

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

**Professional Services Division
February 2018**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **California Lutheran University**. 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**

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple Subject with Intern	6	6		
Preliminary Single Subject with Intern	6	6		
Preliminary Mild/Moderate Disabilities with Intern	22	22		
Preliminary Moderate/Severe Disabilities with Intern	24	24		
Preliminary Deaf and Hard of Hearing with Intern	27	27		
General Education Teacher Induction	6	N/A (inactive)		
Preliminary Admin Services with Intern	9	9		
Child Welfare and Attendance	8	8		
School Counseling	32	32		

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: California Lutheran University

Dates of Visit: November 5-8, 2017

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status	
Date: February 28-March 4, 2009	Accreditation Status Accreditation
Report Link	2009 California Lutheran U. COA Action

Rationale:

The unanimous recommendation of **Accreditation** for California Lutheran University 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 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:

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for all programs offered at California Lutheran University.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all common standards are **met** for California Lutheran University.

Overall Recommendation

The accreditation team verified that California Lutheran University and its programs, when judged as a whole, met or exceeded the Commission’s adopted Common Standards and Program Standards applicable to the institution. California Lutheran University (including its credential programs) is judged to be effective in preparing educators and is demonstrating overall quality in its programs and general operations and the team recommendation is **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:

<p><u>Multiple Subject</u> Preliminary Multiple Subject Traditional Preliminary Multiple Subject Intern</p>	<p><u>Administrative Services Preliminary</u> Preliminary Administrative Services Traditional Preliminary Administrative Services Intern</p>
<p><u>Single Subject</u> Preliminary Single Subject Traditional Preliminary Single Subject Intern</p>	<p><u>Pupil Personnel Services</u> School Counseling Traditional School Counseling Intern Child Welfare and Attendance</p>
<p><u>Education Specialist Credentials</u> Preliminary Mild/Moderate Disabilities Traditional Preliminary Mild/Moderate Disabilities Intern Preliminary Moderate/Severe Disabilities Traditional Preliminary Moderate/Severe Disabilities Intern Preliminary Deaf and Hard of Hearing Traditional Preliminary Deaf and Hard of Hearing Intern</p>	<p>General Education Induction (Inactive)</p>

Staff recommends that:

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

Accreditation Team

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Staff to the Visit:	Katie Croy , Lead Consultant Jake Shuler , Consultant Commission on Teacher Credentialing

Documents Reviewed

University Catalog	Fieldwork Handbooks
Common Standards Report and Addendum	Field Experience Notebooks
Course Syllabi	Assessment Tree and Matrix
Schedule of Classes	Advisement Documents
Candidate Files	Clinical Supervisor Training Materials
Admission Documentation	Faculty Vitae
Exit Surveys	Faculty Search Guidelines
Disposition Evaluation	Faculty Evaluation Tools
TPA Data	Advisory Group Agenda and Minutes
Program Assessment Feedback	Candidate Handbooks
Administrative Program Review Feedback	Cooperating Teacher Handbooks
Candidate Portfolios	Continuous Improvement Plans

Interviews Conducted

Stakeholders	TOTAL
Candidates	145
Completers	42
Employers	17
Institutional Administration	11
Program Coordinators	17
Faculty	25
Adjunct Faculty	44
TPA Coordinator	3
Advisors	23
Field Supervisors – Program	32
Field Supervisors – District	26
Credential Analysts and Staff	7
Advisory Board Members	29
TOTAL	421+

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

Background Information

California Lutheran University (CLU) is one of 28 colleges and universities in the United States that are affiliated with the Evangelical Lutheran Church in America (ELCA), the third largest Protestant Church body in the country. CLU is the only ELCA college or university founded since the First World War.

After two years of intensive planning and development, California Lutheran College opened its doors to faculty and candidates in 1961. A commitment to liberal undergraduate education in letters, arts, and sciences is central to the mission. From the beginning, the institution was committed to preparing academically and professionally competent educators. The institution is relatively young and continues to develop its character and identity.

California Lutheran University is a diverse scholarly community dedicated to excellence in the liberal arts and professional studies. Rooted in the Lutheran tradition of the Christian faith, the University encourages critical inquiry into matters of both faith and reason. The mission of

California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

As its vision and mission expanded along with its physical plant and facilities, CLC became California Lutheran University in 1986. This transformation in both name and structure saw the creation of a College of Arts and Sciences, School of Business, School of Education, and the formalization of adult re-entry work into the Adult Degree Program (ADEP). This structure has enabled the University to provide the liberal undergraduate and pre-professional education envisioned by its founders and to respond to the social and occupational needs of its community.

Education Unit

In accordance with the mission of the university, the Graduate School of Education (CLU GSOE) seeks to develop “reflective, principled educators who “STRIVE” (*Serve, Think, Respect, Include, Value, and Empower*) to serve as mentors and models for moral and ethical leadership; think critically to connect theory with practice; respect all individuals; include and respond to the needs of all learners; value diversity; and empower individuals to participate in educational growth and change”.

The CLU GSOE currently offers programs at the post-baccalaureate level that lead to teaching credentials in the following areas: Preliminary Multiple Subject; Preliminary Single Subject for candidates who have established subject matter competency by program or exam; and Education Specialist credentials in Mild/Moderate, Moderate/Severe and Deaf and Hard of Hearing. Candidates may apply to the credential program only or to a combined credential/M.Ed. program. Services credentials are offered in the area of Pupil Personnel Services in School Counseling and Child Welfare and Attendance. Additionally, a Preliminary Administrative Services credential is offered for qualified candidates pursuing careers in administration. The CLU GSOE also offers the following non-credential programs: M.S. in Counseling and College Student Personnel, Doctorate in Educational Leadership (K-12), and Doctorate in Educational Leadership (Higher Education).

A selection of programs at the CLU GSOE are delivered in a hybrid format with courses offered both on-line and in person. The Preliminary Administrative Services Credential program is a 60% in person and 40% on-line format. Two courses in the Pupil Personnel Services program are offered both in-person and on-line, with candidates given an option in formats. In the preliminary teaching credential program, the methods courses are offered each spring semester in a 60% in-person (Oxnard Campus) and 40% on-line format.

CLU GSOE also offers various courses at satellite centers in Woodland Hills: Deaf and Hard of Hearing, and Preliminary Administrative Services, Oxnard, Preliminary Administrative Services, methods courses for teachers, PPS: School Counseling with Child Welfare and Attendance, and Santa Maria: Preliminary Administrative Services.

**Table 1
Program Review Status**

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Preliminary Multiple Subject Traditional and Intern	25	38
Preliminary Single Subject Traditional and Intern	38	36
Preliminary Mild/Moderate Disabilities Traditional and Intern	13	11
Preliminary Moderate/Severe Disabilities Traditional and Intern	4	11
Preliminary Deaf and Hard of Hearing Traditional	11	15
Preliminary Admin Services Traditional and Intern	69	45
PPS School Counseling Traditional and Intern	20	54
PPS Child Welfare and Attendance	6	0

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Preliminary General Education, Multiple and Single Subject Teaching Credential Programs

Program Design

California Lutheran University is a diverse academic community dedicated to excellence in the liberal arts and professional studies. The design of the Preliminary Multiple and Single Subject Credential Program (MS/SS Program) is grounded in the conceptual framework as embodied in the mission statement calling for candidates and faculty to model and reflect the characteristics embodied in the motto *Serve, Think, Respect, Include, Value, and Empower* (“STRIVE”) of the Graduate School of Education (CLU GSOE). The mission is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice. The mission statement is pervasive throughout the program. Interviews with faculty, candidates, adjuncts and field supervisors verified the mission is interwoven and identifiable in all curricula and performance expectations. Reactions and reflections to the mission statement are part of the admission process with an initial essay regarding the personal meaning to the prospective candidate and benchmark essays as a signature assignment midway and upon program completion are also required.

The MS/SS programs are housed in the CLU GSOE Department of Teaching and Learning. The dean, who also currently serves as the interim department chair for the Department of Teaching and Learning, leads a team consisting of the coordinator of candidate placement, the TPA Coordinator, credential analyst, the director of special education, the director of integrated educational studies and the director of masters programs. Monthly departmental meetings and program specific meetings are scheduled with various constituents. Other meetings include those with graduate admissions counselors regarding applicant recruitment and ensuring that those advancing to candidacy meet all requirements of the program and the CTC. Faculty and staff interviews revealed communication with leadership is a significant characteristic of the program development and implementation stating “leadership is more than available.”

