

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
California Baptist University
March, 2011**

Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at California Baptist University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

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

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

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	21	21		
Single Subject, with Internship	21	21		
Education Specialist: MM Level I	17	17		
Education Specialist: MM Level II	12	12		
Education Specialist: MS Level I	19	19		
Education Specialist: MS Level II	11	11		
Reading Certificate	11	11		
Preliminary Administrative Services	15	15		
Pupil Personnel Counseling: School Counseling, with Internship	32	32		
Pupil Personnel Counseling: School Psychology, with Internship	8	8		

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

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

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

Institution: California Baptist University

Dates of Visit: February 27 – March 2, 2011

Accreditation Team

Recommendation: Accreditation

Rationale:

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

Common Standards

The entire team reviewed the nine Common Standards to determine whether the standards were met, met with concerns or not met. The team found that all nine Common Standards are **Met** with two of the standards **Met with Concerns**: Standard 1, Leadership, and Standard 4, Faculty and Instructional Personnel.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for each of the programs. Following these discussions of each program reviewed, the team considered whether the program standards were met, met with concerns or not met. All program standards were found to be **Met** in all programs:

- Multiple Subject, with Internship
- Single Subject, with Internship
- Preliminary Education Specialist: Mild to Moderate, with Internship
- Education Specialist: Mild to Moderate Level II
- Preliminary Education Specialist: Moderate to Severe, with Internship
- Education Specialist: Moderate to Severe Level II
- Reading Certificate
- Pupil Personnel Services: School Counseling, with Internship
- Pupil Personnel Services: School Psychology, with Internship
- Preliminary Administrative Services

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Due to the finding that all Common Standards were Met with the exception of two standards

identified as ‘Met with Concerns’ and all Program Standards are Met, the team unanimously recommends an accreditation decision of **Accreditation**.

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

Initial/Teaching Credentials	Advanced/Service Credentials
Multiple Subject	Education Specialist Credentials
Multiple Subject	<u>Professional Level II</u>
Multiple Subject, with Internship	Mild/Moderate Disabilities
	Moderate/Severe Disabilities
Single Subject	
Single Subject	Reading Certificate
Single Subject, with Internship	
Education Specialist Credentials	Pupil Personnel Services
<u>Preliminary</u>	School Counseling, with Internship
Mild/Moderate Disabilities, with Internship	School Psychologist, with Internship
Moderate/Severe Disabilities, with Internship	Preliminary Administrative Services

Staff recommends that:

- The institution's response to the preconditions be accepted.
- California Baptist University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California Baptist 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.
- California Baptist University submit information with its next Biennial Report describing how the identified issues in Common Standards 1 and 4 have been addressed.

Accreditation Team

Team Leader:

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Common Standards Cluster:

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Programs Cluster:

Virginia Matus-Glenn
Lake Tahoe Unified School District (Retired)

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Charles Vidal
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Staff to the Visit

Marilynn Fairgood, Consultant
Wayne Bacer, Consultant

Documents Reviewed

University Catalog
Common Standards Narrative
Course Syllabi
Candidate Files
Fieldwork Handbooks
Program Assessment Feedback
Program Information Booklet
Program Summaries

Biennial Report Feedback
Field Experience Notebook
Schedule of Classes
Advisement Documents
Faculty Vitae
Advisory Board Minutes
Education committee Minutes
University Website

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	12	118	130
Completers		15	15
Employers		17	17
Institutional Administration	14	6	20
Program Coordinators	4	14	18
Faculty	16	39	55
TPA Coordinator		6	6

	Common Standards Cluster	Program Sampling Cluster	TOTAL
University Assessment Coordinators	11		11
Advisors	6	5	11
Field Supervisors – Program	8	26	34
Field Supervisors - District		7	7
Credential Analyst	2		2
Advisory Board Members	2	15	17
VP Finance	1		1
IT Director	1		1
Librarian	1		1
Totals			346

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

Background Information

California Baptist College was founded in 1950 by the California Southern Baptist Convention. The 120 students who enrolled that first semester came to seek a liberal arts education in a Christian environment. In 1955, after four years of continued growth, the university relocated to the City of Riverside. The Western Association of Schools and Colleges (WASC) in 1961 first accredited the university. In the fall of 1998, California Baptist College officially changed its name to California Baptist University (CBU).

Today, the main campus is located in the culturally diverse Inland Empire, 60 miles east of Los Angeles and halfway between the Southern California coastline and Palm Springs. A new School of Nursing and School of Engineering opened within the last five years. CBU offers Bachelor’s and Master’s Degree Programs in Riverside, San Bernardino and online. The university offers 90 undergraduate majors and concentrations and 25 graduate majors and credentials. The fall 2010 enrollment exceeds 4,700 students in CBU undergraduate and graduate degree programs. The university offers every student the opportunity to apply their education and knowledge locally and abroad through its Global Studies Program. Named by U.S. News & World Report as one of America’s Best Colleges of 2010, the university is a nationally ranked, private Christian university with a reputation for academic excellence and a commitment to Christian values and principles.

Education Unit

The vision of the Bonnie G. Metcalf School of Education has its philosophical roots as included in the gospel: *Go ye therefore, and teach all nations... and lo, I am with you always, even unto the end of the world.* A set of University Student Outcomes (USOs), were developed to monitor the institution’s ability to achieve its philosophy. The USOs state that CBU students will be biblically rooted, globally minded, academically prepared and equipped to serve. The Metcalf School of Education (MSOE) enthusiastically embraces the USOs as expressed in its mission statement “to prepare teachers of high moral character and ethical behavior to teach in schools throughout the world.”

