience, they learn more about and begin to function in the variety of roles and responsibilities of a school psychologist. During

their third, and final, year in the program, candidates are in a year-long, 1200+ hour internship experience.

A sub-set of the PPS/School Psychology candidates (4 to 8 a year) includes candidates who have previously earned their master's degree in counseling or a related field. They are required to complete the same coursework and field placement requirements; however, appeals may be made to waive certain courses based on previous masters' degree coursework or work experience. The post-master's-degree candidates usually take two years to complete the credential requirements.

The sequence of the coursework for the school psychology candidate is developmental in nature. There is a good balance of counseling experiences, consultation, and assessment. Field supervisors are consistent in their praise for the preparation of the candidates as they enter the field.

Assessment of Candidate Competence

Candidates are given ample information, support and guidance throughout the program regarding expectations and assessment methods for candidates. In addition to the entry interview provided to all applicants, candidates are assigned a graduate academic advisor (a full-time GCP faculty member); a field placement coordinator and seminar instructor for practicum, field placement and internship; and a GCP supervisor during their field placement. Candidates also receive assistance and guidance from any GCP faculty member, as needed or requested.

Candidates are systematically assessed throughout the program, by multiple means and at multiple points, by GCP faculty and supervisors and by PPS field supervisors. Interviews of key personnel and advisement documents confirm this process of assessment. Students indicate that at the outset they are informed of the requirements and assessment process.

Beginning in fall 2008, the GCP faculty implemented the use of the *15 Personal and Professional Competencies for GCP Students*. Competencies were developed that serve as a formative learning tool and as one means of candidate assessment to be used throughout the program. Applicants as of fall 2008 are required to carefully read the competencies, discuss them with the admissions counselor, program director, or advisor, then sign prior to being admitted. Specific competencies are used to assess candidates by faculty, trainers, practicum site supervisors, GCP supervisors, and field supervisors.

Candidates are directly assessed for their competence in all of the CTC standards for the PPS Credential in School Psychology via the *Credential Candidate Evaluation Form* (CCEF). Candidates are introduced to the state standards and the CCEF during the *Professional and Personal Development* course. The CCEF is discussed with the candidate and field supervisors during the field placement site visits. At the end of each semester of clinical practice, the candidate is assessed on the CCEF by the seminar instructor, the GCP supervisor, and their site supervisors. Results of the first semester/year assessments are discussed with the candidates, with an emphasis on standards that need to be improved upon by the end of their third year of field experience, *Internship II*.

Course syllabi provide documentation of the assessment process in individual courses and at major milestones. Candidates are aware of the assessment of competencies from the beginning of the program and throughout the sequence of courses.

Finally, the *Cumulative Portfolio of Candidate Competence* is developed by the candidates during their third year Internship. The portfolio is a tool by which the candidates collect and reflect upon their work that demonstrates best practices and fulfills the duties, responsibilities, and standards of a school psychologist in an effective manner. Together, the instructor and the candidate review the portfolios at the end of the third year.

Review of candidate portfolios displays the ability of students to complete counseling and assessment duties. The reflection pieces created by candidates demonstrate the thought process and experiences of the candidates in the fieldwork/internship period.

Once each semester, all GCP faculty meet for a Student Evaluation Meeting during which the progress of all candidates is discussed. These meetings provide for identification, early in the program, of candidates who are struggling. At these meetings, a plan of action is developed for each struggling student; this plan of action can be an intervention on the part of one or more instructors and/or by the candidate's advisor and/or program director. In addition to identifying academic issues or challenges of candidates, the Student Evaluation Meeting focuses on how well-prepared candidates are in terms of their counseling skills and their demonstration of professional and ethical behavior prior to being placed in K-12 schools during their final year of field placement. Sometimes the intervention serves to slow a candidate's progress through the program, giving him/her additional time to demonstrate the knowledge and skills required prior to a field placement. Occasionally, a candidate is required to do additional field placement hours prior to successful completion of the program requirements. And, in a few situations, GCP faculty may counsel a candidate out of the program.

