

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

Professional Services Division

April 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Pacific Union College located in Angwin, California. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** 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/Single Subject Preliminary	19	18	1	
Multiple/Single Subject Clear Credential	6	6		

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: Pacific Union College

Dates of Visit: March 11-14, 2012

**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 all common standards are met with the exception of Common Standard 3: Resources which was **Met with Concerns**.

Program Standards

For the two credential programs reviewed, the team found that all program standards were met with the exception of one standard for the Multiple/Single Subject program, Standard 11: Using Technology in the Classroom which 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 one standard identified as Met with Concerns, and all program standards were met, with the exception of one standard in one program 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
Single Subject

Advanced/Service Credentials
General Education (MS and SS) Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Pacific Union College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Pacific Union 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.
- Pacific Union College submit follow-up documentation in a 7th year report that provides an update on Common Standard 3 and Program Standard 11 issues identified in this report.

Accreditation Team

Team Leader:

Edmundo F. Litton

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Common Standards Cluster:

Denise Fleming

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Programs Cluster:

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California Department of Education

Staff to the Visit:

Geri Mohler

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Documents Reviewed

University Catalog
Common Standards Report
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Strategic Plan Document
Program Assessment Feedback
Assessment Cycle Plan

Biennial Report Feedback
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Faculty/Staff Meeting Minutes
Candidate Portfolios
TPA Data
College Strategic Plan

Interviews Conducted

	TOTAL
Candidates	29
Completers	9
Employers	8
Institutional Administration	2
Program Coordinators	3
Faculty	8
TPA Coordinator	1
Advisors	6
Field Supervisors – Program	10
Field Supervisors - District	19
Credential Analysts and Staff	1
Advisory Board Members	3
Totals	99

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

Pacific Union College (PUC) is a residential liberal arts Christian college located in the rural foothills of the Napa Valley. The college is owned and operated by the Seventh-day Adventist Church, and is accredited by the Accreditation Association of Seventh-day Adventist Schools, Colleges, and Universities, and the Accrediting Association for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

Education Unit

The Education department offers SB 2042 Preliminary Multiple Subject, SB 2042 Preliminary Single Subject, and SB 2042 Clear credential programs. The department also offers a B.S. in Liberal Studies for elementary candidates, A.S. and B.S. degrees in Early Childhood Education, and a Master of Education degree that can be used as a vehicle to clear the Ryan and SB 2042 Multiple Subject or Single Subject credentials.

The most recent accreditation site visit to the Education department at Pacific Union College by the California Commission on Teacher Credentialing was in 2000, at which time the program received full accreditation. The Department submitted its first Biennial Report in Autumn 2009 and the Program Assessment in Spring 2010. In November 2010 the Department submitted a proposal for a Clear credential program which was approved in January 2011.

While PUC’s program is not accredited as a “blended” or “integrated” program, the primary constituency of the Multiple and Single Subject programs are students in the process of completing their undergraduate degrees at Pacific Union College while concurrently completing requirements for a teaching credential. The teaching credential can also be completed as stand-alone program and each year there are a few students who already hold baccalaureate degrees and join the credential program as post-baccalaureate candidates.

This report combines data for the Multiple and Single Subject Programs because both programs are small and have a significant core of coursework in common. The Clear credential program is reported separately.

All coursework is offered at the main campus in Angwin. The credential program is staffed by three full-time teaching faculty, one non-teaching faculty responsible for accreditation and certification, a director of field services, a TPA coordinator, an office manager, occasional contract faculty, and occasional part-time contract field supervisors for student teaching.

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	7	22	CTC
Single Subject	6	11	CTC
Clear Credential	2 (old Clear) 8 (Ryan) 0 (new Clear)	6 (old Clear) 8 (new Clear)	CTC

The Visit

The visit to Pacific Union College began on the campus on Sunday, March 11, 2012. The four-member team had one team member become ill during the visit who returned home Monday evening, completing her responsibilities through electronic means. Data collection and interviews were conducted March 11 through March 13. A mid visit report was provided to the Education Department chair and faculty members on Tuesday morning. Consensus was reached on all standard findings and the accreditation recommendation. The visit concluded with an exit report mid-day on Wednesday, March 14, 2012.

Common Standards

Standard 1: Educational Leadership

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 teacher preparation program at Pacific Union College (PUC) is guided by a mission statement that states the program aims to “develop professional, dedicated, committed, Christian teachers who have the skills and teaching strategies necessary to create a rigorous, stimulating climate where learning takes place for all students.” The program is also guided by a vision of teacher preparation that includes the importance of intentional friendships, or relationships that will lead to the success of students. The program also prepares teachers who can effectively engage and assess students in the K-12 curriculum while maintaining effective classroom management. PUC believes that candidates can maximize student learning through a relevant engaging curriculum. Because candidates can also study for a Seventh-day Adventist credential, the program believes that an effective teacher is also one who can guide students effectively as they grow in their Christian life. Researchers such as Glaser, Dewey, and Kovalik guide the vision statement of effective teacher preparation.