The program design consists of three blocks of courses: a Foundations block, Introduction to Clinical Practice/Methods block, and Full Time Clinical Practice/Methods block. Teacher candidates participate in classroom and field experiences that lead them to develop knowledge and use of the state-adopted academic content standards and the common core standards. Fieldwork is designed to focus on skills and strategies necessary to teach content to all candidates and is rooted in the California Teaching Performance Expectations. Interviews with program coordinators, faculty, and candidates in the methods and Foundations block verified the candidates are well-prepared to meet the needs of students with special needs including those students in special education, gifted programs, English Learners, and those in the general population.

Both the traditional and intern credential programs follow the same basic program design. Candidates who successfully complete the Foundations block and are offered a teaching position may apply to move into the Intern credential program. Intern candidates then complete the second and third blocks in their teaching position as an intern candidate. Candidates who are

accepted into the Intern program are also provided with information on the Early Completion Option (ECO). Candidates accepted into the ECO are not required to complete further coursework. The ECO is described in the Candidate Handbook and informs candidates of the necessary exams they need to complete and the implications for passing the Teaching Performance Assessment on the first attempt.

Each block of the program includes fieldwork. Forty hours of directed but non-supervised observation are required of candidates in the Foundations block. Candidates indicated that this is an important part of their program, giving them the opportunity to observe and interact with students in various PK-12 settings. The initial supervised clinical practice requires 300 hours and is part of the Clinical Practice/Methods block. The Full Time Clinical Practice/Methods block requires 450 hours of supervised clinical practice.

Clinical experiences occur in a choice of two settings, the Professional Development Schools (PDS) and the STRIVE schools. The University partners with two schools (one elementary and one middle school) as PDSs. Memoranda of Understanding (MOUs) with the schools outline the nature and expectations of the partnership. Candidates in the PDS schools are divided into cohorts of 8-18 candidates and placed by the PDS Coordinator. University courses are taught at the PDS site by full-time and adjunct faculty. Candidates are partnered and fully integrated into the school community with a primary assignment for all but six weeks of the year in which they experience a secondary assignment. Interviews of staff and candidates reveal overall enthusiasm for this program and the positive outcomes. A PDS stakeholder steering committee meets five times per year to evaluate the partnerships and review data to inform changes to the program. Additionally, there are 57 partner schools (labeled as STRIVE schools) where candidates experience clinical practice. Candidates in the STRIVE program are placed in PK-12 schools throughout the region and take all their coursework on the main CLU campus. A university field supervisor and cooperating teacher support candidates in both programs.

In the past two years, the dean has established an advisory board of 7-10 stakeholders who provide field feedback at least twice annually. Educational professionals including school superintendents and principals from the local community serve three-year terms. Among others, they include a special education teacher, a PDS school principal, a Kindergarten teacher and a high school teacher. They receive and review feedback data in order to make program modifications and adjustments. Transitions to new program standards have played a large role in the work of the committee. The dean has expressed the need and desire to include as many stakeholders as possible in the work of the CLU GSOE. In this regard, he has met with each of the 20 superintendents in Ventura County with the purpose of receiving their input and understanding their needs to help guide program modifications.

Course of Study (Curriculum and Field Experience)

The course of study is designed to provide the essential components that link well-informed theory and research-based practice with effective adult learning theory. Candidates are initially introduced to the theoretical foundations of teaching and learning through the 12 unit

Foundations block. The coursework includes an introduction to American education, study of child and adolescent development, engagement in understanding of special needs and gifted students and English Learners. A major instructional focus is placed on the historical and philosophical context of diversity. Candidates in this block participate in 40 hours of field work in which candidates observe and actively participate in TK-12 and adult education classrooms in local communities, giving them an opportunity to make connections between theory and practice. Candidates report they are able to use the university required lesson plan format to observe its elements in practice. Courses required in this block include 12 units: Foundations of Education, Theories of Teaching and Learning and Development, Teaching English Learners and Diverse Populations, and Teaching Exceptional Students in Inclusive Environments.

Building on the foundational courses, the program moves to pedagogy-focused courses within a 15-week introduction to clinical practice/Methods block. This block includes both coursework and fieldwork. Candidates apply theory to practice in real classroom settings with 300 hours of introductory clinical practice combined with three courses in methodology. They also attend seminars including preparation for California Teaching Performance Assessment (CalTPA) and speakers around practical issues and topics in education. They complete CalTPA 1 (Subject Specific Pedagogy) and CalTPA 2 (Designing Instruction) by the end of this block. Courses required in this block include 3 unit courses: Leadership and Law in Diverse Classrooms, Literacy and Language in Diverse Classrooms, Teaching 1: Planning and Methods for Content Standards, Introduction to Clinical Practice (300 hours) and a 2 unit TPA seminar for a total of 14 units.

The final phase of the program consists of 450 hours of full-time clinical practice and one advanced methodology course, which is specialized for each credential content area. One section is devoted to multiple subject candidates and nine additional sections are offered for each content area (English, Social Sciences, Mathematics, Science, Physical Education, Health, Languages other than English, Music, and Art). Candidate interviews verify their understanding of the application of the theory and effective practices taught through the previous coursework to their specific content areas. Candidates also attend seminars and complete CalTPA 3 (Assessing Learning) and CalTPA 4 (Culminating Teaching Experience) by the end of this block. Required coursework in this block include Teaching II—Advanced Planning and Methods for Content Standards (3 units), Student Teaching—450 hours of Clinical Practice and a 1 unit TPA seminar (10 units).

The Professional Development Schools (PDS) are partnerships between PK-12 schools and the university teacher credentialing program and emulate similar relationships between teaching hospitals and medical schools. Candidates work alongside an experienced cooperating teacher where they have the opportunity to connect theory to practice. Candidates are placed at the PDS in cohorts. Through an orientation meeting prior to the school year, candidates are matched with a cooperating teacher based on projected compatibility. Candidates then meet and plan with their cooperating teacher prior to the first day of school and co-teach with them for the entire school year. Interviews with a site principal, recent program completers, cooperating teachers, and university field supervisors confirm the programs are implemented as described on the CLU website and handbooks.

Utilizing the extensive network between the CLU GSOE and schools in Ventura County, the STRIVE school model provides additional clinical placements for candidates. Candidates, faculty, and the program placement coordinator stated they are placed in schools that support their development, provide a rich and meaningful mentorship, and offer flexibility in scheduling. Interviews of staff and candidates indicate that priority placements are made in schools with diverse student populations.

Program field supervisors are assigned to each candidate in both PDS and STRIVE schools. The program field supervisors visit candidates eight times each semester. Interviews with candidates, district coordinating teachers as well as with the fieldwork coordinator verify they work collaboratively with teachers to provide mentorship and to evaluate candidate performance based on the Teaching Performance Expectations.

Assessment of Candidates

Candidates are assessed throughout the program, providing them with multiple opportunities to practice and demonstrate skills required by the Teaching Performance Expectations. Periodic assessments, signature assignments and field observations help candidates to become familiar with and prepared for successful completion of the tasks of the CalTPA.

Assessments in the Foundations block include completion of mandatory reporting training, an English learners teaching and reflecting lesson plan, and a special needs lesson plan. During the second block, Introduction to Clinical Practice/Methods, candidates complete an assessment of growth and goals, a literacy case study, and a professional disposition final exam. Finally, in the third block, Full Time Clinical Practice/Methods, candidates complete a self-assessment of growth/goals survey, unit lesson plans, and a professional disposition evaluation final exam. All assessments are uploaded, scored and archived on Taskstream and Blackboard. In addition to these assessments, candidates complete the CalTPA.

All policies and assessment processes are provided to the candidates in the Candidate Handbook. It is the policy of the program for all candidates to earn a grade “B” or better in each course of the program. Failure to earn a “B” or better requires the course to be retaken. Evidence reviewed and Interviews confirmed this requirement.

During an interview with the TPA coordinator, it was stated that candidates who do not successfully complete one or more CalTPA tasks are provided with additional support and intervention for successful completion. Interviews of program completers for the past two years confirmed the support they received and indicated program support and guidance in the form of coursework assignments and signature assignments was invaluable in leading to successful completion of CalTPA tasks.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Traditional and Intern Preliminary General Education, Multiple and Single Subject Teaching Credential Programs.

Education Specialist Mild/Moderate Disabilities Credential Program Education Specialist Moderate/Severe Disabilities Credential Program

Program Design

The Education Specialist programs in the Graduate School of Education at California Lutheran University (CLU GSOE) are designed to provide teacher candidates with classroom and field experiences and to prepare teacher candidates to support students with special academic, social and behavioral needs in a variety of settings. The foundation of the program at CLU is based on a co-teaching model, with work experiences in inclusive environments and collaborative practices.