Findings on Standards:

After review of the institutional report, supporting documentation, the completion of interviews with candidates, interns, graduates, faculty, employers, and supervising practitioners, the team determined that for the Pupil Personnel Services: School Psychology Credential Programs, all program standards are fully **'Met'**.

Preliminary Administrative Services Credential Program

Program Design

The Preliminary Administrative Services Credential Program is based on the Lasallian values of culturally responsive pedagogy, community collaboration, and a commitment to social justice. The program employs highly successful administrators within the K-12 system as instructors.

The director, faculty, and students report the Lasallian values are an integral guiding force in the program. Faculty and instructors knowledgeable in pedagogy and authentic application are purposeful in providing a reality-based curriculum through fieldwork and coursework. Instructor interviews indicate a strong commitment to Saint Mary's College, program standards and relevant student learning.

The overall design of the program is framed by two complementary emphases: (1) a strong research and theoretical foundation in leadership, management, administration, assessment, and child learning and development; and (2) practical application of effective leadership practices in field settings. Particular emphasis is placed on developing and managing learning environments for responsive practice that creates and maintains effective leadership and management of the learning environment for culturally, linguistically, and developmentally different students.

The goal of the program is to prepare leaders who embrace the diversity of the California student population, and who become reflective practitioners, ethical decision makers and pro-active change agents. The program consists of academic coursework in combination with supervised field experiences.

Portfolios and fieldwork plans demonstrate the integration of theory and practice. Student portfolios are standards-based and provide clear evidence of reflective practice. Fieldwork plans encompass a wide variety of authentic experiences such as scheduling, community outreach, teacher observations, and campus safety.

The Preliminary Administrative Services Credential Program functions under the direct leadership of the program director. There are 12 instructors and one faculty member teaching in the program. All of the teaching staff are included in most of the decision making; the setting of program goals and student learning outcomes, improving the curriculum, and making decisions regarding the status of candidates.

There are ongoing formal and informal avenues for communication among the Educational Leadership Program (ELP) teaching staff; annually there is a full-day faculty retreat and ad hoc committee meetings are scheduled as needed. On a weekly basis, there are communications regarding candidates' progress, as well as program issues.

The program director and teaching staff indicate a high level of informal collaboration. The program director is readily available in person, via phone or email to students and staff to discuss and resolve issues. Part-time faculty feel included and valued as part of the professional learning community via email and phone calls. More formal collaboration happens in the annual retreat in which the instructors and director meet to address larger program issues such as coursework sequence and the articulation of state standards into coursework. The director is also working to reinstate a newsletter highlighting faculty and instructor accomplishments.

During the past two years, the program has been modified to train the instructors in ways to enhance the use of Blackboard, transition to using the new Moodle Program, realign the sequence of courses to benefit the candidates' learning process, and align the *End of Program Survey* to better reflect the state standards.

Instructors interviewed report a high level of support and guidance during the transition from Blackboard to Moodle. In turn, students also indicate the faculty is supporting their success in the transition. Students interviewed indicate being comfortable and supported in meeting course and program objectives utilizing technology.

The sequence of coursework has evolved over time to accommodate instructor availability and other issues. The director indicated a need to realign coursework in a purposeful sequence. The director and faculty collaborated to realign the schedule. Program completer interviews support the identified need to realign the sequence of coursework to benefit the candidates' developmental learning process.

Course of Study

The program is a 24 semester-unit program, which can be completed in two semesters plus one summer. These first 24 units also apply to the College's 34 semester-unit master's degree program in Educational Administration. When the first 24 units are completed with satisfactory grades, the candidate may apply for a Certificate of Eligibility, or for the Preliminary Administrative Services Credential which authorizes her or him to work as a school administrator in California.