In the program, candidates are expected to employ their best teaching pedagogies in order to teach the California adopted standards and curriculum framework. Interviews with the faculty confirmed that various methodology courses present an in-depth study of the California standards and strategies that will allow the PUC candidates to help their K-12 students master the California standards.

The vision of teacher preparation is clearly manifested in the teacher preparation program. For example, in order for candidates to develop intentional friendships, candidates are taught to use cooperative learning as a method of instruction. Candidates complete methodology courses with concurrent field placements to help develop effective pedagogical practices. To prepare candidates for effective classroom management, candidates study motivation theory and effective classroom management in a designated course. Throughout the program, candidates are also expected to show competencies in the Teaching Performance Expectations (TPE). For example, after each pre-student teaching field experience, candidates are evaluated on how well they have met the TPEs. A final evaluation of the TPEs is conducted at the end of the final student teaching experience.

PUC has an organizational structure to help guide the management of the program. The Department of Education is led by a Department Chair who reports to the Dean of the College (the chief academic officer of PUC). The Dean reports directly to the President of the College.

The Department meets on a regular basis to discuss the programs. An examination of the minutes of department meetings shows that they discuss program and student issues. The program is also responsible to the PUC Curriculum and Efficiency Committee. Any changes to programs must be approved by a curriculum review through the program review process. The Education department also participates in program review for the College. Thus, other College personnel play a role in the development of the program.

Input is also sought from the Teacher Education Advisory Council. This Council is composed of Education department faculty and staff, PUC content area faculty and the academic administration. In an interview of College faculty who are part of the Teacher Advisory Council, it was learned that content area faculty collaborate with Education department faculty on advising, keeping abreast of credential requirements, and development of subject matter competency for the candidates.

In addition to college personnel, relevant stakeholders are actively involved in the organization of the program. Principals are involved through the Field Advisory Council. Together with university field supervisors, the Field Advisory Council provides feedback to the program on policies that will affect the program. Interviews with employers who are part of the council revealed that they collaborate with faculty on selection of school sites. Cooperating teachers confirmed that decisions on student teaching placements are made in consultation with faculty so that the needs of the student teachers and K-12 students are met. In addition to the Field Advisory Council, the Seventh-day Adventists Field Advisory Council represents employers of the graduates of the program. This committee informs the program on the needs of the schools in the Seventh-day Adventist system.

A department chair serves as the leader of the unit. Due to the small size of the program, the department chair works constantly with college administrators. The department chair is responsible for the college program review. He is also responsible for representing budget requests to the dean, who works with the chief financial officer. The department chair is also responsible for faculty evaluations. Interviews with the department chair and the dean showed that program needs are discussed regularly and decisions are arrived at collaboratively. Faculty are also actively involved in decisions that affect program operations.

The Education department has a full-time staff member who monitors the credential application process. She also serves as the data manager for the assessment system. In an interview with the credential analyst, it was confirmed that she is responsible for presenting information on the credential program to prospective candidates. She creates information flyers and also conducts presentations to students enrolled in an introductory class on teaching. Once candidates have identified they would like to become a teacher, the credential analyst tracks candidates to ensure they meet pre-service requirements. Once admitted, candidates are reminded once again of the credential requirements. The credential analyst examines each student file and meets with every student every quarter. At the end of the program, the credential analyst confirms that all credential requirements have been met and recommends the candidate for the California credential. After the recommendation is made, the credential analyst continues to track the status of the recommendation until the candidate actually completes the on-line credential application process. Student files were examined during the site visit and the process was confirmed. Students, who were in various stages of the program, commented that they had received timely

information and reminders from the credential analyst on program requirements and they were aware of credential program requirements.

Standard 2: Unit and Program Assessment and Evaluation

Met

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 assessment and evaluation system of the Pacific Union College (PUC) program is composed of four categories: state, institutional, professional, and candidate. PUC has various assessment activities for each category. Interviews with program faculty confirmed that there is a system for comprehensive data collection. An assessment cycle is used to collect data on all programs. Staff meetings are used to discuss and analyze data.

For the Commission on Teacher Credentialing's accreditation system, PUC participates in the submission of the biennial report, program assessment, and the site visit. The activities of the assessment cycle provide data for these accreditation activities.

At the institution level, PUC completes department and college reviews. At the department review, PUC faculty and staff analyze data from the credential exit survey and evaluations related to the field experience (e.g., evaluation of the candidate, evaluation of the cooperating teacher). Follow up surveys while graduates are in their first year of teaching are also utilized for department assessments. Copies of these surveys were made available at the site visit. An examination of the minutes of department meetings show that the aggregated quantitative data are analyzed and the qualitative data are discussed as well. Since the program does not have many program completers every year, qualitative data in some cases provides the program with more information.