The Education Specialist Mild Moderate Disabilities and Moderate Severe Disabilities Credential Programs are a part of the Department of Teaching and Learning within the Graduate School of Education (GSOE) led by the dean. The associate dean serves as the Program Coordinator for the Education Specialist Mild/Moderate and Moderate/Severe Disabilities Credential Programs.

Documentation from meetings, and interviews with faculty and the program coordinator indicate that the faculty in the Department of Teaching and Learning collaborate on program design, student assessment and program direction both formally and informally. Monthly department meetings, specific focus meetings, and CLU GSOE leadership meetings help to maintain a healthy flow of information and department cohesion within all Education Specialist credential programs. A review of program materials, including the Candidate Handbook, the CLU website and recruitment information, demonstrates that the courses and fieldwork experiences in the Education Specialist Mild/Moderate Disabilities and Moderate/Severe Disabilities programs are organized into three blocks: Foundations, Methods, and Advanced Methods. Courses and field experiences are paired so that candidates are able to make the connections between the content in courses and application in the field. Candidates spoke of the field experiences they completed and how the activities reinforced the content presented.

The Education Specialist Program at CLU has recently merged with the Multiple and Single Subject Programs into the Department of Learning and Teaching. The program coordinator indicated that the Education Specialist programs structure and course content were revised to provide general education and special education candidates the opportunity to learn/work together during the Foundations block. A review of the syllabi indicate that the new Teaching Performance

Expectations for Multiple and Single Subject credentials are incorporated into courses and fieldwork experiences.

The CLU GSOE unit level Advisory Board is composed of practitioners, site supervisors, district personnel and other educators. This advisory board analyzes data, trends in the field and provides feedback on strengths and needs for all programs within the unit. Within the Education Specialist Mild/Moderate and Moderate/Severe programs, a second advisory group of individuals provides information to the program coordinator and faculty. Based on feedback in recent years provided by this group to program leadership, revisions to the programs were instituted. Interviews with the program coordinator, permanent faculty, adjunct and new faculty support the occurrence of these recent program revisions, which resulted in a new course sequence, co-teaching model and assessment format. In addition, interviews with candidates, program coordinators, and cooperating teachers indicate that candidates complete course evaluations, evaluations of their cooperating teachers and supervisors as well as an exit evaluation of the program. Stakeholders, including principals, district and county administrators and program completers, provide feedback to program leadership through phone, e-mail and face-to-face communications. Additional data regarding program effectiveness comes from exit interviews and surveys with the credential analyst and the program coordinator. Completers repeatedly stated that they felt prepared to assume their position at various school sites and in programs. They continued by stating that they could contact any of their instructors, cooperating teachers and fieldwork supervisors at any time for advice, problem solving and support.

Course of Study (Curriculum and Field Experience)

The Foundations block of courses includes Foundations of Learning, Theories of Teaching, Learning and Development, and Teaching English Learners, Diverse Populations, and Exceptional Learners in Inclusive Environments. The Foundations block of coursework is completed together by all special education and general education credential candidates. This block provides all candidates with opportunities to learn together and develop collaborative relationships. Candidates and graduates shared that being with general education candidates in the beginning of the program supports collaboration to serve all students including English learners, diverse students and those identified as exceptional learners.

Candidates complete 40 hours of specific field based activities in general and special education settings. Faculty interviews indicate that candidates are provided with a list of approved sites for each of these activities that range from 5-10 hours of participation.

Interviews with faculty advisors and program coordinators indicate that candidates must apply to move into the Methods block of study. The program coordinator and credential analyst review the candidate's application for the completion of requirements, assessments, and the submission of items required by the institution and the CTC. Interviews with the credential analyst identified the salient elements of the advancement to candidacy application.

A review of the program documents indicates that within the Methods block, candidates complete courses in Educating Students with Autism Spectrum Disorders, Assessment, Instruction and Development of the Individual Educational Program and Literacy and Language in Diverse Classrooms. A review of assignments in required courses indicate that assignments are differentiated with respect to the credential authorization. A review of course syllabi provides examples of the differentiation of course content. The Autism Spectrum Disorders class includes data collection, assessments and interventions appropriate for use with students with disabilities ranging from Asperger's Syndrome to those with significant Autism and related disabilities. In preparation for completion of the case study assignment, candidates are provided with strategies that range from social stories that may be used with a student who is included in general education to creating a TEACCH (Treatment and Education of Autistic and Communication related Handicapped Children) classroom and discrete trial training for students with moderate/severe autism. Course readings for Assessment, Instruction and Development of the Individual Educational Program include strategies for assessment and data gathering with respect to students with learning disabilities and assessment of behavior and adaptive behavior of individuals with significant disabilities. Assessments such as Brigance, often completed by students with moderate/severe disabilities, and the Wechsler Individual Achievement Test, often completed by students with mild/moderate disabilities, are present in the coursework.

The introduction to clinical practice seminars for candidates earning the Mild/Moderate Disabilities and the Moderate/Severe credentials provides candidates with a venue to problem solve with faculty and peers in their specific credential area, and to reflect on their work in the field. Candidates comment that this seminar made them feel that they were not alone in meeting the challenges encountered in their fieldwork position.

In addition to coursework, candidates in the Methods block complete 150 hours of clinical practice. The coordinator of teacher candidate placement has extensive contacts and MOUs with school districts and across counties for student teaching. The coordinator of teacher candidate placement and the program director align student teaching placement candidates ready for the Methods block with cooperating teachers available for the semester. Interviews with program coordinators and fieldwork supervisors indicate that they must hold the credential authorization of the credential being earned prior to being assigned to candidates and conducting observations. Syllabi and interviews with faculty indicate that candidates are introduced to the TPA based lesson plan and the fieldwork evaluation Form during the Methods block.

Review of the website and interviews with faculty, candidates, and the program coordinator indicate that upon successful completion of the Methods block, candidates enter the final block of Advanced Methods and full time clinical practice. The block of clinical practice is complemented by a credential authorization based seminar for mild/moderate disabilities and for moderate/severe disabilities. In the seminar syllabi, it was noted that disability area course readings provide candidates with knowledge and skills for effective practice. Candidates also complete an advanced instructional methods course; EDSP 532 (Mild/Moderate) or EDSP 537 (Moderate /Severe), a course focused on positive behavioral supports and planning instruction using content standards.

Candidates have a program assigned fieldwork supervisor for the 150 and 400 hour student teaching placements. The fieldwork supervisor observes each candidate 5 times during the 150 hour assignments. Supervisors increase their site visits to 6 during the candidate's 400 hour student teaching placement. Program completers shared that their fieldwork supervisor was always available to listen and problem solve in between the on-site visits. During this block, candidates also complete a portfolio that serves as an end of the program signature assignment. Education Specialist interns complete the final 400 hour student teaching assignment as the teacher of record. As interns, candidates are supported by the university supervisor and the district employed mentor. Candidates shared that the intern experience, though intense, enabled them to develop their teaching style and put into practice what they had learned in coursework. In each block, candidates complete coursework that targets specific groups of learners. In the Methods block candidates complete the courses: Educating Students with Autism Spectrum Disorders and Literacy and Language in Diverse Classrooms. The literacy course includes developing the literacy skills of English learners.

Candidates in the Education Specialist Mild/Moderate and Moderate/Severe Disabilities credential programs have three fieldwork/student teaching experiences. The settings range from urban to rural and include PK-12 students who are English learners. Other elements of diversity include culture, language, and socioeconomic status. Candidates report that many of their fieldwork experiences were in schools with a high percentage of Spanish speaking students.

Cooperating teachers are oriented to their roles and responsibilities and provided with the Cooperating Teacher Handbook. Supervisors have a handbook that is shared by the program coordinator at orientation. Fieldwork supervisors state that they attend several meetings over the course of the year where CLU faculty and personnel introduce new CTC requirements, content for teaching diverse students, and other items of interest. Forms and procedures for candidate, cooperating teacher and fieldwork supervisor evaluation are also reviewed and explained.

Assessment of Candidates

Assessment practices are threaded throughout the program as a part of coursework and fieldwork. During interviews candidates stated that they are informed of these practices at orientation, in meetings with the credential analyst, the program coordinator and in the Candidate Handbook.

Candidates request to be advanced to candidacy at the end of the foundations block. If all requirements have been verified as met, candidates may continue into the Methods block of the program. Advancement to the final advanced methods/clinical practice block is dependent on successful completion of the Methods block courses and fieldwork.

In addition to assessment on the completion of specific course and fieldwork assignments, candidates complete four signature assessments that are posted on Blackboard. A dispositional assessment, midpoint assessment and final fieldwork assessment are integrated into the course of study. Candidates must receive a grade of B or better in all coursework to remain in the program. Course instructors, cooperating teachers and fieldwork supervisors stated that

candidates receive formal and informal feedback. Processes and files reviewed during the site visit indicate that at the end of the program, the program coordinator and credential analyst review each candidates file for completion of all requirements for the preliminary credential.