Coursework and fieldwork in the program are designed not only to reflect principles of leadership development informed by adult learning theory, but also aim to cultivate knowledge and skills relevant to the complex demands that prospective administrators must be prepared to face. Issues such as leadership and health and safety, law, cultural diversity, theories of first- and second-language acquisition, culturally responsive pedagogy, and students with special needs are addressed. Courses enable candidates to reflect upon such topics as assessment; partnerships with schools, specialists and agencies; coping with crises and trauma; and other complexities of being a leader in today's schools.

Coursework is predominately taught by part-time instructors that are knowledgeable, current practitioners in the field. The variety of expertise provides candidates with a theoretical and practical perspective to the curriculum. Students respond to case studies and have in-depth discussions on relevant and current topics typically encountered by administrators. Program completers interviewed have confidence in their knowledge and skills as leaders to assume the roles and responsibilities of an administrator of a school with a diverse population.

The field experience for candidates is centered on their individualized fieldwork plan. The plan is worded in behavioral terms, describing how objectives have been met. The plan provides direction for the major responsibilities of the candidate. This fieldwork plan is developed with input and assistance from the district-employed supervisor, college supervisor and the candidate; it focuses on significant and meaningful tasks. Examples include creating schedules, teacher observations and managing STAR testing at the school site. The fieldwork plan helps candidates fulfill not only personal learning needs, but also school goals and tasks as set forth. The candidates have shown leadership potential at their local school sites. Evidence that objectives

have been met includes artifacts, presentations, and a variety of documentation contained in the portfolio.

Candidates confirm they propose a field experience placement at their current work site. Candidates are supervised by the site principal (district-employed supervisor). The roles and responsibilities of the candidate, college supervisor and fieldwork supervisor are defined in the field experience handbook. The college supervisor evaluates the school site to see if it meets the college's field placement criteria. The college supervisor then contacts the site principal to review the proposed placement. When all three parties are in agreement, the official placement is made.

Fieldwork supervisors confirmed that student portfolios require that candidates demonstrate a wide range of standards-based activities in an authentic setting. These include assuming leadership roles at their site such as creating a vision and plan for technology, researching and providing training and support to faculty, and facilitating tri-school grade level meetings to enhance the consistency across the schools in achieving the vision.

Assessment of Candidate Competence

Before candidates are recommended for a credential, they must satisfactorily meet all of the formative and summative learning outcomes in each of the courses as certified by faculty. They must also complete a professional portfolio designed to document growth. For every course, the faculty members provide candidates a syllabus containing a list of learning outcomes and the corresponding assessments. By the end of the program, every candidate has evidence that he/she has met all of the program standards, fieldwork standards, and performance standards. Additionally candidates collect artifacts of examples of their performance, which demonstrates how they met the outcomes.

At least three official evaluations are conducted during the fieldwork placement. Candidates, district-employed supervisors, and the college supervisor collaborate regarding the candidate's progress towards demonstrating the competencies of the rubric. The rubric consists of elements found in program standards 10-15.

Throughout the coursework, competencies are integrated, giving candidates multiple opportunities to learn and practice, and the instructors multiple opportunities to assess. The learning activities and assignments are linked to the competencies and are used to assess and grade these competencies. Culminating course grades are used as a means for evaluating increase in competency. Current program assessments include: performance, portfolio, presentations, field-experience journal, work samples, and written assignments.

Syllabi, faculty interviews and portfolios confirm that candidates have multiple opportunities to learn and practice the skills and abilities to meet competencies. Case studies are relevant to situations candidates are likely to encounter in their administrative practice. Written reflections by candidates indicate the personal connection they make between the competencies and their experiences. Program completers reported they regularly refer to their portfolio as a reference and guide in their current practice.

All fieldwork assessments and the culminating summative assessment will include input from the on-site (district-employed) supervisor. The on-site supervisor mentors the candidate through the

field experience, providing her or him with accurate and relevant feedback concerning strengths and weaknesses.

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 for the Preliminary Administrative Services Credential Program, all program standards are **‘Met’**.