Professional reviews occur when the department submits changes to appropriate campus governance bodies when changes are needed to meet WASC standards, update course requirements or terminology, or as changes occur in the credential program or degree programs due to general education requirement changes. The department submits a program review every five years. Every year, the department submits a progress report to the Dean that shows how the program is assessing program effectiveness.

Candidate course evaluations are also used in the assessment system. The professional community is part of the assessment system. Feedback is solicited from the Field Advisory Council (composed of public school superintendents, principals, and teachers) and the Seventh-day Adventist Field Advisory Committee. Lastly, at the candidate level, data is collected from the Teaching Performance Assessment (TPA), field experience evaluations, and the final portfolio review.

The Education department follows an assessment cycle to assess candidate performance, program completers, and unit operations. Various assessment activities are scheduled every quarter. For

example, program completers answer an exit survey at the end of the autumn, winter, and spring quarters. Data from the completer survey are analyzed at the end of the academic year. Student teaching evaluations are used to collect data on candidate competence. Data is collected every quarter at the end of each student teaching experience. Program completers are asked to answer a survey after one year of completing the program. The employers of the program completers are also asked to complete a survey in the spring quarter. To assess unit operations, the program completes a review for the Curriculum and Efficiency Committee each autumn and winter quarter. The review allows the program to present data on department efficiency regarding course loads and tuition units generated by the department. This program review also monitors program quality for WASC accreditation.

Standard 3: Resources

Met with Concerns

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.

Review of program documents and interviews with Pacific Union College (PUC) faculty, staff, and administration indicate that the majority of budget allocation decisions are made at the college administrative level. At the program and unit levels, needs are identified and communicated via the academic dean to the chief Financial officer, who identifies priorities and determines allocation amounts, based on the financial picture of the entire college. Faculty and college administrators report that the college is beginning to rebound from a period of financial challenges; enrollment and revenue appear to be increasing. After a period of stagnant and/or reduced salaries (including a year of imposed furloughs), the College is planning to use the results of a compensation study to implement a series of salary increases to bring faculty salaries to the middle of the range of colleges local to the area. Full-time faculty and administration interviewees reported that there is a generous benefit package.

While there have been recent major improvements to the college library and dining commons, the Education building, (one of the older buildings on campus) shows distinct signs of aging. Program faculty and some students and completers cite classroom upgrades and technology as areas of need. It is unclear from interviews with PUC administration when the college will address these needs, although it is generally acknowledged that they are needed. There is a prospective donor with whom the college is in discussions; should that gift be realized, it is likely that substantive improvements to the facility will be forthcoming. College administration also acknowledges there is substantial deferred maintenance; the long-range strategic plan addresses this issue and administrators at the vice presidential level are each assigned responsibility for portions of plan implementation and monitoring.

The College provides additional scholarships for candidates who express a desire to become a teacher even before they are formally admitted to the education program. Each prospective candidate receives a “Ministry Scholarship” of \$3,000 per academic year. The prospective

candidate needs to formally apply to the education program as soon as all pre-requisites are met. Failure to formally apply will lead to termination of the ministry scholarship.

Candidates in the program have access to information resources at the college, such as a wireless network, an electronic learning management system, and a library. Curricular materials are also available in the education department. While candidates generally believe that the program has adequate resources to meet their needs, several cited a need for updated technology (e.g., Smartboards, document cameras). One candidate cited a perceived lack of curricular resources and methods for candidates seeking the Single Subject credential in physical education.

Faculty have also identified personnel as an area of need. Staff and faculty alike serve in multiple roles. After losing one of two core faculty members in the Multiple Subject program, the remaining faculty member now does the work of both. The College's finances, coupled with an inability to attract qualified candidates willing to accept the beginning salary offered, have been cited as contributing toward this situation.

The lone Multiple Subject faculty member also has advising responsibilities for all Liberal Studies majors and Multiple Subject program undergraduates. In cases where Liberal Studies majors are also candidates in the Multiple Subject program, the faculty member only receives advising credit for one person, despite extra time spent advising in two capacities. This differs from advising loads for faculty in the Single Subject program, who do not also advise students in undergraduate programs.

Each faculty member receives monies each year to attend conferences. Cooperating teachers receive small tokens for their service, and supervisors are paid on a per student basis each term. Program faculty supervise candidates in the field as part of their workload.

There is information about program processes, from admissions through the credential application process, readily available to students both in hard copy and on the web. Students universally agree that they have access to accurate and readily available program information and advising materials.

Rationale: PUC's resource issues impact both faculty and candidates. A faculty position has remained unfilled for a number of years due to inadequate funding. Interviews with various constituents revealed that candidates are not provided with the experience to use technology for teaching and learning through the program. Some candidates mentioned they had to learn how to use important technology tools at their field experience with the assistance of their cooperating teachers. Faculty expressed a need for the dedicated classrooms in the education department to be refurbished to include appropriate technology so that they can provide their candidates with a better learning experience. Interviews also revealed that resources for technology may be allocated to the department in the future but this commitment is dependent on several factors (including the fulfillment of a gift from a donor).