The focus in CBU courses is on the credential candidate, but not to the exclusion of the other members of the school community. The theme of consultation and collaboration is stressed so that candidates see themselves not only as competent professionals but also as compassionate human beings who realize they will learn as much or more from their students as they will teach them. So that candidates are credible professionals in the school setting, other foundational factors are outlined: teaching and learning theory, curriculum knowledge, and subject matter pedagogy. All of these are added to the positive view of children to ensure a qualified professional emerges from the program.

CBU has offered Commission-approved professional preparation programs since the 1980s. Today, over 300 candidates enroll in CBU professional preparation programs each semester. The following credential and certificate programs are offered by CBU at its Riverside location: Multiple and Single Subject; Preliminary Mild to Moderate and Moderate Severe Education Specialist; Mild to Moderate and Moderate to Severe Level II Education Specialist; Reading Certificate; Pupil Personnel Services: School Counseling, Pupil Personnel Services: School Psychology and the Preliminary Administrative Services.

Instruction, program advisement and mentoring are provided by seventeen full-time faculty and seven full-time staff (one administrative secretary, one credential analyst, one data technician, and four program advisors). Adjunct faculty augments the program to provide a full measure of course offerings.

California Baptist University sponsors university internship credential programs for its Multiple Subject, Single Subject, Preliminary Education Specialist (Mild/Moderate, Moderate/Severe) and Pupil Personnel Services: School Counseling and School Psychology programs. During 2010-2011, interns are enrolled only in the Single Subject and Preliminary Education Specialist programs. There are no interns enrolled in the Multiple Subject, School Counseling and School Psychology programs.

In fall 2010, the CBU plan transitioned to the new Education Specialist Standards for the Preliminary Mild/Moderate and Moderate/Severe Education Specialist programs. Since the programs have recently undergone transition to new standards, a panel of BIR reviewers will conduct a full program assessment within one year of implementation of the newly transitioned programs.

**Table 1
Program Review Status**

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency Reviewing Programs
Multiple Subject, with Internship*	52	92	CTC
Single Subject, with Internship	22	48	CTC
Education Specialist M/M, Level I with Intern	41	77	CTC
Education Specialist M/S, Level I	11	32	CTC
Education Specialist, M/M and M/S Level II	4	25	CTC

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency Reviewing Programs
Reading Certificate	2	12	CTC
Pupil Personnel Services: School Counseling, with Intern*	3	17	CTC
Pupil Personnel Services: School Psychology, with Intern*	5	25	CTC
Administrative Services: Preliminary	5	13	CTC

* There are currently no Multiple Subject, School Counseling and School Psychology Interns enrolled in the program.

The Visit

The visit began on Sunday, February 27, 2011 at noon and was completed in the afternoon on Wednesday, March 2, 2011. The team members convened at the hotel on Sunday for a team meeting. The team was transported to the campus to meet with the President of the University, Dean, program coordinators, advisory board members and adjunct faculty. The Dean provided an overview of the institution and its programs and the team attended a reception. Following the reception, the team began to interview constituencies. A team meeting was held on Sunday evening, and data collection continued through Wednesday, with the team members conferring with one another frequently throughout the visit. On Tuesday morning, a Mid-Visit report was presented to the Dean, Assistant Deans and Senior Credential Analyst. On Tuesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The Exit Report was held on campus at 1 p.m. on Wednesday, March 2, 2011. There were no unusual circumstances affecting this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met with Concerns

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

Findings

Candidates, faculty and administrators confirm that their faith is the core unifying factor at the institution. That faith informs the unit's vision for educator preparation and is supported by a research base that is responsive to California's standards and curriculum frameworks. Following discussions with the Dean and the MSOE administration, the team established that the MSOE faculty has determined that while each credential program has developed a sound research base, the unit itself allows each individual faculty member to develop and investigate their own research-based vision of education. While allowing individual choice, the program coordinators and program faculty use the program research base to provide direction for courses, teaching, candidate performance and experiences, service, collaboration, and program accountability.

Both the documents the team reviewed and the interviews held with unit and campus faculty and institutional leadership verify that the faculty and instructional personnel are actively involved in the organization, coordination, and governance of all professional preparation programs.

Interviews with the campus leadership, including the President, the Provost and the Vice President of Finance, established that the MSOE is seen as having a foundational role in the history of the institution and continues to be the largest graduate program at CBU. The MSOE was the first program to offer graduate degrees at CBU. The Dean of the MSOE has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution.

Coordinated by the Senior Credential Analyst, who has sole signature authority, the MSOE has developed an effective credential recommendation process. Candidates are not recommended for a credential prior to documenting that the relevant standards and requirements have all been met. The unit allocates sufficient resources for the continued professional development of the Analyst, ensuring that credential information is accurate and current. The Dean and the Credential Analyst are currently developing an annual review of recommendations to monitor the ongoing implementation and provide safeguards against misuse of the online system.

