

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Pacific Oaks College

Professional Services Division

March 2022

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	6	0	0
Preliminary Education Specialist: Mild/Moderate	22	22	0	0

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

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

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

Institution: Pacific Oaks College

Dates of Visit: January 30- February 1, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
05/18/2014	Accreditation with Probationary Stipulations
05/11/2015	Accreditation with Stipulations
01/13/2016	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All general preconditions and preconditions for all credential programs were **met**.

Program Standards

All program standards for the Preliminary Multiple Subject credential programs were **met**.

All program standards for the Preliminary Education Specialist Mild/Moderate credential program were **met**.

The Bilingual Authorization program was not reviewed as part of this site visit. The program was approved by the Committee on Accreditation in March of 2021 but at this time no candidates have yet been admitted to the program.

Common Standards

All common standards were **met**.

Overall Recommendation

Given the above findings on preconditions, common standards and program standards, the review team recommends an accreditation status of **Accreditation**.

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

Preliminary Multiple Subject
Preliminary Education Specialist – Mild/Moderate
Bilingual Authorization

In addition, staff recommends that:

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

Accreditation Team

Team Lead and Common Standards:

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Common Standards:

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Staff to the Visit

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	38
Completers	24
Employers	9
Institutional Administration	11
Program Lead Faculty	2
Faculty	16
Academic Advisors	3
Performance Assessment Coordinator	2
Admissions and Registrar Staff	3
Data and Assessment Staff	5
University Field Supervisors	9
Site Based Field Supervisors	18
Credential Analysts and Staff	1
Advisory Board and Community Partners	11
TOTAL	152

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

Background Information

Pacific Oaks College Children’s School was established in 1945 by six local families in Pasadena, California coming together with the belief that everyone has an inner light that is worth nurturing. Through the Quaker values of community, equality, and peace, they believed they could offer a progressive education that would help the world heal. In 1958, Pacific Oaks College (POC) was established to train educators through this model of inclusion and self-discovery to make an impact in their communities through successful careers in Early Childhood Education. In 1989, the National Association for the Education of Young Children (NAEYC) published *Anti-Bias Curriculum: Tools for Empowering Young Children*, by Louise Derman-Sparks (Faculty Emeritus) and the Anti-Bias Curriculum Task Force (Pacific Oaks Children’s School teachers and Pacific Oaks College alumni). This work changed the landscape of early childhood education—introducing curriculum that empowers children and promotes critical thinking about bias.

Through campuses in Pasadena and San Jose, off-site locations, and online instruction, Pacific Oaks College has since expanded its programs to include undergraduate and graduate degree programs in Marriage and Family Therapy, Education, Human Development, Organizational Leadership, Business and Management, and Social Work with 1,175 students enrolled in the college. Pacific Oaks College is recognized as a Hispanic-Serving Institution by the U.S. Department of Education, with approximately 50% of the student population identifying as Latinx. To better serve its students and its community, Pacific Oaks College & Children’s School became part of The Community Solution (TCS Education System) in 2010. With a mission of training change agents to serve locally and worldwide, TCS Education System shares in Pacific Oaks’ goal in harnessing the potential that is found in every individual and helping them make a significant impact in their community.

Grounded in its social justice heritage, Pacific Oaks College prepares students to be culturally intelligent agents of change serving diverse communities in the fields of human development, education, and related family studies. Guided by four core values—respect, diversity, social justice, and inclusion—Pacific Oaks College has helped graduates change the world through living these core values and continuing to advocate for change through anti-bias curriculum. In addition to the college-wide core values, Pacific Oaks College faculty embrace the core values of a democratic classroom, caring, building on strengths/authentic assessment, learning through play, intellectual and moral autonomy, and transformative learning.