Standard 4: Faculty and Instructional Personnel

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.

A review of faculty vitae and interviews with faculty, candidates, and administrators indicate that the unit employs qualified persons to teach classes and supervise candidates. Faculty have advanced degrees and many hold a teaching credential. Each faculty member receives a modest stipend each year to attend conferences. With one exception, all faculty, lecturers, and supervisors have public school experience; starting next academic year, all faculty will be required to have K-12 experience. All core faculty and most contract faculty (full-time PUC faculty who teach one or more courses in the education department) continue to maintain currency through ongoing participation and/or supervision in K-12 classrooms. Candidates commended their faculty for the personal attention that they provide in assisting them in acquiring the competencies required for the credential.

Although core faculty in the Multiple and Single Subject programs are not ethnically diverse themselves, candidates agree that these faculty have significant background experiences in working with diverse student populations, whether in the United States or abroad. Candidates are exposed to diverse perspectives in the program. Those students who attend the college as undergraduates report that they are exposed to a diverse faculty in their non-education classes. Similarly, faculty and candidates report that the cadre of contract faculty is diverse.

Candidates stated that they were well prepared to work with English language learners and students with special needs. Cooperating teachers confirmed that candidates used effective strategies for working with students with diverse needs. Candidates take a class that specifically addresses diversity, in addition to classes on methodology for teaching English learners and students with special needs. An examination of the syllabus and an interview with the faculty member confirmed that topics such as race, ethnicity, sexual orientation, gender, exceptionality and religion are studied in the class. In the class on diversity, candidates read journal articles, discuss videos, and go on field trips.

Even so, the unit wishes to add to the diversity of its core faculty; however, attempts to hire a diverse core-teaching faculty have been hampered by budgetary and salary-related issues. The College has had a difficult time filling a position that was vacated in 2009.

Interviews with faculty, administrators, candidates, and graduates revealed that candidates receive instruction from faculty who are current in their areas of teaching expertise. Reviews of

instructor-created syllabi and interviews with candidates indicate explicit linkages between program standards, Teacher Performance Expectations (TPEs), course objectives, and course readings and assignments. Core faculty teach TPA courses and RICA preparation seminars; passage rates on these assessments indicate that candidates are generally well-prepared. Interviews with faculty who represent various content majors reveal that the classes that candidates take in their major are aligned with the content that will be tested in the CSET.

Reviews of advisory board minutes and interviews with faculty, cooperating teachers, employers, support providers, and advisory board members indicated that there is regular and systematic collaboration and consultation with external constituencies from K-12 settings. Support providers and collaborating teachers praised the unit's thoroughness in orienting them to program content, processes, and expectations. In addition, the program deepens engagement with field personnel as faculty, in their student teacher supervision roles, work with cooperating teachers to collaboratively monitor and support candidate development.

Faculty are evaluated on a regular basis. Candidates complete course evaluations at the end of the quarter. In an interview with the dean the team learned that tenure track faculty are evaluated by their peers in the department as well as by a college rank and tenure committee.

Standard 5: Admission

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.

A review of program documents, the PUC website, and interviews with faculty, administration, candidates, and completers indicated that the unit has established well-defined admissions criteria and procedures that align with CTC-adopted requirements. Candidates who meet the following criteria are admitted to the program:

- A minimum GPA of 2.5
- Completion of EDUC 101 (Introduction to Teaching) and EDUC 101L (Classroom Observations)
- Enrollment in at least one quarter at Pacific Union College or transfer from another teacher education program
- Passage of the CBEST
- Verification of subject matter competency
- Issuance of the Certificate of Clearance

Candidates also submit a personal statement, recommendations, verification of membership in a Seventh-day Adventist church, and official transcripts documenting high school and college coursework. The credential analyst interviews candidates who submit an application. Faculty examine all application materials and make an acceptance decision.

Prior to admissions, the credential analyst meets with a class of prospective candidates to inform them of admission and credential requirements. Interviews with current candidates revealed that candidates have ready access to admissions and program information both on the PUC website and in hard copy formats. Brochures and other informational handouts are readily available in the lobby of the education department building.

In the admission process, candidates must demonstrate pre-professional experience in diverse settings working with target age populations. In addition, candidates must demonstrate that they are a good fit with the mission of the institution.

Candidates, completers, faculty, and administrators affirmed that programs seek out and admit applicants from diverse populations. Scholarships, other forms of assistance and financial aid are available and assist historically under-represented candidates with a portion of their educational costs. The College also provides a scholarship to any prospective candidate who expresses a desire to become a teacher. Each of these prospective candidates receives an additional ministry scholarship of \$3,000.

Candidate requirements are monitored by the credential analyst from the time the candidate has identified an interest to become a teacher. A quarterly candidate progress report is discussed at the faculty and staff meetings.

Standard 6: Advice and Assistance

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.