The team found that most elements in this standard are met. However, after interviewing members of the advisory boards associated with the credential programs in the MSOE and examining the minutes taken during the board meetings, the team found that all the boards lack sufficient representation from stakeholders without direct current links to CBU.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

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

The MSOE has embraced a number of strategies to implement its ongoing system for unit and program evaluation and improvement. One aspect of the system is the use of Live Text, a commercial software package. Live Text allows candidates to submit work assignments which the programs identify as critical assignments onto the system and where the work can be evaluated by faculty. If remediation is needed, the system tracks the changes through each step in the remediation process. At the conclusion of the program, the candidates can use the Live Text record of assignments to produce a portfolio of their work. Live Text also supports the overall collection of non-coursework assessment information related to the candidate.

Each credential program has established critical assignments that are spiraled throughout the program. The critical assignments are designed to ensure that each standard for candidate competence and each TPE is assessed. Summative assessments in field placements, including the TPA for the Multiple and Single Subject programs, serve as capstone assessments. The Pupil Personnel programs use the Praxis II as a summative assessment. The employers of recent program completers are also surveyed annually.

CBU is also in the process of developing a University-wide program review system, motivated in part by a pending WASC review that will only make the current MSOE evaluation process even more effective. The draft Program Review Handbook includes proposed institutional wide rubrics to assess alignment of factors ranging from mission and context to class size. Future CBU biennial reports should document the development and implementation of the new system.

Minutes of faculty meetings and interviews with program coordinators and faculty document the use of assessment data for program improvement. For example, TPA data in the Multiple Subject program led to the conclusion that additional support needed to be provided to EL candidates in the program. The Single Subject program TPA results led to the mandate that all candidates attend TPA workshops.

Future Biennial Reports should also document the MSOE's commitment to more effectively disaggregate data from the different delivery systems that co-exist in some of their programs and to confirm that each program is using the data for program improvement. The MSOE is also committed to ensuring that future program changes will be linked to the data collected as part of the evaluation process.

Standard 3: Resources**Standard Met**

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

CBU is a tuition-driven institution, deriving the bulk of its funding from student enrollment. The institution is in the midst of a multi-year effort, which will culminate in 2020, to grow annual enrollment from approximately 800 students in the mid-1990's to 8,000 students. Current annual enrollment is approximately 4,500 graduate and undergraduate students. Historically the MSOE has been the largest graduate program on campus and it was the first to offer graduate degrees.

As a part of the growth plan, administrators and full-time faculty are encouraged to be entrepreneurial. Activity such as developing new programs is recognized as an element in the tenured faculty compensation system. The entrepreneurial spirit has helped the MSOE cope with the recent negative economic factors impacting many teacher preparation programs by creating additional revenue sources.

In response to the economic climate after 2008, salary increases for faculty and staff have been suspended. CBU also eliminated its contribution to matching funds for retirement until January 2011, when the benefit was restored. This strategy of focused cuts preserved the personnel resources available to the institution through the crisis. CBU is planning to resume its annual increases in compensation in the near future.

The CBU annual budget system is structured to ensure that all various programs in the institution receive funding to support key instructional and administrative functions. The MSOE remains at the core of the University's mission. The MSOE carries through the CBU budgeting model in its allocation of resources to preparation programs and administrative functions based upon current enrollment so that candidates can meet the state-adopted standards for educator preparation.

Standard 4: Faculty and Instructional Personnel**Standard Met with Concerns**

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

The accreditation team found a preponderance of evidence of CBU's historic commitment to provide an accepting, caring Christian atmosphere in which individuals develop as mature

educators. Faculty and supervisors model moral, social and spiritual values. CBU's current candidates, program completers and employers consistently acknowledged that faculty and field experience supervisors are well qualified to teach program courses and mentor candidates enrolled in field experiences. Candidates expressed appreciation for the capacity of their faculty and supervisors to support them in bridging from theory to practice as they move from coursework into supervised fieldwork.

Reviews of faculty and supervisors' curriculum vitae provide evidence that CBU faculty have had extensive experience in a wide range of roles as educators. The team noted the faculty's growing interest in extending the scope of CBU's educational programs to embrace global educational experiences for more students. The team also observed how both faculty and candidates have been positively impacted by their participation in innovative partnerships with high-poverty, high-performing schools which provide ongoing opportunities for them to understand the current context of public schools.

However, while CBU instructors appear to have great interest in understanding the diverse students that they serve in local schools, they are, by and large, a fairly homogeneous group in terms of cultural, language, and ethnic diversity, unlike the demographics of the population in their service area.

The team investigated the processes by which CBU regularly evaluates the performance of course instructors and field supervisors. This examination revealed a two-pronged system of faculty evaluation. Faculty members seeking promotion and/or tenure develop substantial portfolios of their work in Live Text. These portfolios include evidence of their records of teaching, service and scholarship. In addition, the university uses a merit-based system of salary enhancement through annual review of faculty productivity. All faculty members are required to submit a summary of their record of teaching, service and scholarship to the dean each spring. The dean ranks the faculty, based on productivity. Student evaluations of teaching carry the greatest weight (60%). Service and scholarship are equally divided in weight (20% / 20%). Merit-based rewards are conferred through the President's office.

This weighting of the criteria on which merit-based increases are based appears to mirror the institution's historic commitment to teaching. The team noted that this practice may also explain what they saw as an under-valuing of the practice of scholarship. The consensus of the team members was that evidence of the faculty's capacity to model best professional practices in scholarship was somewhat limited. The team investigated this finding by examining faculty vitae, reviewing logs of professional activity, analyzing the record of professional development awards for scholarship activity, and talking with faculty and administrators. Promising new initiatives such as the virtual library of scholarly work to be established in the library and the informal gathering of professors within the school of education to talk about their research indicate significant, though measured, steps toward cultivating a culture of scholarship.