Information regarding the variety of assessments that determine candidate competence is presented in the Candidate Handbook and program materials. Candidates must schedule an appointment with the credential analyst within two weeks of being admitted to the program. The credential analyst shared that one of the purposes of the meetings is to provide candidates with a schedule of assessments and deadlines that must be met in order to progress in the program. Interviews with Faculty and candidates indicate that candidates meet with the faculty members each semester to review their progress in the program and receive feedback from their performance on signature assignments and on the mid-term and final student teaching evaluations.

Employers and cooperating teachers who were interviewed consistently state that the completers from the Education Specialist programs at CLU are well prepared and do an excellent job as new teachers in their districts.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Traditional and Intern Education Specialist Mild/Moderate and Moderate/Severe Disabilities Credential Program.

Education Specialist Deaf and Hard of Hearing Credential Program

Program Design

The Education Specialist Deaf and Hard-of-Hearing (DHH) program is a two year (6 semester) program in the Graduate School of Education at California Lutheran University (CLU GSOE) that is designed to prepare teachers to meet the needs of students with hearing loss, from birth to 22 years. The DHH program is a part of the Department of Teaching and Learning within the CLU GSOE. A tenured faculty member serves as the program coordinator and coordinates the university's federal grant for the program. Interviews and agendas reviewed at the site visit specify that monthly department meetings, specific DHH focus meetings, and bi-monthly CLU GSOE leadership meetings help to maintain a healthy flow of information and department cohesion. Additional communication with DHH faculty takes place via video conferencing, phone conversations and e-mail discussions.

The curriculum follows a cohesive scope and sequence based on the developing child, beginning with infants and toddlers, moving to elementary school students, and then to middle and high school students, and ending with transitions to post-secondary education and/or careers. A review of program materials indicates that the DHH program includes coursework, fieldwork and practicum experiences in a multitude of general education settings, including center-based and home-based settings with parents and infants, early childhood and preschool programs, and inclusive/general education classrooms. Interviews with candidates, faculty, and the program coordinator indicate that candidates participate in one-to-one auditory-based listening and spoken language therapy, K-12 special day classes, K-12 special day schools, and itinerant teaching.

The DHH program is offered at the Woodland Hills campus where classrooms, a curriculum resource room, a lounge and a computer lab provide candidates with learning spaces and supports for success. Candidates state that they complete fieldwork experiences across models of service delivery in the home and centers, preschools, K-12 schools and in two clinics.

A review of program materials, including the Candidate Handbook, the CLU website and recruitment information, find that program content and fieldwork experiences reflect evidence-based best practices for students with hearing loss. These practices promote the acquisition of literacy and academic achievement, and early and complete language acquisition and communication, either by spoken language via audition or American Sign Language (ASL). Candidates and faculty state there are multiple opportunities to learn the skills needed for effective practice at the age levels covered by the credential in ASL as well as listening and spoken language settings.

The review of coursework, fieldwork, and practicum experience demonstrate a logical, concurrent, and step-by-step sequence, starting with foundations in human development, communication development, audiology, and speech science. The comprehensive program allows candidates to experience the range of populations that they might serve in their practice

including infants in center-based and home-based settings, early childhood and preschool programs, and inclusive/general education K-12 classrooms. During extensive clinical practice, candidates complete a combined 558 supervised and mentored hours in the field.

The Education Specialist Programs at CLU have been recently merged with the Multiple and Single Subject Programs into the Department of Learning and Teaching. The inclusion of the Education Specialist programs in the Department allows faculty to collaborate on courses that include those needed for success within general education settings and various models of service delivery.

Stakeholders, including principals, DHH specialists, district and county administrators and program completers provide feedback to program leadership through phone, e-mail and face-to-face communications. In addition, data from an exit interview with the credential analyst and the program coordinator plus an exit survey provide the program leadership with information regarding program effectiveness and steps for program improvement. Program completers shared that CLU has become their professional home with program faculty who are now members of their professional community. Completers feel comfortable requesting assistance from instructors, cooperating teachers or fieldwork supervisor after leaving the program. Current candidates stated they have opportunities to provide input regarding their preparation and look forward to working as cooperating teachers or mentors for program candidates. A cooperating teacher shared, "Being a cooperating teacher is my way of giving back to CLU for the awesome preparation I received."

Course of Study (Curriculum and Field Experience)

The DHH Program Handbook outlines the course of study. Candidates participate in coursework and complementary fieldwork experiences at each stage of the program. The first three semesters of study comprise the Foundations block where candidates complete courses, including: Characteristics of Diverse Learners with Hearing Loss, Audiology, Language and Literacy, Working with Families, Speech Science, Sign Language and Deaf Culture. In this block, candidates complete a total of 60 hours of fieldwork experiences in age appropriate settings for students from birth-twelve years old through activities assigned to specific courses. Candidates must complete all requirements in the Foundations block in order to be advanced to the Methods block that begins summer of year two of the program.

The Methods block of the program focuses on the knowledge and skills needed for teaching school age students with hearing loss who are participating in general education classes and programs. The four classes taken in this block focus on the development of audition, speech and spoken language, academic content and differentiation, technology, English learners, and inclusion and itinerant models of service delivery. To complement the coursework, candidates participate in 48 hours of specific activities that are completed in fieldwork experiences, including a speech lab. Candidates extend their work to include school-age students through age thirteen. The program coordinator assigns candidates to these placements.

The final block, Full Time Clinical Practice, requires 558 hours of work in an instructional context; elementary, middle school or high school level. During this block cooperating teachers and fieldwork supervisors stated that they mentor candidates in lesson planning and instructional delivery. Candidates stated in interviews that they receive formative feedback and evaluation on each of the supervisor observations and lesson plans.

Candidates in the DHH program complete three fieldwork/student teaching experiences. The settings range from urban to rural, and include P-12 students who are English Learners and those who only speak English. Other elements of diversity include culture, language, and socioeconomic status. Candidates report that many of their fieldwork experiences are in schools with a high proportion of Spanish speaking students which, according to a faculty member, is important given the communities where the candidates will likely work.

Candidates have a program assigned fieldwork supervisor in the Methods and Advanced Clinical blocks of the program. Fieldwork supervisors are provided with a handbook at orientation. Additional meetings are attended over the course of the year where CLU faculty and personnel introduce new CTC requirements, content for teaching diverse students, and other items of interest. Candidate interviews indicate that they receive ongoing mentoring and formative assessment from their cooperating teacher throughout the program.

A review of the program summary and interviews with the program coordinator specify that during extensive clinical practice, DHH teacher candidates complete a combined 558 supervised and mentored hours in the field. Candidate interviews indicate that during the Methods and Clinical Practice blocks they develop the professional relationships they carry into employment and that they continue to communicate with their cooperating teachers and supervisors after program completion. One candidate commented, "We now have a work family and we take care of each other."

Assessment of Candidates

Assessment practices are threaded throughout the program as a part of coursework and fieldwork. The CLU program infuses evidence-based best practices into all program activities which ensure candidates demonstrate skills at the age levels covered by the credential in sign as well as listening and spoken language settings. Candidates must schedule an appointment with the credential analyst within two weeks of being admitted to the program. Program personnel shared that one of the purposes of the meeting is to provide candidates with a schedule of assessments and deadlines that must be met in order to progress in the program. Interviews with credential analysts, candidates, and the program coordinator confirmed that candidates are informed of these practices at orientation, in meetings with the credential analyst, the program coordinator and in the DHH Candidate Handbook.

Candidate knowledge of evidenced-based practices are demonstrated through course based assessments on the content of their texts, lectures, activities and journal articles in speech science, aural habilitation, family dynamics, diversity, literacy, audiology, linguistics, curriculum

and development. Assessments are linked to fieldwork activities and provide candidates with opportunities to demonstrate knowledge and skills.

Over the course of the program, candidates complete five signature assignments that incorporate content of the Teaching Performance Expectations (TPEs). In addition, candidates receive formative feedback and evaluation on each of the supervisor observations of the lesson presented. Interviews and evidence reviewed indicated that midterm (formative) and final (summative) evaluations each semester of the structured fieldwork and clinical practice provide candidates with a measure of their progress towards meeting the TPEs. Candidates state that they receive formal and informal feedback from course instructors, cooperating teachers and fieldwork supervisors.