Education Unit

Of the approximately 500 students enrolled in the School of Education, 237 of the students are enrolled in a teacher credentialing program. The Multiple Subject Teaching Credential is available at the Bachelor’s level as part of the Bachelor of Arts in Early Childhood Education (ECE)-Elementary Education (traditional pathway) or at the M.A. level through the M.A. Elementary Education with Preliminary Multiple Subject Teaching Credential (traditional or intern pathway). The Educational Specialist Instruction Credential: Mild/Moderate is available as part of the Bachelor of Arts in Early Childhood Education (ECE) Elementary Education and Special Education Dual Credential or through the Master of Arts Special Education: Education Specialist Instruction Credential: Mild/Moderate (traditional, intern, or teacher residency pathways). All programs build

on the core values of Pacific Oaks; inclusion, social justice, value for diversity and respect, as well as the practical knowledge needed to create dynamic and inclusive learning environments.

The School of Education has prepared educators to be agents of change in their P-12 educational communities through anti-bias curriculum and instruction dedicated to social justice and inclusion. Founded on the principles of social justice and inclusion, Pacific Oaks Children's School has been a leader in early childhood education and is known for its pioneering accomplishments of anti-bias education, emergent curriculum, and peaceful conflict resolution. Pacific Oaks College's commitment to strengthening connections in the community through the Children's School is designed to increase program impact for School of Education students through providing students with research, work, and intern opportunities at the Children's School, and exploring collaborative grant opportunities between the school and the college. The pedagogy in the School of Education (SOE) is shaped by the need for developing educators who critically examine curriculum and embrace culturally responsive classrooms and practices. This pedagogy involves a democratic classroom with inquiry, reflection, and facilitating deeper learning so future teachers can teach for equity and social justice in their own classrooms. The Pacific Oaks College teacher education curriculum embraces constructivist approaches where curriculum and field experiences are learner-centered and determined by the individual learning needs and experiences of the candidates. The SOE values standards-based instruction with technology-focused preparation to implement the adopted curriculum as aligned with California Common Core State Standards.

The School of Education has 115 active Memorandum of Understandings (MOU) for student teaching and intern partnerships in districts in diverse communities across the region and the state of California. In 2021, Pacific Oaks College partnered with Branch Alliance for Educator Diversity to strengthen the impact of educator preparation programs at minority serving institutions, with the broader goals of both diversifying the teaching profession and championing educational equity for all students. By participating in the Cohort 3 National Teacher Preparing Transformation Center, the School of Education is collaborating with other university faculty and their PK-12 partners to access resources and professional development and redesign the program to produce greater numbers of diverse high-quality educators. The School of Education is also partnering with Pasadena Unified School District for this work and is receiving weekly technical assistance from Branch Alliance coaches and staff to transform the teacher preparation program.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Multiple Subject, Traditional	38	126
Multiple Subject, Intern	2	10
Education Specialist M/M, Traditional	40	64
Education Specialist M/M, Intern	20	18
Dual Education Specialist M/M and Multiple Subject	5	19
Bilingual Authorization	0	0

The Visit

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

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject

Program Design

The Dean of the School of Education oversees all the programs it houses, including the Multiple Subject Preliminary credential and Master's programs. In September a new core faculty member was hired to coordinate both of these programs. The School of Education is one of three schools (School of Human Development and School of Cultural and Family Psychology are the two other schools) at Pacific Oaks College and falls under the division of Academic Affairs which is directed by the Vice President of Academic Affairs.

Pacific Oaks College emphasizes its core values which are based on inclusion, social justice and diversity and respect for all students and adults. These core values were confirmed during interviews with faculty, current students and program completers as well as supervising personnel, as they relayed how the vision lives in day-to-day interactions, coursework and throughout the program.

As evidenced during interviews with core faculty, adjuncts, mentor teachers, fieldwork supervisors, candidates, and program completers, communication within the Multiple Subject program occurs through a wide variety of means. There are monthly meetings with adjunct faculty to discuss course content and to strategize in real time for navigating the challenges of the pandemic. Mentor teachers and fieldwork supervisors attend a mandatory training through the San Diego County Office of Education to orient them on their important role in supporting candidates. New instructional personnel are paired with veterans who offer them support. Candidate interviews described frequent communication with instructional personnel and fieldwork supervisors via email as well as in person. Additionally, the full-time faculty engage in bi-weekly meetings as noted in the program summary. All programs build on the core values of Pacific Oaks; inclusion, social justice, value for diversity, and respect; these core values are communicated effectively from all instructional personnel as well as fieldwork supervisors to candidates.