All core faculty members carry an advising load. Each candidate in the program is assigned an advisor, with whom they must meet each quarter prior to enrolling in courses for the next term. Candidates and completers universally cited advisors and professors as having high levels of knowledge and caring, as well as being quick to respond. A review of advising materials, along with candidate interview data, confirmed that advising information is consistent across programs and advisors. Candidates are tracked throughout their program and candidate progress is discussed at faculty and staff meetings every quarter.

Information on the credential program requirements is made available to candidates from the time they consider teaching as a career. Candidates mentioned that they receive timely information from the credential analyst, including personalized email messages, reminding them of credential requirements that still need to be met.

The programs have clear criteria and processes in place for assessing and communicating candidate progress on a systematic and regular schedule and for determining candidate readiness to proceed through each phase of the program. There is an emphasis on comprehensive evaluation of candidate readiness for each step of the program. An examination of the minutes

of staff meetings shows that the progress of each candidate is often an item of discussion at the meetings.

The program provides assistance and counseling to candidates who are experiencing difficulty. After receiving feedback and guidance, candidates not meeting clearly stated program criteria are counseled out of the program. Candidates stated that they receive written notification from program faculty if there are any concerns on their performance in coursework or field experiences.

Candidates also stated that they receive assistance in job placements either just before or after they have completed the credential program. Each year, the program invites employers to an “Education Banquet.” At this event, candidates are introduced to prospective employers and are able to showcase their pedagogical skills. Candidates stated that they felt better prepared to interview with prospective employers after connections were made at the banquet.

Standard 7: Field Experience and Clinical Practice

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.

Interviews with Pacific Union College (PUC) faculty, staff, and candidates verified that there is a sequence of field work experiences at a variety of levels designed to provide increasing responsibility to candidates as their pedagogical knowledge, practical experience, and expertise rise during the program. Candidates start off with classroom observation, then continue with short-term field experiences, followed by pre-session student teaching leading to a full-time student teaching experience. This sequence of short-term field experiences, with their corresponding methods courses scheduled concurrently, provide opportunities for candidates to make connections between theory and practice through structured instruction, observation, instructional planning and teaching. A review of the methods course and field experience sequence confirmed that the field experiences are sequenced and tied to methods courses and the TPAs.

A review of program documents and interviews ascertained that PUC has a directed teaching contract with thirteen school districts in a variety of surrounding communities. These districts support preliminary candidates completing short-term field experiences and full-time student teaching. Interviews with PUC faculty, directors of placement and LEA Human Resources personnel confirmed that each application for field placement is carefully evaluated to ensure the needs of credential candidates are met. Experienced and knowledgeable cooperating teachers, a desire of school administrators to work with and support candidates, and the cultural, socioeconomic diversity of the student population are high priorities for candidates’ field

experience placements. It is evident that through the planned sequence of field experiences, candidates are able to teach a broad range of diverse learners and have many opportunities to practice research-based teaching strategies for diverse students.

PUC supervisors visit with candidates regularly during short-term experiences and the full-time student teaching experience to provide support and guidance, maintain communication, and to observe the candidate teaching and refining of instructional strategies. Interviews with current candidates and program completers established that supervision and assistance is one of the strong points of the program.

PUC has well-defined criteria for selection of school sites and cooperating teachers. PUC supervisors, the director of field services, human resources officers, school principals, and cooperating teachers work as a team to ensure that each candidate receives the best possible placement and experience. Open communication exists between the team and the candidate throughout each field experience to provide support and encouragement and to identify issues that need to be addressed. Through interviews with pertinent constituents and document reviews of sample candidates' profiles, it was ascertained that a variety of evaluation and assessment tools are used by PUC supervisors, staff, cooperating teachers, and candidates during the field experience to provide feedback on candidate competence and the quality of field experiences.

Standard 8: District-Employed Supervisors

Met

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.

District-employed supervisors are called cooperating teachers in the Pacific Union College (PUC) program. As established by PUC, school districts and principals are expected to provide qualified cooperating teachers; principals must sign off that cooperating teachers meet the established qualifications prior to the start of any placement and entry of the candidate into the classroom. The director of placement, school district principals, and cooperating teachers confirmed during interviews that cooperating teachers in PUC are required to meet certain qualifications established by the college in order for candidates to be placed in their classrooms during short-term field experiences and full-time student teaching.

Interviews with faculty members and school principals confirmed that cooperating teachers receive handbooks, materials, and information pertinent to their roles and responsibilities. Additionally, faculty supervising the placements train the cooperating teachers and orient them to their roles and responsibilities. Through interviews with cooperating teachers, it was determined that they are aware of their roles and responsibilities as they relate to supporting and coaching candidates during their short-term field experiences and student teaching. Furthermore, the training provided by faculty members was deemed valuable and well-designed.