Standard 5: Admission**Standard Met**

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

Applicants to all credential programs are admitted to CBU's programs on the basis of well-defined admission criteria which address all Commission-adopted requirements. Admission staff members were found to be competent and well-informed with respect to all details of the admission process. The accreditation team reviewed written and online materials which provide prospective candidates with information about the admission process. All materials were found to be both clear and comprehensive. The majority of enrolled candidates interviewed during the visit reported that they found the admission process to be clear and fair.

CBU has designed an admission process that encourages and supports applicants from diverse populations. Candidates report that they are supported by CBU staff when they apply to the program. One staff member sponsors the future teachers' club, a role which allows her to come to know CBU undergraduates who intend to apply to credential programs. She shepherds CBU undergraduates through the process. Materials advertising test preparation were found as well. The team confirmed that multiple measures are used by CBU in an admission process that encourages and supports applicants from diverse populations.

The team determined that the admissions process is thorough and detailed, assuring that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. One significant feature of this process is the role of the Education Committee, which meets regularly to review applicants' qualifications for admission. The Education Committee also reviews applicants' candidacy for enrollment in the capstone fieldwork component of their programs.

Standard 6: Advice and Assistance**Standard Met**

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

The accreditation team confirmed through review of documents and interviews that qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement.

CBU has developed a team approach to advice and assistance. Qualified staff members are assigned to provide students with information and support throughout their professional programs. Advice is staged throughout each candidate's program. Advice and assistance during

the first stage of the program (pre-supervised fieldwork) is managed by CBU staff. The field experience coordinator provides advice when candidates are being placed in schools for field experience. Candidates report that they appreciate the clarity of the process and note that the advising staff is knowledgeable about the programs and provide reliable advice. The team's review of CBU's online intranet service and resources revealed that appropriate information is accessible to guide candidates throughout their credential programs.

Once credential candidates enroll in student teaching, staff advisors take a "backstage role"; candidates rely on advisors to provide them with accurate advice pertaining to completing all credential requirements in a timely manner. When general education and special education candidates enroll in their capstone field experience, they report that they rely primarily on their fieldwork supervisors for advice and assistance as supervisors observe and coach candidates weekly throughout their field experience. General education and special education candidates enthusiastically describe the critical role that their supervisors have in providing professional mentoring and personal support.

CBU has designed their credential programs to provide multiple opportunities for the staff and faculty to observe candidate progress and performance. This occurs through the advising system, and also through the close collaboration of faculty who see themselves as sharing in the mentoring of their candidates. The team noted the close collegiality of the faculty and saw evidence of how they work together to support candidates.

One exemplary innovation that services this purpose was seen in the field work seminar program which has been initiated by the Assistant Dean. Weekly seminars facilitated by fieldwork supervisors provide a rich opportunity for program directors to derive formative assessment data that is used in advising students. Innovations such as this seminar program provide the faculty with evidence that they use to be faithful to their commitment to only retain candidates who are suited for entry or advancement in the education profession.

Standard 7: Field Experience and Clinical Practice

Standard Met

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

Candidates interviewed report a high degree of satisfaction with their fieldwork experiences. Candidates enrolled in early phases of the program report that they look forward to the semester when they will enroll in supervised student teaching and work closely with a master teacher. The unit has designed and implemented a sequence of two field-based experiences for prospective teachers. These experiences provide opportunities for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students.

The field experience coordinator for MS/SS/Education Specialist candidates focuses placement requests within six major districts that are in fairly close proximity to the university. This service

area includes many schools that are populated by a very diverse student body. The field experience coordinator maintains a very open and collegial relationship with district representatives to whom she makes placement requests. The placement coordinator works collaboratively with school principals to determine successful placements for candidates. Close partnerships with partner, or professional development schools, allow for strategic placements in schools which focus on teacher development. These placements appear to offer ideal opportunities for candidates to develop as skillful and mature future educators.

The team observed examples of faculty involvement in public schools that clearly enhance CBU's understanding of site-based challenges. For example, one faculty member participated regularly in a partner school's Professional Learning Community process in order to understand how the school leaders are facilitating a process of data-driven decision making. Such partnerships clearly enhance the field experience coordinator's capacity to engender positive relationships with local schools that host CBU's student teachers.

Standard 8: District-Employed Supervisor

Standard Met

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

CBU places their student teachers and intern candidates with district-employed supervisors and support providers who are certified in specified content, have taught school for a minimum of three years and have secured the nomination of their school site principal. All master teachers have completed CLAD or CTEL certification. The criterion for master teachers is made clear to the district personnel who request placements from their district school principals. The selection process by which district personnel are recruited to work with Pupil Personnel Services and Administrative Services credential candidates is monitored for appropriate criteria as well. The team reviewed the process by which CBU confirms that master teacher criteria have been met. The first meeting of the university supervisor at the school site includes an orientation with the master teacher. *The Student Teaching Handbook* is reviewed, as is the plan for the candidate's "split placement" (7 weeks /2 placements). During this meeting, the supervisor confirms that the master teacher meets the stated criteria.

In addition, student teachers complete a demographic study of the school and classroom. This study provides the university supervisor with information pertaining to the diversity of the site. These surveys are shared with the Assistant Dean, who reviews them, monitoring for appropriate placements. Situations where the site lacked necessary diversity prompt a placement change.