In the program summary for Pacific Oaks, the institution indicated the presence of a School of Education Advisory Board composed of internal and external stakeholders. As evidence that the group has met, they attached the report from the 2020-2021 academic year. It was evident in this document that input was given, accepted, and put into action.

Interviews with core faculty and adjunct faculty confirmed that data is collected through end-of-course student surveys and CalTPA results. The core faculty member reported that data is analyzed and taken back to the School of Education Advisory Board where members provide

feedback for program changes. Additionally, candidates described the end-of-course surveys and how they were able to provide input as well.

Course of Study: Curriculum

The multiple subject teaching credential is available as part of the Bachelor of Arts (BA) in Early Childhood Education (ECE)-Elementary Education (traditional pathway) or through the Masters of Arts (M.A.) in Elementary Education with preliminary multiple subject teaching credential (traditional or intern pathway) as noted on the institutional website. At the BA level, candidates learn about essential principles and theories of child development, best practices in teaching and learning for elementary age students, and teaching in self-contained classrooms for diverse student populations in grades TK-8 as noted in the institution's program summary. Additionally, at the BA level, the credential is carefully integrated within the BA ECE degree and candidates can select an ECE concentration in science, technology, engineering, arts and design, and math (STEAM), Trauma or General ECE along with their preliminary multiple subject credential. The credential coursework includes 37 units of courses and can be taken through an accelerated schedule (four semesters) or part-time (five-six semesters). The M.A. Elementary Education: Preliminary Multiple Subject Teaching Credential is carefully integrated within the M.A. program (43 units) or candidates can earn the stand-alone credential (37 units). The coursework can be taken through an accelerated schedule (four semesters) or part-time (five-six semesters).

Throughout interviews with candidates and program completers, evidence was provided about the appropriate and rigorous instruction. For example, several candidates mentioned how the coursework approach to teaching them concepts related to culturally relevant pedagogy and helped to prepare them for the day-to-day realities of teaching. In addition, Pacific Oaks College provided the review team with syllabi for the courses and each of those was also reviewed. The team found that the courses addressed not only meet the needs of English learners and students with disabilities, but also provided sufficient instructional models to serve all students effectively. Comments from candidates during interviews align with the positive responses to the CTC completer survey, in which 19 of 20 candidates indicated the program was either very effective (17) or effective (2) in developing the skills or tools needed to become a teacher.

In addition, candidates and program completers confirmed that their program prepared them to serve the needs of diverse learners including English learners and students who require accommodations due to an Individualized Educational Plan (IEP). During interviews, candidates said that each course included a requirement to outline how they would meet the needs of English learners and students on IEPs. They also stated that they felt well prepared to serve their students.

Course of Study: Field Experience

For all Multiple Subject candidates, 600 hours of supervised clinical practice throughout the program with diverse TK-8 (self-contained) students is required. Candidates are required to have a minimum of 75 hours of practicum experiences prior to the 600 supervised clinical practice hours required during their student teaching semester (16 weeks). As part of their clinical experience, candidates are required to teach students in ELD, Special Education, and students from diverse

socioeconomic backgrounds. Interviews with program leadership and candidates confirmed that these required experiences are taking place, including during the last two school years, despite the challenges of the COVID pandemic.

During the interviews candidates described the effectiveness of their fieldwork experiences. Although the overwhelming majority of candidates described a good match with their mentor teacher and fieldwork supervisors, they also described how problems were solved if they did not have a good match. One candidate mentioned that they had difficulty with their fieldwork supervisor and how promptly the problem was addressed, with a core faculty member becoming her replacement fieldwork supervisor. We also found that the fieldwork complemented the coursework and during the interviews it was evident that all supervising personnel received a systematic training session and were well prepared to support the candidates.