During interviews, cooperating teachers and the director of placement confirmed that PUC has an effective process in place for evaluating cooperating teachers. Cooperating teachers working with candidates in short-term field experiences are evaluated at the end of the experience by the

college supervisor; cooperating teachers working with candidates in pre-session student teaching experience are evaluated by the student teacher at the conclusion of the experience. At the end of the student teaching experience, the college supervisor evaluates the effectiveness of the cooperating teacher. Candidates are also given an opportunity to provide feedback on their experience. Document review confirmed that PUC has established procedures to evaluate the cooperating teachers that are being implemented with fidelity.

Cooperating teachers who are willing to work with candidates in short-term field experiences, the pre-session student teaching experience or the full-time student teaching placement are recognized by incentives ranging from gift cards to tuition benefits for five free credits of coursework over a two-year period.

Standard 9: Assessment of Candidate Competence

Met

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.

Candidate assessments in the Pacific Union College (PUC) program are tied to the program standards and the Teaching Performance Assessments. In the Multiple and Single Subject program, candidates are asked to demonstrate that they have acquired the professional knowledge and skills necessary to educate all students through a variety of means. PUC considers a candidate has achieved the appropriate competencies through the following measures:

1. Satisfactory evaluations from field experience personnel. In the evaluation tool, a candidate should have received satisfactory ratings from the cooperating teacher and university supervisor in order to successfully complete the field experience.
2. Passing scores on all tasks of the Teaching Performance Assessment (TPA).
3. Demonstrating by means of a portfolio that they have met the Teaching Performance Expectations (TPE) during the two short-term field experiences (often referred to as “lab” by the candidates) connected to methodology courses and during student teaching.
4. Successful completion of all coursework with a GPA of 2.5 or better.

The TPE portfolio serves as a culminating assessment. Candidates present artifacts that demonstrate how they have met the Teaching Performance Expectations. An examination of various student portfolios showed that candidates include artifacts such as lesson plans, unit plans, and classroom management plans to demonstrate that they have met the TPEs. Classroom reflections and student work are also included in the portfolio. The portfolio is evaluated using a rubric.

An interview with candidates revealed that faculty evaluate candidates on a quarterly basis. The credential analyst presents information on each candidate at faculty meetings. Minutes of faculty meetings indicated that faculty and staff participate in extensive discussions on individual candidates. Candidates confirmed that they receive written notices from faculty when they are not performing up to the standards of the department. Candidates and faculty also receive a quarterly report from the credential analyst on the progress of each candidate.

PUC's Clear credential program just transitioned to the new standards. A cohort of candidates is scheduled to complete the program at the end of the next academic year. However, the Clear credential program has assessments in place and data will be analyzed when they have program completers.

Multiple and Single Subject Credential

Program Design

The Multiple and Single Subject (MS and SS) credential programs in Pacific Union College's (PUC) education department are purposefully designed to prepare teachers for service in both California public schools and Seventh-day Adventist (SDA) schools worldwide. The primary constituency of the programs is students who are in the process of completing their undergraduate degrees at PUC while concurrently completing requirements for a teaching credential. Nevertheless, the teaching credentials are also stand-alone programs and each year there are students who have graduated from PUC or other colleges who join the credential programs as post-baccalaureate candidates.

The institution provides unit leadership with the authority and support needed to create effective strategies to achieve the needs of all programs. The chair of the education department is authorized by the college to make decisions regarding the credential programs on campus. The education department has four full-time faculty: a department chair, a multiple subject credential program coordinator, a single subject credential program coordinator, and a non-teaching administrator and credential analyst. Faculty teach the required core classes and the department provides ample opportunities for faculty and staff to collaborate weekly in a collegial manner. The department chair is in direct communication with the academic dean who is responsible to the college president.

Through communication and collaboration, various stakeholder groups such as the Field Advisory Council, the Teacher Education Advisory Council, the Seventh-day Adventist (SDA) educational community, and the SDA Field Advisory Committee, provide feedback on program and unit operations. Each quarter the department publishes a newsletter sent to constituents such as advisors, area schools administrators and others, to inform them of credential program issues, important dates, events and policies.

Course of Study (Curriculum and Field Experience)

The department has designed credential coursework to be relevant, interrelated, and sequenced in a way that leads to candidate success. Courses move from orientation to knowledge to methods to application.

Teacher candidates advance through two phases of the preliminary credential programs. The first phase is designed to provide theoretical knowledge of broad importance to educators. After formal admission to the credential program, candidates are then eligible to take a sequence of methods courses with field work, where they observe and teach, implementing the knowledge developed in previous courses under the guidance of the college supervisor and the cooperating classroom teacher. These short-term field experiences are followed by full-time student teaching.

All candidates take the recommended sequence of courses (and credit hours per quarter) which first include introductory coursework in teaching/classroom observations, health education, computer technology for teachers, ethical dimensions of teaching, educational psychology, exceptional children in the classroom, classroom management, the multicultural classroom and English language learner pedagogy. Additionally, candidates in the multiple and single subjects program take the following credential specific courses.