Training for the supervisory role is guided by the *Student Teaching Handbook*. Staff commented that the handbook is under "constant revision for accuracy". The team saw this as an indicator that the handbook is frequently updated and maintained as a reliable source of information for all stakeholders. However, the majority of training for district-employed supervisors occurs through the weekly visits of university supervisors whom the master teachers rely on for accurate information about the university's requirements and assessments. The *Handbook* outlines clearly the role of each member of the mentoring triad.

Supervisors are evaluated every semester by their student teachers and by the university supervisor. Data from these evaluations are maintained in databases managed by the field experience coordinator and analyzed by the Assistant Dean. The field experience coordinator stated that district supervisors are not retained if they receive two unfavorable evaluations. Master teachers are recognized for their service to the university and the profession. They receive stipends and a voucher for a free graduate course. Fewer than 50% of the master teachers appear to take advantage of the course vouchers. In addition, master teachers receive letters of appreciation from the university. Employers reported that their teachers are eager to work with CBU student teachers and interns.

Standard 9: Assessment of Candidate Competence

Standard Met

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

During the visit, team members interviewed CBU assessment coordinators, TPA coordinators, faculty, the credential analyst and candidates. It soon became evident that with the support of the University, the MSOE has embraced the use of a range of assessments to ensure that all candidates have demonstrated the necessary professional skills. The MSOE faculty and administrators believe that effectively molding candidates into successful educators begins with instruction that is carefully matched with formative and summative assessments.

Each prerequisite and professional course has identified a critical assignment that is coordinated with other program assignments to allow faculty the opportunity to triangulate data related to a candidate's mastery of requisite knowledge and skills. The individual assignments are connected to relevant program standards or TPE expectations and within each program the assignments cover the full range of the CTC standards. The MSOE has also effectively linked the CTC program standards to the Student Learning Outcomes that CBU has developed.

The MSOE uses the Live Text system to track the performance of each candidate through the assessment sequence. At the conclusion of the program Live Text provides not only documentation that each CTC standard has been addressed, it can also be used by the candidate to create a personal portfolio. The MSOE can use Live Text to aggregate the individual student records into a data base that can be used for program evaluation and improvement. The MSOE is also participating in an institution-wide effort to develop a program review system that will strengthen an already effective evaluation program.

The MSOE maintains a credential recommendation system that ensures that no candidate is recommended for a credential unless the candidate has demonstrated competency in each of the programs.

Multiple Subject, with Internship **Single Subject, with Internship**

Program Design

All teacher preparation programs at California Baptist University (CBU) have been developed and function as collaborative partnerships that involve the MSOE, academic departments of CBU, and local school districts. CBU collaborative partnerships include CBU's Community Advisory Council, which is made up of members from school districts, school site administrators, county offices of education, RIMS Beginning Teacher Support and Assessment (BTSA) regional cluster, community members, parents, and bargaining unit representatives. Contributions from these partnering members are deemed essential in MSOE program development, program implementation, and program review.

All CBU professional preparation program candidates appear before an Education Committee for review and vote of approval. The CBU Education Committee consists of faculty members across the various schools at CBU and is charged with reviewing candidate files prior to admission to each program and then again before a candidate is allowed to transition into the Capstone course, student teaching or enter an internship.

Curricular changes for each program are initiated by the program coordinator in regular meetings of the School of Education and considered for approval by the faculty. Approved changes are taken by the dean to the Graduate Curriculum Committee which is chaired by the CBU provost. The Graduate Curriculum Committee includes school and college deans, associate provosts, the registrar, and representatives from admissions and advising offices.

CBU's Community Advisory Council meets a minimum of twice per school year to discuss issues related to and obtain input regarding the Commission's accreditation cycle. Information from these meetings is brought back to the Multiple and Single Subject program coordinator who shares the information with program faculty. Through its work with the CBU Education Committee, the Multiple Subject and Single Subject programs verify and review admission criteria, program policies, and candidate progress.

The design for the sequencing of coursework and fieldwork for the Multiple Subject and Single Subject programs prepares candidates to teach all students regardless of cultural, linguistic, or ability differences. These candidates may be interns or traditional candidates. Multiple Subject and Single Subject coursework is offered in three phases:

Phase 1: Prerequisites - Courses shared by all candidates

Phase 2: Core Courses - Shared methods courses that includes a multiple subject only core and a single subject only core

Phase 3: Capstone – Student teaching and shared seminar/Internship and shared seminar

CBU internship credential candidates complete the same courses as traditional candidates and are expected to complete the same assignments and fieldwork. CBU's internship program requires all candidates to complete 120 hours of a pre-service component prior to being admitted into the CBU Internship program.

Course of Study

The Multiple Subject and Single Subject program moves candidates from prerequisite courses to method courses where content knowledge is integrated with pedagogy and concludes with student teaching/internship. Foundational to each course is the integration of the Teaching Performance Expectations (TPEs). Each course covers and assesses multiple aspects found within the TPEs. This structure ensures that candidates are provided sufficient opportunities to practice each of the skills embedded within the four California Teaching Performance Assessment (TPA) tasks.

Course syllabi for all prerequisite and core methods courses require reading and analysis of professional educational literature. Single Subject candidates are accountable for English Language Arts standards within their lesson planning in all subject areas.