According to interviews, candidates completed fieldwork experiences across multiple grade levels. They discussed being placed in a primary elementary grade setting as well as in an upper grade setting. They felt that this prepared them to experience a variety of grade level student teaching and then knew which was the best match for their preferences.

During interviews with mentor teachers, fieldwork supervisors, candidates, and program completers, evidence was collected on the nature of these experiences. They described being observed by their fieldwork supervisors who collected observational data. Following the observation, they engaged in a conference with their fieldwork supervisors who used a rubric for feedback. They then learned the things that they did well at as well as anything that they could improve upon. They described their fieldwork supervisors as being good at giving constructive feedback and found the experience to be meaningful.

Assessment of Candidates

A chart provided by the program outlined the assessments in the Bachelor's Program and the Master's Program. Each of these outlined the four key areas that are assessed including: signature assignments, dispositions, practicum, and supervised clinical practice.

During interviews with program completers and current candidates they described each of the assessments outlined by the institution. They discussed how they were assessed in coursework as well as fieldwork. Additionally, candidates described how they were evaluated in their courses at the end of each semester as well as the role of the CalTPA. They talked about how well prepared they felt for the CalTPA and how, even though some candidates believed faculty in these courses could be challenging, in the end, these challenges were for their own good.

Findings on Standards

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

Preliminary Education Specialist Mild/Moderate

Program Design

The School of Education (SOE) at Pacific Oaks University provides three options for students to earn the Mild/Moderate Education Specialist Credential: a Dual Credential Program with Elementary Education that is housed in an Early Childhood Undergraduate Program, as well as non-duel credential programs with or without a Master's degree, which are both offered in their Special Education Master's Program. The College offers online and in-person programs at both their Los Angeles and San Jose campuses.

This School of Education is under the leadership of the Dean of the College of Education. The credential programs are under the direct leadership of the teacher credential coordinator. The credential coordinator works with the dean to support on-going program improvement and accreditation. A program lead, who is a member of the core faculty in special education, oversees curriculum for the Mild/Moderate Specialist Credential. The School of Education, along with the School of Human Development, and the School of Cultural and Family Psychology, falls under the Division of Academic Affairs, which is directed by the vice president of academic affairs.

Based on interviews with staff, formal communication within the credential programs takes place through bi-weekly faculty meetings and weekly administrative team meetings. In addition, the Dean of the School of Education and coordinators meet individually with faculty and staff on a regular basis. Informal communication is also encouraged among administrators, faculty, and candidates. Communication also takes place through the various committees and advisory groups. The dean regularly attends weekly college committee meetings (Dean's Council, Enrollment, and Admissions) and also serves on the President's Cabinet.

According to documentation, the programs in the School of Education build on the core values of Pacific Oaks, which emphasize inclusion, social justice, diversity, and respect for dynamic and inclusive learning environments. According to interviews from faculty, alumni, and current candidates, the university lives up to that vision and philosophy. Candidates appreciate the caring relationships they build in the program, both between students and with the faculty and administrators.

According to program documents, over the last two years, the program has made modifications in several areas in response to the annual Pacific Oaks program review process and the College's action plans. For example, in 2019-20 feedback from candidates and program personnel determined that improved digital literacy and technology skills were needed and curriculum adjustments were implemented. During their recent annual review process, faculty used various data to modify their curriculum. In interviews, faculty and staff mentioned data sources such as student feedback and supervisor and mentor fieldwork evaluations of students. Staff mentioned large scale data sources such as CTC survey data and advisory board data sources.

In addition, the program added a new research component to support learning using technology. The Computer Applications ("Apps") Investigation and Research assignment teaches students to analyze the most current research and legal regulations for using augmentative and alternative

communication (AAC) technology when using computers or assistive devices (high tech or low tech).

According to adjunct faculty interviews, faculty have started talking about aligning curriculum with the new Commission approved standards. A master syllabus project is underway to review and identify all areas of alignment with CA standards to develop a plan to transition to the new Preliminary Education Specialist Program standards for future Education Specialist and Education courses.