Multiple Subject Methods Courses

Intermediate Reading and Writing (3)
Beginning Reading and Writing (4)
Beginning Reading and Writing Field Experience (1)
Elementary Math and Science (4)
Math Field Experience (1)
Social Studies and the Arts (2)
PE for Children (3)

Single Subject Methods Courses

Literacy in the Content Area (3)
Middle School Teaching Strategies (3)
Middle School Field Experience (1)
Secondary Content Area Teaching Strategies (3)
High School Field Experience (1)

And lastly, the Teaching Performance Assessments are included as part of the student teaching seminars.

Following “Classroom Observations” at the beginning of their education classes, candidates are in the field in two short-term (25 hours) courses and one full-time (11 weeks) student teaching experience. In short-term field experiences, candidates are observed teaching twice by a college supervisor and six times by the cooperating teacher. Each candidate must be evaluated at “beginning” level or better in half of the TPEs by the end of the first short-term field experience, and in all TPEs by the end of the second short-term experience in order to proceed to the next field placement. The department faculty approves these decisions that are made in department reviews. Full-time student teachers are observed and consulted weekly by a college supervisor, once by a content area professor, and daily by the cooperating teacher. In both short-term and full-time placements, formal evaluations by the college supervisor and cooperating teacher take place at mid-term and end-of-term. Interviews with cooperating teachers, college supervisors, and candidates confirmed that field experiences and course work emphasize attaining and demonstrating competence in the TPEs.

Candidate Competence

Through a series of interviews with college supervisors and the director of field placement, it was confirmed that a variety of evaluation and assessment tools are used to capture and document candidates’ competency in the content area they plan to teach. Candidates are also evaluated through the Teaching Performance Assessment.

Candidates demonstrate their knowledge and ability to plan and to teach through successful completion of a variety of tasks and passage of appropriately leveled benchmarks including completion of all degree coursework. In addition, candidates must successfully complete

supervised field experience. These field experiences, comprised of two short-term field experiences connected to methods courses, pre-session student teaching (a beginning-of-the-school-year experience), and full-time student teaching, provide multiple opportunities for candidates to demonstrate a professional disposition to ensure that all students are successful. In addition, candidate must pass CBEST to demonstrate basic skills (required for regular admission to the program), pass CSET to demonstrate content area knowledge (required one quarter prior to the start of full-time student teaching), pass RICA to demonstrate ability to teach a balanced reading curriculum; required prior to recommendation for credential (MS only), and pass the four tasks of the California Teaching Performance Assessment.

The TPEs are the main benchmarks by which teacher candidates' pedagogical knowledge and skills are assessed within the program. All candidates are oriented to the entire set of TPEs in the TPE Orientation session during the first quarter of the methods course sequence.

Candidates demonstrate their knowledge and skills in the TPEs in all field placements through assessments such as the TPE Portfolio and the TPAs. At the end of the program, the credential analyst confirms that all credential requirements have been met and recommends the candidate for the California credential.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** except for the following:

Program Standard 11: Using Technology in the Classroom **Met with Concerns**

The team found that candidates do not have the appropriate exposure to technology in the program that will make them effective and progressive educators in the digital age. The issue of resources identified in Common Standard 3 directly contribute to the inadequate experiences for candidates in learning to use technology in the classroom.

Multiple and Single Subject Clear Credential Program

Program Design

The Pacific Union College (PUC) Clear credential program is designed to support participating teachers in Seventh-day Adventist schools through a BTSA-like induction program as they transition from their preliminary credential programs and become professional classroom leaders, through a purposeful, logically sequenced structure of extended preparation and supervised fieldwork. Participating teachers enter a process that spans portions of three summers and the two intervening school years.

During the summers, teachers take coursework on the PUC campus that include an orientation to the clear credential (first summer), Standard 5 pedagogy, and Standard 6 universal access (first and second summer in alternating sequence), and a summative assessment/portfolio presentation (third summer).

In addition, while teaching during the first and second school years, teachers apply and demonstrate their knowledge of the program standard addressed the previous summer, as well as instruction aligned with P-12 academic content standards and growth in the California Standards for the Teaching Profession (CSTP). Participating teachers respond to formative assessments of their practice and meet with support providers to discuss their progress and needs. Throughout the program, they develop a portfolio of their work.

The program director is responsible for managing and monitoring the effective operation of the Clear credential program. This includes establishing and following program protocols; creation and maintenance of appropriate course and field work; training of support providers; communication among participating teachers, their support providers, and the program; maintaining e-portfolio provider access; and assessment of individuals and of the program.

All participating teachers are assigned three people from whom they can expect support: (1) A PUC faculty member assigned at the beginning of the program as the principle advisor of the professional growth plan, (2) the site mentor at the school where the participating teacher is integrally involved in classroom observations and support, and (3) a representative of the Seventh-day Adventist employing organization (superintendent or associate superintendent) who observes, supports, and formatively assesses each teacher. All support providers receive training in the use of FACT documents as guides in conversations and assessments.