At the end of the program, candidates complete a TPE based portfolio that demonstrates knowledge and skills acquired throughout the course of the program. This portfolio and the clinical practice summative fieldwork evaluation comprise the final evaluation of candidate competence. Prior to recommendation for the credential the program coordinator and credential analyst review a candidate's profile and meet with the candidate to confirm completion of all requirements for the DHH credential.

Employers and cooperating teachers who were interviewed state that they hold the completers of the DHH program at CLU in high regard. According to the field, these completers are sought after and quickly hired.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Education Specialist Deaf and Hard of Hearing Credential program.

Pupil Personnel Services School Counseling and Child Welfare and Attendance

Program Design

The Pupil Personnel Services (PPS) School Counseling and Child Welfare and Attendance (CWA) programs are housed in the Department of Counselor Education, led by a department chair who is a member of the dean's leadership team. The current PPS School Counseling and CWA department chair has been in the position for one year, and has been a CLU faculty member for 17 years. The Department Chair also serves as the PPS School Counseling and CWA Fieldwork Coordinator. The prior department chair was in the position for 19 years, and remains at CLU in the PPS School Counseling and CWA programs as a faculty member.

Full-time PPS School Counseling and CWA faculty meet monthly (more if necessary) to review candidate and program data, to review adopted textbooks and signature assignments, revise curriculum, and respond to stakeholder feedback. Full-time faculty stated that candidate and program data are analyzed as a group and action plans determined. Full-time faculty also

described recently reviewing an adopted textbook, which had been updated and therefore no longer met program standards. Adjunct faculty meet once per semester, with a focus on sharing information from the monthly faculty meetings and professional development. Other methods of communication include email, postings to Blackboard and program Facebook pages, and focused working groups.

The PPS School Counseling and CWA programs are offered at the Thousand Oaks and Oxnard campuses. All courses are face-to-face, with the exception of a session that may meet via technology from time to time to accommodate the schedules of candidates. The programs follow a developmentally appropriate sequence, starting with foundational and theory courses, then applied courses, followed by practicum and fieldwork. The PPS School Counseling program takes 2.5 years to complete. The CWA program is embedded in the PPS School Counseling program, with one additional course and an additional 150 hours of fieldwork.

The PPS School Counseling intern program is currently an approved program. The intern option is available for candidates who receive job offers prior to completing the CLU program and becoming fully credentialed. Currently, there are no candidates in the intern program due to the lack of applicants/jobs over the past several years, along with the availability of fully credentialed candidates for hire. The program coordinator and program faculty stated that they anticipate this will change over the next few years due to retirements and growth in the participating districts. The written program plan for the internship pathway was reviewed and found to be aligned with standard requirements.

The course sequence is structured to first provide an exploration and self-reflection of cultural proficiency. Candidates and completers identified this as a strength of the program as it provided the lens through which all other coursework and field experiences were approached. Next are foundational courses and then field experiences. Site supervisors, candidates, and completers all felt they were well-prepared for their fieldwork experiences. CLU is responsive to the feedback from the field in planning the sequence of study. For example, site supervisors recently provided feedback that the group session/therapy course be moved to be offered closer to the group session/therapy fieldwork requirement. The department chair confirmed this feedback was under review. Numerous candidates, completers, and full-time and adjunct faculty mentioned the strength of design of not only merging the PPS School Counseling and CWA candidates, but the inclusion of candidates from the College Preparation program, a non-credential program, which allowed for multiple viewpoints to be expressed and experienced and for networking with future work colleagues.

The programs have adopted Cultural Proficiency as the conceptual framework, with a focus on equity, access, and inclusion. New courses were created, existing courses revised, and the course sequence was revised to incorporate the Cultural Proficiency conceptual framework and address candidate and completer feedback. Additionally, two other significant changes were the move to a cohort model and the decision to only offer admissions during the fall semester. These changes were a result of faculty, candidate, and completer feedback. Interviews with the department chair, full-time and adjunct faculty, candidates, and completers all agreed these changes have

improved the program and the preparation of candidates for diverse fieldwork experiences and for completers to be successful in their careers. A review of provided documentation, including course syllabi and course sequence supported these changes.

During the past two years, the CWA program has established a formal relationship with the Los Angeles Unified School District (LAUSD) Pupil Services division to provide specialized and targeted CWA field experiences. The CWA program is currently under revision to ensure all elements of the Cultural Proficiency conceptual framework are incorporated. This includes efforts to strengthen its position in the PPS embedded courses, to clearly align signature assignments with CWA standards, and to incorporate full-time and adjunct faculty, candidate, completer, and site supervisor feedback. The department chair and full-time faculty verified this revision process started during the fall of 2017.

There is a unit level advisory board at the CLU GSOE. The PPS and CWA programs are represented on this advisory board, including practitioners, site supervisors, school district liaisons, and employers. This board meets twice per year, and reviews program data, trends in the field, and provides feedback on program strengths and opportunities for improvement. This process was verified by the department chair, full-time and part-time faculty, site supervisors, district liaisons, employers, candidates, and completers. Candidates verified they complete course evaluations for each course, and they are encouraged to be honest with their feedback as the results are examined each semester and taken “seriously.” Completers verified they participate in an exit interview, typically a one-on-one meeting with the department chair. Full-time and adjunct faculty also serve as consultants in local school districts and are able to inform CLU of community needs.

Course of Study (Curriculum and Field Experience)

Since moving to a cohort model in 2014, all candidates complete all courses and fieldwork experiences in the same sequence. Candidates described that if you miss more than two classes in a course you had to repeat the course and no absences were allowed from fieldwork experiences. Cultural Proficiency serves as the conceptual framework for all coursework and fieldwork experiences. All interviewees stressed the importance of the Cultural Proficiency framework, and many candidates and completers stated this is what attracted them to the CLU programs, and that having this as a first course allowed them to self-reflect and develop so as to personalize the teachings and experiences. Cultural Proficiency, while embedded in all course work, is addressed specifically in an initial required course along with lifespan human development. Next, foundational and professional development coursework includes 41 semester units of didactic and experiential (in-class and through observation) courses. Fieldwork experiences are completed during the last three semesters of the PPS School Counseling program, with an additional fieldwork course and 150 hours of fieldwork placement for candidates also seeking the CWA.

The PPS School Counseling and CWA department chair also serves as the fieldwork coordinator. Candidates share the responsibility of securing their fieldwork placement (via visiting locations, cold-calling, networking, or with fieldwork coordinator assistance). Candidates described they are

provided with a list of placement requirements, along with suggested questions to ask, and materials and requirements to share with potential site supervisors. Once candidates have selected a suitable fieldwork placement site, they apply for approval from the department chair. The program chair described a review and evaluation process of the site and site supervisor, and a review of candidate readiness for fieldwork. The department chair maintains a database of effective placements and site-supervisors to assure candidates are placed in diverse settings where they will have the opportunity to meet the standards required for professional development and competency.

The department chair and university supervisors, along with candidates, serve as points of contact for the site supervisors. University supervisors complete fieldwork observations of each candidate twice per semester. District site supervisors and district liaisons confirmed this occurs, and described at these times that the university supervisor also meets with them to discuss candidate progress and address any issues or concerns. University supervisors expect to see candidate growth and improved competency across these observations. A recently updated fieldwork handbook is provided that describes the roles and responsibilities of site supervisors, candidate requirements, and formative and summative evaluation forms, logs, and instructions. The recently updated revised fieldwork assignments are based on site supervisor and advisory board feedback. Site supervisors expressed that they were aware of the fieldwork handbook. Site supervisors and candidates expressed a desire for more professional development for the site supervisors on how to use Dynamic Forms and how to complete the evaluation forms. Each group stated they would be providing this feedback to the program at the end of this semester.

The PPS School Counseling program has collaborated with the School Counseling Professional Development District to ensure coursework addresses community needs. Advisory board members, site supervisors, and district liaisons stressed their input and feedback into course content. The department chair and full-time faculty stated that signature assignments address critical need areas (e.g., bullying and hazing, trans students, etc.). Candidates in the CWA program can only complete the CWA fieldwork experience with the Los Angeles Unified School District (LAUSD) that require CWA site supervisors to be district Pupil Service and Attendance (PSA) counselors. This collaboration has strengthened the connection between CWA coursework and field experiences.

PPS School Counseling candidates complete one semester of practicum (100 hours) and two semesters of field studies (600 hours) for a total of three semesters of fieldwork experience. After successful completion of these fieldwork placements, CWA candidates complete an additional 150 hour fieldwork experience. Fieldwork experience requirements include experiences in individual counseling and advisement, group and classroom guidance activities, and consultation with teachers, parents, and community. Practicum hours may be completed at public schools, private schools, or colleges. Field study hours must be completed at K-12 public schools at two different levels (elementary, middle, high school). The CWA fieldwork experience focuses on issues related to attendance, student welfare, and with populations most at-challenge for academic success (e.g., foster and homeless youth), and all are completed with the LAUSD.