Through an interview with the Teacher Residency Leadership Consortium, it was confirmed that Pacific Oaks seeks input from school district personnel, and from internal sources (adjunct faculty and staff), during monthly leadership meetings. The team discusses support structures for the teacher residents and ways to improve the residents' experiences both at Pacific Oaks and in their school placements. This group has access to data collected through West Ed., which they use to help them provide feedback on the program. Stakeholders confirmed that the leadership at Pacific Oaks has been collaborative and communicative.

Through interviews, it was also confirmed that the School of Education seeks input from internal and external stakeholders through the School of Education Advisory Board. This Board is composed of members from various school district partners, mentor teachers and fieldwork supervisors to provide program feedback.

Course of Study: Curriculum

In the Mild Moderate M.A. program, the credential requires 43 units. Candidates can also earn a stand-alone credential with 37 units. The coursework can be taken on an accelerated schedule (four semesters) or part-time (five to six semesters). The Education Specialist credential program integrates theoretical knowledge with practicum experiences aligned with key assignments throughout the coursework to prepare candidates for their student teaching placement or intern assignment.

Candidates begin their credential programs immediately with early foundational courses that examine the intersection of social, political, and economic factors. They lay the foundation for school integration and anti-bias curriculum. Additional classes strengthen the skills and knowledge candidates need in literacy development for diverse learners. M.A. candidates also take math methodology courses that incorporate the state math standards and culturally inclusive practices. Candidates also take health courses that build on the state adopted content standards for physical education and health.

According to interviews with candidates and alumni, there is a focus on supporting English language learners that emphasizes Specifically Designed Academic Instruction in English (SDAIE) strategies. According to core faculty members, a total of 120 hours of practicum with English language learners is integrated with coursework focused on language and literacy.

Candidates and alumni also confirmed that they were required to engage in many hands-on experiences during practica that were integrated with coursework. For example, they were required to do reading assessments with students, especially with English Learners. They were also required to do diagnostic assessments with students, like the Woodcock Johnson. Some candidates expressed frustration that, after instruction, they were still a bit confused about how to score some of these assessments. Overall, candidate and alumni comments during interviews were very positive and aligned with the last two years of responses to the CTC completer survey in which all candidates (48 total) indicated that the program prepared them either very well (36) or well (12) to identify and address special learning needs with appropriate teaching strategies.

Candidates also confirmed that their supervisors set up opportunities in their internships for them to attend Individualized Education Program (IEP) and Individualized Family Service Program (ISFP) triennial meetings. They also wrote transition plans and were involved in transition and other collaboration meetings, but some still believed that although they did receive instruction on IEPs, they would have liked to have had more practice with IEPs, including writing goals and objectives.

Course of Study: Field Experience

The Mild/Moderate program at Pacific Oaks has four pathways, including traditional, intern, teacher residency, and the dual program. Student teaching for traditional students include practicum experiences early in the program and two courses at the end of the program. Intern candidates are in placements throughout the program and are continuously enrolled in a seminar to support them through their program. Practicum experiences are designed for interns on an individual basis based on their intern settings.

Alumni of the program verified that in the traditional program they were required to complete 600 hours of supervised clinical practice with diverse learners. The current program includes an additional 75 hours of practicum in which candidates are required to complete hours in all three grade levels: Elementary K-5, Middle School 6-8, and High School 9-12 and in three different settings: a Special Day Class (SDC), a Resource Class (RSP), and a General Education inclusion setting. When the program transitions to the new Commission adopted program standards, candidates will engage in 200 hours of practicum and early experiences in both general and SPED settings prior to 400 supervised clinical hours during their student teaching semesters.

According to staff, the residency program requires a minimum of 300 hours of supervised early fieldwork (in both general and special education settings) prior to the 600 supervised clinical practice hours during student teaching. According to faculty, the additional hours for the residency program provides additional instructional support to candidates who work with children who have diverse needs.