Cultural and language academic development activities are included throughout and integrated into lesson plans, assessment information, and class work. In the Classroom Management and Discipline course, teacher candidates are required to complete a case study of a child whose primary language is not English; must complete an in depth analysis of a child; determine possible resources; and make recommendations to help the child succeed.

The classroom management course also allows candidates to create a classroom management plan and learn to create plans for special needs children. In the Exceptional Child course candidates study laws and regulations governing students with special educational needs and their requirements. Candidates also read and discuss information about parents', students' and teachers' rights and responsibilities as specified in the various laws for distinct student populations, including the IEP (and SST) processes.

Candidates experience 108 hours of field placement prior to student teaching. Student teaching consists of two seven week placements that represent different grade levels. The current fieldwork practice at CBU includes the completion of observational fieldwork during Phase I of the program and observational/participatory fieldwork during Phase II of the program. Phase III, Student Teaching/Internship, provides the mentoring and support necessary to assist CBU candidates in successfully transferring their learning into practice. CBU Program Advisors emphasize the need to place candidates in classrooms where there are English learners and students with special needs. Verification that the candidate is placed in a diverse setting begins during the candidate orientation which occurs during the required first seminar session.

Candidates are placed in schools under the oversight of a field supervisor/master teacher for two separate seven week periods during Phase III of the program. A formal lesson observation by both the university supervisor and the district field supervisor occurs a minimum of once per week. Following the observation, candidates are provided feedback, advice, guidance and direction. A mid-term evaluation is scheduled during the fourth week of the placement. This evaluation is organized around the six TPE domains and identifies the candidate's strengths, areas for growth, and specific tasks that must be achieved to receive a passing grade. Candidates also participate in the directed seminar class with the university supervisor which further reinforces learning.

CBU Program Advisors work directly with local school district personnel to request qualified district field supervisors (master teachers). The university supervisor assigned to the student teacher or intern meets with the field supervisor and the principal of the site within the first week of the candidate's placement. At this meeting, the university supervisor reinforces the duties and responsibilities outlined in the *California Baptist University Field Supervisor Packet*.

Candidate Competence

The CBU School of Education's Multiple Subject and Single Subject credential programs conduct formative and summative assessments in a variety of ways which are aligned with the TPEs. Formative assessment is conducted throughout the credential program, while summative evaluations are carried out at the end during the student teaching/intern phase. The primary form of assessment is the completion of assignments and products required in coursework. These assignments focus on the development of units and lesson plans, case studies of students, demonstration lessons, reports on fieldwork activities in local classrooms, reflections on teaching experiences, and examinations. To inform the candidates, each syllabus objective is marked with the applicable TPEs.

The CBU's Cal TPA system is first introduced during Phase I orientation presentations. Increased information is provided during a program advising appointment and/or advisor class presentations that occur after the candidate has been accepted into Phase II. Detailed information is provided during an optional orientation meeting that is scheduled each semester. To ensure that all candidates receive information, communication is systematically delivered through e-mail and individual advising meetings throughout the program.

Findings on the 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 for the Multiple Subject, with Internship and Single Subject, with Internship programs are fully **Met**.

Preliminary Mild to Moderate Education Specialist, with Internship Mild to Moderate Education Specialist Level II

Program Design

The program coordinator for the Mild/Moderate Disabilities program works in consultation with the MSOE dean, faculty, and staff as well as members of the CBU Education Committee. The program coordinator is also charged with keeping the program up-to-date and aligned with Commission requirements as well as working closely with adjunct faculty and district representatives who serve as advisors to the program. The participation of the program coordinator in community advisory boards and through interaction with alumni and adjunct professors contributes to the effectiveness and relevancy of the CBU M/M program.

Program advisors and program faculty provide candidate advisement. A review of the candidate's academic accomplishments and related experiences is made prior to admission to the special education credential program. A similar progress review is conducted again before the candidate is approved for student teaching. Each candidate's progress through the program and after its

completion is tracked and evaluated both informally and formally on a regular basis through contacts with district-employed supervisors, graduates, and their employers.

Prior to fall 2010, the CBU Level I Mild/Moderate credential program was administered as a dual credential program. Candidates completed all of the courses required for the Multiple Subject Credential and all those required for the Mild/Moderate Disabilities credential and split their student teaching semester equally between placements in elementary education and special education. In fall 2010, the CBU plan to transition to the new education specialist standards was approved by the Commission. The new CBU preliminary specialist credential program is not a dual credential program. Instead, the preliminary program offers candidates preparation to serve M/M students with Autism Spectrum Disorder along with a full semester of student teaching in special education.

Although the CBU Mild to Moderate Disabilities program has been redesigned there still remains some overlap with Multiple Subject credential requirements. All Mild to Moderate candidates must complete two methods courses, Teaching Reading and Phonics and Teaching Math and Science, plus the courses the Exceptional Child, Language Structure and Acquisition, Growth, Development and Learning, and Contemporary Health Issues.

Over the past year, the course Classroom Management and Discipline has been replaced with Applied Behavior Analysis, a new course. The three-unit Teaching Language Arts and Social Studies course has been replaced with a four-unit version of Reading Diagnosis and Remediation, a clinical reading practicum. The new preliminary program also includes two new courses: Introduction to Autism Spectrum Disorder and Teaching and Learning Strategies for Students with Autism Spectrum Disorder.