Practicum and fieldwork experiences are a culmination of coursework, and occur during the last three semesters of the program for PPS School Counseling candidates, with an additional fieldwork course for CWA candidates. Course signature assignments are designed for application of theory to practice and to be experiential in fieldwork experiences. Candidates and completers described there is a “method to the madness,” and that the coursework and fieldwork experiences are “intentional” to promote learning and self-development.

University supervisors observe the practicum site once during the semester and observe twice during the semester for field studies experiences (for a total of five observations for PPS School Counseling candidates), and an additional two observations are made during the CWA fieldwork experiences. At each observation, university supervisors meet with and provide feedback to candidates and district site supervisors. University supervisors and district site supervisors complete a mid-semester formative evaluation and an end-of-semester summative evaluation. These evaluations are completed online, and rate candidates on fieldwork experiences and program standard elements on a 4-point Likert scale. Overall, candidates score in the Met (3 point) range. From prior evaluation responses, the department chair and full-time faculty identified a need for more diverse opportunities for candidates and have worked with sites and site supervisors to ensure candidates have opportunities for all experiences, and have revised their site requirements to include diverse opportunities.

Assessment of Candidates

Candidate competency is assessed at multiple points throughout the program, during coursework through completion of assignments, including signature assignments, participation in class discussions, performance in lab courses (Group Leadership and Microskills of Counseling), practicum and field studies observations and evaluations, a candidate evaluation survey, and an exit interview. Taskstream is used for online data collection and results reporting. The department chair and full-time faculty regularly review and use the data to make program improvements in a timely manner. Final review of candidate competency is performed by faculty academic advisors, and then reviewed by the department chair and credential analyst prior to credential recommendation. This process was confirmed by the department chair, full-time and adjunct faculty, site supervisors, candidates, and completers. Full-time faculty also described the review of candidate and program data is a standing faculty meeting agenda item, along with review of any candidates who may be experiencing difficulties or in need of additional supports. In addition, a review of documents and results reveals that assessments and evaluations are aligned to program standards and program goals.

The department chair, full-time faculty, candidates, and completers described they are informed about how they will be assessed in the program during orientation, via program handbooks, and course syllabi. Candidates stated, “there are no surprises” regarding how they will be assessed, and indicated that requirements for assignments and program completion were “clearly described.” Candidates and completers verified that course syllabi clearly outline course and assignment requirements, and course performance expectations. Candidates are provided with feedback on performance regularly via coursework, and during practicum and fieldwork

observations and evaluations. Candidates and completers described they were informed of their progress throughout the program.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the PPS School Counseling (Traditional, Intern) and Child and Welfare Attendance (CWA).

Preliminary Administrative Services Credential Program

Program Design

The leadership team of the Preliminary Administrative Services Credential (PASC) program at California Lutheran University is well structured and strategically designed to ensure alignment and quality across all cohorts in all campus locations. The department chair and program coordinators provided a detailed description of how the program operates, starting with the critical importance of the dean in setting the direction of the work. Regular communication between the dean, department chairs, and program coordinators are critical to maintaining an aligned direction across and within programs. With only three full-time faculty in the PASC program, regular meetings with adjunct faculty and curriculum meetings with adjunct faculty teaching the same course ensure the quality of the program.

CLU is approved to offer a PASC intern program. Currently, there are no candidates in the intern program due to the lack of applicants along with the availability of fully credentialed candidates for hire. The program is prepared to work with interns in the future should the need arise.

The Graduate School of Education (CLU GSOE) advisory board, comprised of selectively recruited educators from the region, also provides leadership as it reviews data, discusses course content and sequencing, and makes recommendations for programmatic decisions. Interviews with the Preliminary Administrative Services credential program adjunct faculty revealed that most are district superintendents and assistant superintendents in the region and a number are members of the advisory board. Thus, as one superintendent stated, the CLU GSOE advisory board seems to work more like a partnership than an advisory board.

Communication within the credential program and with the institution is continuous and systematic. In addition to the meeting structures referenced above, candidates, completers, adjunct faculty, and program coordinators all described high levels of communication within the program. Program coordinators, serving as university fieldwork supervisors, make two to three personal visits with candidates and their district site supervisors throughout the course of the program. Faculty members are readily available to candidates at any time via email, the online environment, or phone call. One adjunct faculty member mentioned that this is the only institution he knows where you are very welcome to walk in to the dean's office to discuss issues and concerns at any time. Even counselors were referenced as being very helpful to candidates

as they made decisions about enrolling in the Preliminary Administrative Services credential program. Communication is a strength of the program.

The structure of the coursework and field experiences is clearly outlined in the fieldwork handbook and the course schedule. Interviews and syllabi confirmed the hybrid delivery model of 60% face-to-face and 40% online for applied learning experiences. The fieldwork handbook provides specific detail, timelines, and documents to organize the fieldwork experience for the student, university advisor, and site supervisor and delineates the role that each plays in the process. Candidates and completers verified the alignment of the fieldwork sections with the classes being taught. For example, at the time of the visit, the students had just finished the law class where the accompanying fieldwork component had directly addressed Part 6 of the California Administrator Performance Expectations (CAPEs): External Context and Policy.

Program coordinators and adjunct faculty reported key changes in the program over the last two years based on stakeholder feedback and review of data. For example, recruitment is now done through information sessions offered directly within districts to ensure more equitable representation of candidates throughout the region. Community feedback facilitated a greater emphasis on cultural proficiency throughout the courses. In addition, adjunct faculty and program coordinators reported that more attention has been given to needs of the adjuncts. Stakeholder input is collected through the CLU GSOE Advisory Board, course and instructor evaluations, and informal feedback from faculty and candidates.

Course of Study (Curriculum and Field Experience)

Review of the PASC Course Schedule and interviews with candidates, completers, and faculty verified the sequence of coursework and its close connection with field experience. By overlaying the sequence of CAPEs addressed in the fieldwork during the summer, fall, and winter terms with the courses offered during the same periods of time, the coordination was clear to see. Candidates and completers described the fieldwork as very practical and appreciated that the program provided excellent suggestions for tasks and projects related to the appropriate CAPEs to be included in the fieldwork plan.

Review of the fieldwork handbook and candidate and completer interviews verified that candidates generally complete their fieldwork in the schools where they are employed and their site supervisors serve as their field supervisors. The candidate, field supervisor, and university advisor all sign the Fieldwork Responsibilities Agreement outlining each of their roles in the fieldwork experience.

Program coordinators reported, and candidates and completers confirmed that they visit candidates and their field supervisors two or three times throughout the course of the program. They also meet once a semester with the whole cohort to discuss and support candidates in their fieldwork. The fieldwork handbook and interviews with program coordinators and candidates indicated that field supervisors discuss the CAPEs regularly with the candidates using the CAPE candidate assessment. The candidate self-assesses and the supervisor also assesses the

candidate on this instrument so that there are opportunities to have detailed discussions about each standard.

Program coordinators, candidates and adjunct faculty all discussed an advisement process that is intentional and thorough throughout the program. Before acceptance into the program, the program chair interviews candidates and scores the interviews as well as other application submissions on a rubric. During the interview, candidates receive key information about the structure of the program, how they will be assessed, and the general expectations for completion. The candidate signs the course of study. Program personnel outlined the very thorough and detailed process for keeping candidates informed and following up to ensure a seamless process throughout the program. The personal attention from faculty and consistent follow-up from program personnel is very effective in keeping candidates on track.

Assessment of Candidates

The assessment matrix provided a clear picture of the assessments used for program competencies. There are four signature assignments associated with four of the academic courses candidates must complete during the program. Candidates specifically mentioned that these assignments provided guidance that is very useful in their daily work contexts. Candidates are also evaluated by the district site and university fieldwork supervisors on the CAPEs candidate assessment form.

Finally, candidates must complete an EFOLIO which is a PowerPoint presentation of highlights from the program that demonstrates their learning in the six domains of the CAPEs. The EFOLIO is presented at the end of the program to an adjudication panel and a successful rubric rating is required to be recommended for the PASC. Faculty members described this event as something they would never miss because it is such a meaningful celebration of candidate growth. Candidates and completers were equally as enthusiastic about the presentation and often invite family, friends, and coworkers, in addition to their site supervisor, university supervisor, and instructors, to see the strong sense of the leadership growth they have made during the program.