Special education and residency candidates verified that they were required to complete hours in multiple grade levels and in at least three different special education settings such as, an inclusion class, a special day class (SDC) and a resource room (RSP). Candidates also verified that they were required to teach students who were English learners, students with multiple disabilities, and general education students with diverse socioeconomic backgrounds. The placements included

public schools, charter schools, and nonpublic school options. These experiences were verified also by supervisors and mentor teachers.

According to supervisors, all candidates were required to develop lesson plans and were observed by supervisors hired by the university, and mentor teachers in the schools. Candidates verified that during early supervised clinical experiences, and during student teaching, they were observed often, as frequently as once a week, by the program fieldwork supervisors and/or by school mentors. They described these experiences, and the feedback they received, as relevant and useful.

Assessment of Candidates

Candidates and alumni confirmed that the program uses various methods of assessments through coursework, practicum and supervised clinical experiences. The program utilizes Canvas assessment tools (e.g., rubrics for all assignments) and Portfolium, which is an online learning assessment tool. Candidates and alumni confirmed many assignments, both hands-on and academic, that were rigorous and appropriate. A few suggested that assignments could be more clearly outlined and that the work was at a “more than sufficient amount.”

Candidates and alumni confirmed they are required to attend a new student orientation outlining the assessments required for the program. Candidates verified that they work closely with their advisors who monitor their progress and advise candidates on credential assessment information. Information on assessments is presented to candidates at the beginning of the program and is listed on the credential’s office webpage and in both an advising guide and a handbook for student teaching. These guides provide an overview of assessments, observations, and evaluations during supervised clinical 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 all program standards are **met** for the Preliminary Education Specialist: Mild/Moderate Credential programs.

INSTITUTION SUMMARY

The site visit at Pacific Oaks College was conducted virtually due to the Covid-19 pandemic. Pacific Oaks is recognized as a Hispanic Serving Institution by the United States Department of Education with approximately 50% of the student population recognized as Latinx. The influence and impact of the programs is felt beyond the Pasadena and San Jose communities. The credential programs are geared towards preparing educators to work successfully in communities such as Watsonville and Elk Grove by combining foundational knowledge and professional skill with a strong orientation toward social justice and equity.

The credential programs have experienced growth in recent years with a large increase in Multiple Subject candidates and a modest increase in Education Specialist candidates. Credential programs

are accessible to undergraduates with an integrated bachelor's degree and credential and for graduate students with a traditional, intern, or teacher residency program.

Pacific Oaks faculty embraces the core values of a democratic classroom, caring, building on strengths/authentic assessment, learning through play, intellectual and moral autonomy, and transformative learning. Faculty value standards-based instruction with technology focused preparation to implement the California Content Standards.

Pacific Oaks partners with Branch Alliance for Educator Diversity to strengthen the impact of educator preparation programs with the broad goal of both diversifying the teaching profession and championing educational equity for all students.

Pacific Oaks has an active and engaged School of Education Advisory Board and a key partnership with the Pasadena Unified School District. School personnel, who collaborate regularly with the Pacific Oaks credential programs, stated that they benefit from a partnership where there is productive dialog that results in the preparation of effective teachers in the classroom. The Bilingual Authorization was developed based on needs of partner schools and this program will start in fall 2022.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Inconsistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The mission of the School of Education at the Pacific Oaks University is focused on preparing educators who understand diversity and are grounded in human development and value children. Interviews with various internal stakeholders confirmed that the theme of promoting social justice and educational equity is an integral part of all aspects of the program including hiring of instructional personnel, recruitment of candidates, and the delivery and content of coursework.

There is evidence of involvement of various stakeholders in the educator preparation programs. The University convenes two committees that support collaborative relationships with local schools, the School of Education Advisory Committee and the Teaching Residence Leadership Consortium. Interviews indicated that the programs at Pacific Oaks are responsive to the needs of school districts. External stakeholders confirmed that completers of the Pacific Oaks program show a commitment to the mission statement of the School of Education.