Course of Study

The required courses for the Mild/Moderate disabilities credential can be completed through multiple routes:

- Plan 1: Mild/Moderate Education Specialist Credential and the Master of Science degree
- Plan 2: Mild/Moderate Education Specialist Credential without a Master of Science degree
- Plan 3: Additional coursework required to earn a Moderate/Severe Education Specialist Credential for the holders of a Mild to Moderate Education Specialist Credential
- Plan 4: Internship Credential requirements

CBU Internship credential candidates complete the same courses as traditional candidates and are expected to complete the same assignments and fieldwork. CBU's internship program requires all candidates to complete 120 hours of a pre-service component prior to being admitted into the CBU Internship program. The internship program at CBU has three phases:

- Phase I-Pre-requisite Coursework
- Phase 2-Professional Methods Courses
- Phase 3-Capstone (Student Teaching/Intern Seminar-14 weeks)

In addition to the 120 of pre-service, Interns must complete 180 hours of classroom instruction and at least 43 hours of classroom observations and related fieldwork, documented through

written reports during Phase 1. In Phase 2, Interns complete 9 units of remaining core courses for general education and 19 units of core courses for special education. Phase 3 requires candidates to complete 15 units of Student Teaching and Seminar or Student Teaching and Seminar as an Intern.

Intern candidates have two years to complete professional methods course requirements and the internship. The fieldwork for interns during Phase 2 is typically differentiated for the intern by allowing the Intern to complete a portion of the requirements in their own classroom. The Intern enrolls in Internship and Seminar to complete student teaching.

Traditional candidates are given fieldwork assignments that reflect the full diversity of ages/grades, federal disabilities categories and the continuum of special education services required by the holder of a Mild/Moderate Education Specialist Credential. These TPE fieldwork assignments are completed throughout the program.

Interns complete activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet the fieldwork requirements. Interns may diversify their experiences beyond their own teaching assignment by visiting other teachers within their own school and/or by visiting other students in other settings beyond their own school.

Beginning Spring 2010, CBU added a form documenting experiences with individuals with a variety of disabilities as a student teaching completion requirement. This assignment has been required of candidates in fieldwork as of the spring semester of 2010.

Candidate Competence

All candidates are evaluated by district-employed supervisors and university supervisors regarding their performance on the Teaching Performance Expectations using the TPE Tracking Sheet. CBU guidelines require that supervisors minimally observe candidates appropriately performing a TPE skill three times.

District-employed supervisors complete both a formative evaluation of student teachers at mid-point and a summative evaluation of the student teacher. University supervisors observe student teachers weekly. The supervisors complete observation forms during the placement and a formal evaluation at the end of each assignment. Since district-employed supervisors and university supervisors are in regular contact, concerns are dealt with in a timely manner.

The Coordinator of the Education Specialist Credential program secures from at least one district-employed supervisor and one CBU supervisor systematic summative assessments of the performance of each candidate. The Final Evaluation Form documents satisfactory performance in student teaching for the Mild/Moderate credential. It is signed by the district-employed supervisor and the university supervisor.

The final evaluation form is provided and discussed in detail in the Student Teaching and Seminar and Intern and Seminar so candidates are aware of the many areas in which they will be evaluated. The final form consists of critical elements grouped into the following areas: planning, teaching performance and practices, professional attributes, systematically evaluates own teaching, personal characteristics, communication, preparation and organization, instruction, data

collection, reinforcement procedures, behavior management, work with instructional assistants/paraprofessionals and journal. Student teachers and interns are evaluated in each of these areas minimally once per semester.

During student teaching and seminar, candidates are evaluated as to their ability to reinforce the objectives set by the district-employed supervisor and/or other professionals for pupils in special education. Student teachers participate in assessment activities, IEP planning meetings and/or INFP meetings, depending upon placement.

Candidates are evaluated informally on a daily basis by their district-employed supervisors and weekly in writing using the Weekly Feedback Form. The university supervisor visits the classroom weekly and provides feedback to the candidate. At least two of these formal evaluations are unannounced.

Findings on Standards:

In fall 2010, the CBU plan to transition to the new education specialist standards was approved by the Commission. The Education Specialist program participated in the Program Sampling as did all approved programs. The site visit team interviewed special education administrators, faculty and candidates. Since the program has recently undergone transition to new standards a panel of BIR reviewers will conduct a full program assessment within one year of implementation of the newly transitioned program to determine if the CBU narrative response is aligned with the Preliminary Education Specialist Program Standards.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty and supervising practitioners, the team determined that all program standards in the Mild to Moderate, Level I and Level II Programs are **Met**.

**Preliminary Moderate to Severe Education Specialist, with Internship
Moderate to Severe Education Specialist Level II**

The Education Specialist Credential in Moderate/Severe Disabilities, (MSD) is housed in the School of Education at California Baptist University. The basic philosophy of the School is compatible with positions taken by Dewey, Piaget, and Vygotsky that one's learning emerges in developmental steps stimulated by interaction with the people and materials in one's environment. CBU believes that every person is capable of learning, given appropriate time and attention to individual needs, and that the teacher is ultimately accountable for ensuring not only that instruction occurs but that students are learning.

The graduate program in special education is designed to equip teachers with the skills, techniques, and qualities of leadership required for professional excellence as classroom teachers, curriculum builders, and instructional leaders. Graduates assess student learning needs, develop instructional programs and materials, evaluate student progress and program success, and lead their colleagues in reflective thinking about student learning, program improvement, long-range student outcomes and personal professional growth. Of special significance to special education graduates will be their training in data-based instruction leading to teacher accountability, collaboration and team building.