Findings on Standards

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

Common Standards

Standard 1: Institutional Infrastructure to Support Educator Preparation

Findings: Met

The programs at California Lutheran University (CLU) are grounded in a vision that prepares principled educators who serve as mentors and models for ethical leadership, connect theory and practice, respect and respond to the need of all individuals, value diversity, and empower individuals to participate in educational change. The vision is infused throughout the preparation programs. Candidates are introduced to this vision statement at the admissions process when they are asked to write an essay that addresses the components of the mission statement. Stakeholders who were interviewed (including advisory board members, administration, faculty, candidates, and completers) were able to articulate the importance of *Strive, Think, Respect, Include, Value, and Empower* (STRIVE) Mission Statement. Administrators also acknowledged during interviews that the programs in the Graduate School of Education (CLU GSOE) embody the mission and goals of the University through the impact and service of educators in the community. Candidates in all the programs complete an exit survey which specifically asks how well the CLU GSOE has prepared them to meet the components of the STRIVE Mission Statement and candidates gave high marks to the program for helping them meet the STRIVE Mission Statement.

The CLU GSOE has an Advisory Board that meets each semester. Advisory board members, including School superintendents and principals from multiple counties, stated during interviews that they play an active role in the decision-making process in the programs of the CLU GSOE. For example, members of the advisory board were asked their input on marketing strategies. They were also asked to participate in discussions on ensuring candidates are in diverse settings. There is a process in place for seeking faculty input on decisions that need to be made on the programs including decisions on resource allocation and programmatic changes.

Faculty and instructional personnel collaborate with colleagues in P-12 settings through various professional organizations such as the California Association for Bilingual Educators, Council on Education of the Deaf, International Leadership Association, and Computer Using Educators. CLU personnel collaborate with colleagues at K-12 Professional Development Schools. Faculty in the School Counseling program have completed consultations and workshops on bullying and hazing, LGBTQ issues, mindfulness, and resiliency in the local schools. During interviews public school personnel stated that faculty and instructional personnel participate in various collaborative activities especially those who work with the Professional Development Schools (PDS). CLU personnel also play a leading role in the P-20 Council Ventura County composed of leaders from various educational organizations in the county, including public school districts.

The associate dean of the CLU GSOE is responsible for providing faculty development. As indicated by the associate dean and faculty, there are sufficient resources to administer the programs in the CLU GSOE. Scholarships are available to candidates and faculty receive support (minimum of \$1,200 a year) for research and conference attendance. Staff stated during

interviews that they are provided with what they need to be able to advise and support candidates. Candidates confirmed they are receiving the necessary support to complete the program.

The CLU GSOE has robust institutional support from the University. The Office of the Provost supports the GSOE and grant writing activities by the faculty. CLU GSOE personnel play a key role in major committees at the University. Administrators acknowledge the key role that the GSOE program plays in living the mission of the University.

The University has made a concerted effort to recruit diverse and excellent faculty. Various administrators talked about a collaboration with the Center for Urban Education at the University of Southern California to assist with faculty recruitment. An “equity advocate” or someone who represents an underrepresented group in the faculty, is part of the search committee. Administrators can declare a failed search if the applicant pool is not diverse.

Faculty and field based supervisors are evaluated by various means to ensure only qualified personnel are retained. The dean and associate dean conduct formal and informal observations of faculty. All faculty are evaluated using a University evaluation system. Candidates confirmed that they complete course evaluations and also evaluations of their University and district employed supervisors.

The credential analyst serves as the authorized representative to recommend candidates for the credential and there is a process in place to ensure candidates have met all the requirements for the credential. Candidates in the teaching credential programs are asked to meet with the credential analyst within two weeks of their admission date for an individual meeting. At the meeting, the credential analyst provides detailed information on the credential requirements. At pre-determined points in the program, the credential analyst visits classes once more to remind candidates of the requirements. All requirements are tracked by the credential analyst using an electronic system supported by the University. At the conclusion of the program, the credential analyst reviews each candidate file and recommends qualified candidates. Candidates confirmed the process for the credential recommendation and also stated that the credential analyst is easily accessible to provide advice and assistance. The credential analyst reports directly to the dean who ensures that the process for credential recommendation is followed.

Standard 2: Candidate Recruitment and Support

Findings: Met

After conducting a document review and through interviews with administrators, support staff and stakeholders the accreditation team determined that the credential programs at California Lutheran University have a well-defined and well-executed candidate recruitment and admission process in place. The CLU GSOE utilizes a variety of recruiting strategies that include recruitment flyers, information sessions, school district presentations and Open House events held in targeted communities. In 2016, the university received a competitive five-year Hispanic Serving Institution (HSI) Grant from the U.S. Office of Education. The purpose of the Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation

Program is to: (1) increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics; and (2) to develop model transfer and articulation agreements between two-year and four-year institutions in such fields. There is ample evidence the marketing department has developed materials that reach out to and support a diverse candidate population for all programs. Through interviews with District employers, the CLU GSOE advisory board, the dean's advisory board, and the candidate exit survey, it is clear the Graduate School of Education purposefully recruits and admits candidates to diversify the candidate pool. Leadership confirmed that scholarships for potential candidates in need were available and that the CLU GSOE actively recruits a diverse range of candidates for the Deaf and Hard of Hearing (DHH) program. For example, many of the candidates in this program are over the age of 30.

The criteria for admission to credential programs are well defined. Prior to becoming formally admitted to the GSOE, candidates in all preliminary teaching programs must successfully complete four foundation courses before beginning their methods courses and fieldwork experiences. At the completion of all four foundation courses, the candidate's work, and dispositions are reviewed by faculty and the credential analyst to ensure all requirements have been met. At that time, a determination is made regarding whether candidates are formally admitted to a credential program. Candidates in all credential programs, including the Preliminary Administration Services and Pupil Personnel Services (PPS) programs must successfully pass an intake interview conducted by faculty before being offered admission to their respective programs. The CLU GSOE dean, admission staff, and credential analyst confirmed as to the clarity of the admission process. The credential analyst stated that upon admission and successful completion of the prerequisite coursework, the candidate also submits proof of passing the basic skills requirement, subject matter competency, Certificate of Clearance, and TB Testing verification. Current candidates confirmed the admission process is clear and the information is available via the web, email, and printed documents.

The unit provides both staff and faculty advisors for all credential program candidates. The credential analyst, current candidates, and program coordinators confirm that each candidate is assigned a faculty advisor, depending on his or her program. That advisor is available during posted office hours or by appointment. California Lutheran University has a model wherein the credential analyst acts as an advisor for candidates in the teacher credential and education administration programs from admission and throughout their credential program. The candidates in the PPS programs are served by full-time faculty as their primary program advisor. Candidate feedback from all programs on their exit survey for the past three years indicated their expectations with regards to initial and continuous advisement had been met.

University rules and procedures are provided through the catalog published on the web site. The credential analyst, program coordinators, and candidates reported that credential information is communicated through the web site, email communication, and individual advising meetings with candidates. Candidates reported that they are sent information by email on a regular basis regarding their progress through program and credential application requirements.

The credential analyst and field placement coordinator reported that there is a formal procedure in place for advising candidates who are not making satisfactory progress in their fieldwork. Interviews confirmed that the field placement coordinator communicates with the school district to find a reasonable solution, which can include a new cooperating teacher, a new school site or district or a complete removal from student teaching. An Improvement Plan is issued when an issue arises that may prevent the candidate from successfully completing the credential program. Support services are provided depending on the individual needs of the candidate.

All courses, clinical practice, and fieldwork across all credential programs support the candidates in developing the professional knowledge and skills necessary to successfully support all candidates in meeting state achievement standards. Each program within the unit has disaggregated specific knowledge, skills, and dispositions that candidates acquire in the course of their study and has implemented a variety of assessments to determine candidate competency.

Assessments across programs indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards. Course learning outcomes across all programs are aligned with Commission-adopted competency requirements as specified in the program standards. Through planned course and fieldwork assignments candidates are able to receive regular, systematic feedback on their progress toward meeting the standards throughout their program. The unit has established a system whereby candidates can receive feedback on the TPA tasks; that feedback is also useful for faculty to guide targeted support.

Standard 3: Course of Study, Fieldwork and Clinical Practice

Findings: Met

There is sufficient evidence of collaboration between the programs and their numerous outside partners regarding design and implementation of the programs. Site and district personnel reported candidates arrive well-prepared to teach for their schools. One superintendent remarked, "In my 29 years in Ventura County, I have never had an unsatisfactory teacher that graduated from the GSOE at California Lutheran University." An Assistant Superintendent of Human Resources in a high school district mentioned that he had served in this capacity for eight years and he has never had to non-reelect any teacher, administrator or PPS candidate that matriculated from California Lutheran University's GSOE. The evidence of successful CLU teacher candidates was also corroborated in interviews with five school superintendents and six human resources administrators. It was found through the interview process that some district partners contributed feedback regarding the design and implementation of field-based and clinical experiences. District partners spoke highly about CLU candidates in all programs and their abilities to effectively implement research-based strategies, maintain a positive classroom climate, and engage all students in the learning process.