Instructional faculty include adjuncts who are expert K-12 practitioners and critical to the success of the program and candidates. Lead program faculty for each program work collaboratively with adjunct faculty on an individual basis and there is evidence that some adjunct faculty assume key program responsibilities. However, there is inconsistent evidence that the large number of adjunct faculty and instructional personnel are integrated into the organization and coordination of credential programs. While lead faculty are involved in unit operations and provide guidance and support for administrators, a systematic and purposeful plan to include all faculty was not found.

It is evident following the review of documentation and through interviews with candidates, completers, employers, and other stakeholders that the institutional infrastructure is in place and adequate resources are available to support the education preparation programs offered by Pacific Oaks College.

The Dean of the School of Education serves as the unit head responsible for all the credential programs. The dean collaborates with the credential program director and two credential program leads and faculty at both campuses to provide leadership for operations of the programs. Resources are allocated in an equitable manner to support the unit.

The unit vision drives recruitment, hiring, and retention of a faculty whose life experiences reflect diverse perspectives. Pacific Oaks provides annual diversity training, workshops, and a speaker series to support faculty and staff in equity and inclusion issues. A Center for Excellence provides faculty with resources and tools to maintain and enhance pedagogy and standards of practice. Program administrators who were interviewed stated that there are funds made available for professional development of faculty. These funds are used to support scholarship and collaboration activities, including workshops and conference attendance.

The School of Education ensures that the programs offer curricula reflective of current research and relevant to current issues and practices. Review of documents and protocols related to evaluation of faculty performance (tenure-line and adjuncts) and staff performance underscore

that the unit employs highly qualified faculty and staff. Interviews with faculty and staff confirm that both have sufficient opportunity for professional learning and development.

The credential analyst monitors and tracks candidate progress toward completion, and maintains documentation of all requirements. Electronic files are kept in a secure server maintained by the University. Programs web sites contain information on credential requirements. All program requirements are verified by program advisors. Prior to credential recommendation, the credential analyst completes a final review to ensure that all requirements have been met.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Evidence from documents reviewed and interviews conducted confirmed that the unit has a robust recruitment process and strong support services. Recruitment of potential school of education candidates (SOE) is focused on individuals who align with Pacific Oak’s School of Education core values and are representative of the diversity of the school of education’s P-12 target audience. Candidate recruitment is conducted on a general level through workshops, transfer fairs at community college and university partner institutions, and events that serve underrepresented populations. Education focused recruitment occurs through events such as, information sessions about the school of education that also include presentations by staff from local school districts, events with education focused community organizations, and printed recruitment material.

There are multiple support services for candidates in the form of advising and programs. Upon enrollment candidates are assigned to a university level enrollment counselor who helps candidates acclimate to and navigate within the university environment and provides candidates with general information related to the university. Candidates are also assigned to a school of education academic advisor. Academic advisors are available at both the San Jose and Pasadena campuses. Academic advisors on both campuses work closely with candidates. Academic advisors not only provide candidates with general support regarding course schedules, requirements for completing their credential, etc. but they also help candidates access the university-wide support programs that are available to them as well. Additionally, they communicate regularly with candidates either individually or via email check-ins. Candidates also have access to support services provided by the university. One example is the Center for Achievement, Resources, and Enrichment (CARE). The CARE center provides career support focused on helping candidates enhance their professional skills, learning assistance focused on helping candidates enhance their critical thinking, professional, and learning skills, and student support focused on helping candidates address their social/emotional needs. Candidates may also receive financial support through federal funds as well as scholarships provided through the SOE.

Interviews with candidates indicated they were clearly aware of how to obtain information regarding their program advisement and needed supports if they are struggling. If a candidate is struggling specifically in the clinical practice portion of the program, candidates may be placed on a Need for Improvement Plan which establishes goals the candidate must meet to continue clinical practice. This plan is reviewed by the fieldwork supervisor, faculty advisor, and teacher candidate each teaching session to determine the amount of progress being made toward reaching the identified goals.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Evidence from documents reviewed and interviews conducted confirmed that overall, the unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. Interviews specifically described program content as comprehensive, detailed, and rigorous. Candidates further communicated that content from their coursework adequately prepared them for their clinical practice. Finally, interviews further confirmed the informal collaborative relationship between Pacific Oaks SOE faculty and SOE partners. Informally, partners are in frequent communication with Pacific Oaks where ideas, concerns, and suggestions are frequently shared. Formally, stakeholder input is acquired via SOE Advisory Board meetings.

