

**Recommendation to Remove Stipulations for  
San Jose State University  
March 2012**

**Overview of this Report**

This report presents progress made by San Jose State University to address the stipulations placed upon the institution as a result of COA action at the April 22, 2011 COA meeting.

**Staff Recommendation**

Staff recommends removal of stipulations for San Jose State University. As a condition of removal of the stipulations, San Jose State University would be required to submit candidate level data no later than the fall of 2012, and at COA's discretion possibly again in fall 2013, to demonstrate that the program is addressing standards 7, 8, and 14 each Multiple Subject candidate.

**Background**

San Jose State University's joint NCATE/CTC accreditation visit was held March 13-15, 2011. The team found that all standards were met with the exception of Common Standard 2 which was met with concerns and that all program standards were Met with the exception of the Multiple Subject program standards 7a, 8a, and 14 which were determined to be Not Met. The report of the team was presented to the COA on April 22, 2011. COA acted to determine an accreditation status of **Accreditation with Stipulations**. The following stipulations were adopted by COA for SJSU.

That within the next 12 months the institution provides evidence that all issues identified as not met in the Multiple Subjects Credential program be fully addressed. This includes the following:

- 1) That each candidate for a Multiple Subject teaching credential has experience in a classroom where beginning reading is taught.
- 2) That each Multiple Subject candidate receives supervised practice to help prepare each candidate to plan and deliver content specific instruction in mathematics, science, history-social science, visual and performing arts, physical education and health and that candidates demonstrate the basic ability to plan and implement instruction that supports student learning in each of these subject areas.
- 3) That each Multiple Subject teaching candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9.

Over the past eleven months, San Jose State University has worked with the Commission staff to address the concerns raised by the team. Numerous conversations have taken place to discuss possible options for addressing the stipulations. A variety of different matrices demonstrating

how candidates would have the breadth of experiences to meet standards 7, 8, and 14 have been presented and discussed in depth. However, due to the number of multiple subject pathways available at SJSU and, as a result, the number of possibilities and combinations of placements and experiences at SJSU, these conversations reflected the complexity of the issue.

The 2011 accreditation team report summarized the variety of routes available to the multiple subjects candidates at SJSU as follows:

- The *Year Long Residency Program* is the newest option. This option enables candidates to complete their programs in as little as a year beginning with summer school experience and ending with an additional summer experience.
- The *Teacher Education Collaborative (TE)* is similar to the Year Long Residency program, except that candidates student teach three days a week for a year in one of four participating school districts. Candidates attend classes the other days of the week.
- The *Critical Research Academy* combines a multiple subject preparation program with a Master of Arts in Curriculum and Instruction. This 2 year cohort program emphasizes the use of action research to drive instructional decisions made in the classroom.
- The *Middle Level Emphasis (MLE)* program is a 1-2 year long cohort program where the candidates are prepared in their coursework and field experience (student teaching) for teaching in grades 5-8. Candidates student-teach in an upper grade classroom for two semesters full time. The program is designed to be NCLB compliant.
- The *Flexible Multiple Subject Program* is a 2 year non-cohort program that gives candidate flexibility in scheduling courses and field experience.
- The *Bilingual Authorization Program* is available to candidates to candidates enrolled in the Flexible Program. Candidates completing this route wish to become effective teachers in a bilingual classroom.
- The *Concurrent Program* allows for dual multiple subject and education specialist program.
- The *School-Partnership Program (SUP)* is a two year, full time internship program in collaboration with 17 district partners. This route to the preliminary multiple subject program is currently on hiatus because of lack of enrollment.

While offering numerous possible routes to the Multiple Subject credential clearly benefits a wide range of candidates and prospective candidates, it served to be a challenge to the institution, the team lead, and the Commission staff in identifying a simple plan to ensure that every candidate will have the opportunities required by Standards 7, 8 and 14. The 2011 team identified these standards as being an issue for those routes that require a year-long placement and, it was a particular challenge for the Middle Level Emphasis program option.

While three standards were identified by the accreditation team, the concerns raised for all three of these standards were all linked to the fact that in some pathways, there was a single placement by which the breadth of experiences was not possible. To address this concern, the team lead and Commission staff are thoroughly convinced that the institution understands and has agreed to the following:

- 1) All candidates will experience teaching in more than one grade cohort
- 2) All candidates will have experience teaching beginning reading, addressing California standards and the need of the students within the K-2 level.
- 3) All candidates will practice teaching all subjects, as required by the multiple subjects credential standards, in a self-contained classroom. For the Middle School Emphasis, this may include a core classroom.

To provide the assurance that was not easily afforded by matrices or charts, given the impracticality of including every possible placement combination, SJSU has agreed to provide actual candidate level data demonstrating that care and attention has been paid to the issues raised by the accreditation team. To that end, if the COA agrees, SJSU will provide the Commission with a table that includes:

- 1) The name of the candidate
- 2) The grade level for each placement for each candidate
- 3) The type of classroom for each placement (core classroom, self-contained)
- 4) The name of the school and district for each placement
- 5) The semester that the candidate fulfilled the Beginning Reading requirement

SJSU believes that it could provide this data to the Commission by July 2012, but Commission staff proposes that the deadline for submission of this report be September 1, 2012 to ensure sufficient time for the institution to collect this information. The Commission staff could provide the COA with an update on this matter at a fall 2012 meeting.