Interviews and evidence confirmed that the field placement coordinator and the unit collaborates with district representatives to select appropriate sites. For all preliminary teaching candidates, the field placement coordinator collaborates with district level administrators to determine the sites that support English learner, Title I, socio-economically disadvantaged, and

students with disabilities. Through review of CLU GSOE and dean's advisory board agendas, the unit's programs provide feedback regarding, amongst other topics, the planned sequence of field-based and clinical experiences.

District leaders and employers reported candidates are well prepared to work with diverse student populations. This was confirmed through interviews with five superintendents from local school districts in Ventura County. They unanimously felt the candidates represented a wide variety of backgrounds themselves and were able to bring this knowledge into their K-12 classrooms. The district employers also spoke about the CLU candidates' awareness and commitment to issues of diversity and inequity. Faculty reported teaching credential candidates are required to complete one of their student teaching placements in a school with a significant English learner population, where applicable. Additionally, faculty reported that course assignments require that credential candidates focus on students with identified special needs in order to deepen their knowledge about addressing unique learning needs.

The unit has well-established connections with numerous local school districts. Given the increasing difficulty that all institutions face when trying to find placements, CLU GSOE has shown great resolve in their commitment to finding the best placements for their candidates. The Field Placement Coordinator meets with every one of the 12 district partners and all of the cooperating teachers, field supervisors, and the credential candidate to ensure a good teaching style match. Through district contracts, the teaching and intern credential programs establish a relationship with the district offices, then develop connections to select district-employed supervisors. Per the MOU, the district takes responsibility for verifying the credentials and experience of district-employed supervisors.

Fieldwork supervisors for preliminary and advanced programs meet identified criteria that is verified by the field placement coordinator before being employed. Criteria include knowledge and support of academic content standards; requisite credential for the subject matter taught; tenure; at least three years of teaching experience and an ability to select; evaluate and adapt instructional materials that are appropriate to the student's language, culture, interest and cognitive and affective development; ability to work effectively with faculty, staff, parents and the surrounding community; and knowledge and evidence of appropriate reading and language art instruction to English language users, English learners, and learners with special needs which is systematic, explicit and meaningfully applied within a balanced, comprehensive reading and language arts program, and consistent with the field of literacy research and the state's content standards for core subject areas. These criteria are communicated to the school districts through the MOU and program documents so the districts can select appropriate district-employed supervisors. Interviews with school principals, district human resource administrators and school superintendents verify that fieldwork supervisors are well-trained and valuable to the student teaching process. The Field Placement Coordinator shared the Multiple Subject, Single Subject, Ed Specialist and internship candidate evaluations of their cooperating teachers. The Education Administration and PPS programs are supervised in their fieldwork by full-time faculty and site administrators with candidates provided an opportunity to evaluate their experience.

Through document review, training materials exist for cooperating teachers for the Multiple Subject, Single Subject and Education Specialist programs. The training materials provide an orientation to the role of the cooperating teacher. This training material is in the form of an FAQ document about many topics including: how to prepare for the arrival of a student teacher; how to access training in supervisory practices; professional expectations for the student teacher; and contact information for California Lutheran University personnel.

Standard 4 – Continuous Improvement

Findings: Met

Each program has an assessment matrix and an assessment tree which outline the timelines for common course assignments (signature assignments) and fieldwork evaluations to ensure candidates meet state and institution standards by the end of the program. Taskstream is used as a repository for the candidate work and assessment results and to run reports. Department chairs and program coordinators are responsible for ensuring that the data is collected and aggregated so it can be used to make programmatic improvements. The director of assessment and the data specialist work with the program directors and chairs to ensure Taskstream is set up appropriately. In addition to housing key assessment data, Taskstream is used to track field placements and collect survey data from candidates to evaluate their university and district supervisors.

Department chairs stated that they regularly share assessment data at faculty meetings and use the data to make programmatic improvements. Faculty confirmed this practice during interviews. As an example, the school counseling program found that they were scoring lower in the area of career development on exit surveys and site supervisors were often marking the same area as “Not Applicable” indicating that candidates were not being provided with experiences related to career development. In response to these findings, the program faculty are exploring ways to increase opportunities to practice this domain during fieldwork experiences.

At the unit level, application and enrollment data, exit surveys, and alumni surveys are used to evaluate the effectiveness of the programs, ensure program quality across the unit and to evaluate unit operations. Exit surveys include questions related to the CLU GSOE and program goals, courses, fieldwork and support services. The director of assessment reviews data across and within programs and shares it accordingly at the faculty retreat at the end of the year. Each department receives aggregated data reports relevant to their programs. The data is used by the departments and individual program faculty to develop continuous improvement action plans for the following academic year. The action plans for each program were available for review and include making changes in the admissions and advising process for multiple subject, single subject, and education specialist candidates. Candidates from these programs reported they had multiple meetings with the credential analyst throughout the program which verified that the continuous improvement plan had been put into action.

Key stakeholders such as alumni, superintendents, principals, employers and other community partners serve on advisory boards including the CLU GSOE advisory board, the dean’s advisory

board, and department advisory boards. Board members provide input about the needs of the schools and local communities. In interviews, the members of these boards indicated that their input is eagerly sought and accepted. They feel their opinions are valued and used to help make programmatic decisions. When asked for examples of how their input was acted upon, the CLU GSOE advisory board members stated that they were asked to provide input into developing a plan to ensure that all candidates were provided experiences in diverse schools and to select focus areas for the Center for Innovative Learning. The dean also stated that advisory board members regularly participate in assessment activities.

Standard 5 – Program Impact

Findings: Met

Each program has selected signature assessments and designed fieldwork evaluations that allow candidates to demonstrate their preparedness to educate and support all students in meeting state adopted academic standards. Candidates are not allowed to progress through the program without successfully completing these assessments. Assessment plans were reviewed in the program documentation. In interviews with faculty, they confirmed that the signature assessments were used by all faculty teaching the courses and that candidates who were not successful were provided with additional support or counseled out of the program. Candidates stated that they were told how they would be assessed at the start of the program and that there were no surprises as to how they were to be evaluated.

Results of assessments reviewed during the visit indicate that candidates meet the Commission adopted competency requirements prior to being recommended for a credential. The credential analysts described a process of reviewing that candidates meet all state requirements which includes successful completion of assessments. District personnel who hire graduates consistently report that the graduates from CLU are some of the best prepared professionals they hire. Candidates and program completers across programs indicate that they are well prepared to begin their professional careers as educators.

Results from candidate assessments reviewed in the online program documentation and on-site during the visit show that the programs are having positive impacts on candidate learning and competence. Candidates are assessed throughout the program and the results show evidence of growth. During interviews, faculty in the preliminary administration program discussed the growth that they observe in candidates from their entry interview to the exit e-portfolio. Preliminary teaching candidates have a formative student teaching evaluation after the first semester using the same tool as the final evaluation, which allows candidates to track their own growth. Candidates report that the feedback they receive from these assessments are valuable.

It was evident at the site visit that CLU is having a positive impact on the local school districts. Across interviews with superintendents, principals, and school district human resources administrators, they consistently reported that the teachers and other school personnel they hire from CLU are the best that they hire. When they have openings for teachers, they reach out to CLU to find not only graduates, but teachers they can hire as interns, long-term subs or on emergency contracts. One school district human resources administrator called the CLU program

completers the “cream of the crop.” In addition to preparing candidates to work in schools, the CLU GSOE faculty work regularly with the local schools and school districts to impact teaching and learning in the schools. Examples of individual faculty involvement in Pk-12 schools provided in the documentation include teaching lessons, providing professional development, and serving as advisors on school district special taskforces.

Larger projects that impact the community include: The Autism and Communication Center established in 2016 which has offered two conferences/workshops a year; the NGSS Circles Institute, which trains middle school educators on the implementation of the new standards; the Institute for Executive Leadership in Education (IELE), which included presentations to 21 administrators from the county on effective leadership, the basics of managing stakeholder relationships, managing finances, marketing and media strategies, and how to implement change; the California Reading and Literature Project (CRLP) Summer Literacy Conference on “Literacy in the 21st Century: Engaging and Motivating Lifelong Readers” had over 100 teachers in attendance; and thirteen students attended the Read2Write Study Skills Camp for Middle Students where they are developing reading, writing, and study skills.