The Pacific Oaks SOE has identified 4 core values that set the foundation upon which all programs are based. Candidate interviews confirm that these core values permeate all programs and courses. Furthermore, through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to experience issues of diversity that affect school climate that align with the SOE core values. Candidates also implement research-based strategies for improving teaching and student learning that incorporate these core values.

Evidence and interviews confirmed that all site-based and field supervisors are vetted by both the Fieldwork Coordinator and Credential Analyst. The Mentor Teacher (i.e. Site-Based Supervisor) Selection Process document establishes that the fieldwork coordinator selects exemplary TK-12 professionals from partner schools and/or reaches out to preferred schools and school districts to identify viable mentor teachers who can provide effective and knowledgeable support for candidates. Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Pacific Oaks College utilizes a continuous improvement process within the unit managed by the credential program leadership group. The programs work collaboratively with the Pacific Oaks College-wide Assessment Committee and receive support from The Community Solution (TCS Education System) who provide institutional data and develop and administer program level exit, employer, and alumni surveys. The School of Education has numerous data sources that provide specific data on current candidates and program completers both on a semester and an annual basis to inform decisions on program improvement. Major sources of data across the unit that are collected and reviewed include program performance measures such as CalTPA scores, clinical practice data, exit surveys, program completer surveys, alumni surveys, employer surveys, course/instructor evaluations, candidate satisfaction data, and fieldwork and coursework data.

Interviews with lead faculty in programs indicated that within each program a student learning assessment plan is established on an annual basis. The College-wide Assessment Committee provides an annual assessment calendar with a 10-step assessment protocol that is used in the annual program review cycle.

Continuous improvement is a collaborative and integrative process where the Dean and program leaders meet with stakeholder groups to discuss, analyze, and use data to improve program effectiveness. This data is shared with constituent groups including the School of Education Advisory Board and the Teacher Residency Leadership Group. Action plans for programs are reviewed during Meta-Data Review meetings and then with the administration, cabinet, and board of trustees. All programs consistently practice the continuous improvement process by including multiple sources of data and integrated feedback from key stakeholders.

Candidate data is stored in Portfolium, an electronic portfolio to assist with tracking of performance in coursework through signature assignments and fieldwork. Candidates include their signature assignments in Portfolium which are then assessed by faculty using rubrics in relation to learning outcomes. School of Education values including equity and social justice are assessed in signature assignments that require candidates to provide critical reflections on a diversity topics.

Recent program modifications based on data findings have been made to improve candidate experiences. For example, in 2019-20 feedback from candidates and program personnel determined that improved digital literacy and technology skills were needed and curriculum adjustments were implemented. In addition the student teaching courses were redesigned to align with the CalTPA. In sum, the unit and programs are engaged in a highly collaborative and equity-focused continuous improvement cycle.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

Through workshops, advising, and coursework, the institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively, all students in meeting state adopted academic standards. Coursework assessments and student teaching experiences indicated that candidates meet the Commission adopted competency requirements as specified in the program standard. The Pacific Oaks SOE has had a visible impact on teaching and learning. Candidate performance, survey and

disposition data indicate that candidates are well equipped to meet the diverse educational needs of the students they will be serving. Strong partnerships with the local community and schools, the provision of grants and scholarships, and free workshops contribute to the support for continued learning.

Interviews with employers may be the strongest indication of program impact. Principals stated that they prefer to hire candidates from Pacific Oaks and enjoy having student teachers from Pacific Oaks. They stated that candidates and graduates from Pacific Oaks are leaders, learners, initiators, eager servants in and out of the classroom, collaborators, excellent with students, and well prepared. Because of the tremendously positive feedback from interviewees, it is suggested that Pacific Oaks consider obtaining these data in a more formal manner.