Site mentors meet with participating teachers regularly to discuss the CTC-developed formative assessments, and to support them in other areas of need. For example, the site mentor meets with the participating teacher at least once each quarter (roughly bi-monthly), a PUC faculty member makes at least one site visit each year and conducts at least three on-line meetings/webinars each year, and the school-level administrator visits at least once each semester. Following this schedule, participating teachers have at least seven site visits per school year, three additional formal on-line meeting and numerous other contacts.

Each year participating teachers are in the Clear Credential program, support providers attend a workshop held in conjunction with the local Seventh-day Adventists (SDA) school pre-session/in-service meetings. At this workshop, support providers receive an orientation to the

Clear credential program, information on relationships between TPEs and CSTPs, instruction in the focus Program Standard of the year (Standard 5 or 6). In addition, they receive instruction in the use of FACT document and the Clear Credential Handbook which includes an overview of the Clear credential process, describes responsibilities of each member of a participating teacher's support team and includes all formative assessment documents to be discussed with participating teachers

Some support providers convene again at an education council that meets twice a year. At the first council meeting, they receive additional training specific to action research. Additional assistance is available to support providers who have questions about any aspects of the program. Feedback about the program is sought from all attendees during this meeting in order to identify potential individual or systemic problems early in the year. The second council meeting is the final face-to-face contact point in the school year with support providers. Support providers not attending the education councils will receive the same information via webinars.

Interviews with PUC faculty indicated that the Clear credential program is in the first year of the implementation and no candidates have yet completed the program yet. Interviews with participating teachers revealed the program has been implemented as written. Teachers had completed the orientation to the Clear Credential program and knew the program requirements. A sample teacher portfolio included evidence of communications between all levels of supervisors as well as self-assessment of the California Standards for the Teaching Profession (CSTP) and an individual professional growth plan.

Course of Study (Curriculum and Field Experience)

Coursework

Participating teachers complete EDUC 580 A and B: Clear Credential Orientation and Review, which each meet for one day at the beginning of the first two summer sessions (two days total). Participants also complete one-week courses in both the first and second summers which present additional instruction in pedagogy (Standard 5) and universal access (Standard 6). During odd-numbered summers, participating teachers take EDUC 581 Clear Credential Standard 5: Pedagogy. Participants receive additional instruction in advanced classroom management, assessment, student health and safety, and technology. During even-numbered summers, participating teachers take EDUC 582 Clear Credential Standard 6: Equity. Participants receive additional instruction in inclusion, advanced exceptional children, and advanced English learners. Finally, in the third summer, teachers complete the requirements of EDUC 583 Clear Credential Capstone, a summative assessment of their competencies in California standards.

Fieldwork

Participating teachers complete EDUC 581L: Clear Credential Standard 5 Fieldwork and EDUC 582L: Clear Credential Standard 6 Fieldwork in the school years following the respective coursework. Teachers implement assignments/activities from summer courses, demonstrate growth in self-assessed areas of need in the CSTP, use of adopted academic content standards, and Clear Credential program standards. This work is supervised by three different support providers: the school site mentor, a PUC Education faculty member, and an associate superintendent of the local SDA Office of Education.

In addition to coursework and meetings with supervisors, teachers also participate in online seminars or conferences once per college quarter during the school year. These seminars consist of a PUC faculty presentation of content related to the focus standard of the year (fall and spring quarters) and inquiry (winter quarter), followed by group discussion of the topic and issues confronting the teachers in their classrooms. In this group setting teachers are able to receive guidance from the faculty and other participants, broadening their appreciation for the diversity of settings teachers find themselves in and contributing to this mutually supportive network of teachers.

Assessment of Candidates

At the beginning of the Clear credential program and at multiple points throughout, systematic formative assessment supports and informs participating teachers about their professional growth. In the Clear Credential Orientation and Review course, following the Self-Assessment of CSTP and consultation with their faculty advisors, teachers create professional growth plans which give direction to their areas of focus for the coming year. This self-assessment and professional growth plan development is repeated for the second year as well. These are further promoted and developed through the liberal and integral use of Formative Assessment for California Teachers (FACT) elements as bases for discussion with support providers and for teachers' own measures of progress in their professional growth plans.

Formative assessments guide teachers in their initial assessment of teaching practice to identify areas of need, and the subsequent creation and revision of their professional growth plan, Collaboration with support providers, demonstrations of pedagogical skills, and demonstrations of knowledge and skills in providing for needs of all students are addressed by the activities of the formative assessment system. Teachers participate in the inquiry cycle investigating content instruction and are required to document their experience through the completion of a summative assessment and portfolio. The formal presentation of their inquiry activities and portfolios in a public forum at the mid-point and end of the program allows participating teachers to respond to questions from observers who are not already familiar with their work.

The Clear credential program has recently undergone transition to new standards and is in its first year of implementation. After review of the institutional report and supporting documentation, interviews with program leadership, participating teachers, and PUC program supervisors, the team determined that all program standards for the Pacific Union College Clear credential program are fully **Met**.