The general design of the MSD program is to prepare teachers to educate students with moderate/severe disabilities. Candidates learn to work with general education teachers and to have an understanding of general education teaching approaches. With that in mind, the MSD program begins with an overview of the general education classes applicable to the moderate to severe credential, and then moves to special education coursework.

The program addresses three purposes: coordinate basic undergraduate preparatory programs for those planning to enter teaching; provide education and training for candidates wishing to become professional teachers through the fifth year teacher credential program; provide advanced coursework for candidates wishing to earn an Education Specialist credential and a Master of Science in Special Education.

CBU internship credential candidates complete the same courses as traditional candidates and are expected to complete the same assignments and fieldwork. CBU's internship program requires all candidates to complete 120 hours of a pre-service component prior to being admitted into the CBU Internship program. Because interns perform the duties of fully certificated holders of the credential, the university supervisor along with district representatives have input into the design and coordination of the internship program. Each of the three constituencies cooperate in all decisions regarding the implementation and evaluation of the internship program.

In fall 2010, the CBU plan to transition to the new education specialist standards was approved by the Commission. The revised program will continue to offer the option for students pursuing a Master's degree and the Moderate/Severe Education Specialist Credential. Candidates choosing to earn the preliminary Multiple Subject or Single Subject concurrent with the moderate/severe credential must complete student teaching with students in both general education and students with moderate/severe disabilities.

Credential technicians from the School of Education maintain thorough records on each candidate in the credential programs. In-coming data are entered into the university database and student progress in the program is carefully tracked.

Course of Study

The CBU Moderate/Severe Education Specialist program is designed so that each course builds knowledge as candidates progress through the course sequence. Throughout the coursework

- Candidates are challenged with the task of advocating for the humanity of their students.
- Candidates are also challenged to facilitate the inclusion of individuals with disabilities.
- Candidates hold the position that all children can benefit from a public school education, independent of any personal characteristics, including disability.
- The program takes the position that much of the difficulties faced by people with moderate/severe disabilities and those with disabilities in general are the result of socially constructed mores.
- The program focuses on Brown et al's (1979) notion of chronologically age appropriate, functional skills being taught in natural environments. In spite of developments in the field of moderate/severe education, this principle has stood the test of time. Students are to be treated with dignity according to their chronological age.

- In order to ensure that students are making progress in the skills that have been identified in their IEPs, a significant emphasis is placed on teacher accountability via data based instruction.

Beginning Spring 2010, CBU added a form documenting experiences with individuals with a variety of disabilities as a student teaching completion requirement. This assignment is required of students in fieldwork as of the spring semester of 2010.

Candidate Competence

Before advancement into student teaching, candidates must have completed all previous phases of the credential program satisfactorily, performed adequately in early fieldwork, meet all subject matter competencies and make application for student teaching to the Teacher Education Committee.

The Coordinator of the Education Specialist Credential program secures from at least one district supervisor and one CBU Supervisor systematic summative assessments of the performance of each candidate, encompassing the knowledge and skills necessary for professional competence. These written assessments are based upon documented procedures and instruments and are mutually understood. The Final Evaluation Form documents satisfactory performance in student teaching and internship for the Moderate to Severe Education Specialist Credential and is signed by both the master teacher and the university supervisor.

The final evaluation assesses critical elements including planning, teaching performance and practices, professional attributes, personal characteristics, communication, preparation and organization, instruction, data collection, reinforcement procedures, behavior management, and completion of a professional journal. Student teachers and interns are evaluated in each of these areas minimally once per semester. The final evaluation form is provided to candidates and discussed in detail in the Teaching Students with Moderate/Severe Disabilities and Instructional Strategies and Teaching Students with Moderate/Severe Disabilities: Community Integration classes so candidates are aware of the many areas in which they will be evaluated.

Findings on the Standards:

In fall 2010, the CBU plan to transition to the new education specialist standards was approved by the Commission. The Education Specialist program participated in the Program Sampling as did all approved programs. The site visit team interviewed special education administrators, faculty and candidates. Since the program has recently undergone transition to new standards a panel of BIR reviewers will conduct a full program assessment within one year of implementation of the newly transitioned program to determine if the CBU narrative response is aligned with the Preliminary Education Specialist Program Standards.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty and supervising practitioners, the team determined that all program standards in the Moderate to Severe, Level I and Level II Programs are **Met**.

Reading Certificate Program

Program Design

The CBU Reading Certificate program is designed to allow candidates to build the appropriate schema and skills related to the teaching of listening, speaking, reading and writing. Candidates also learn assessment/diagnosis and remediation strategies for the purpose of properly assisting students with reading difficulties during their fieldwork.

The Reading Certificate Program consists of six courses. Two of the courses, Reading and Phonics and Reading in the Content Areas, are the basic reading credential courses for Multiple Subject and Single Subject candidates. Most candidates complete one course during their credential program and take the second basic course as part of the Reading Certificate program. The additional four courses are spread over two semesters. Within the course structure, candidates are required to organize and provide a presentation to peers and also to design a long-term literacy plan. These serve as critical assignments.

Applications for admission to the Reading Certificate Program are reviewed by a CBU Graduate Admissions advisor. Candidates are interviewed by the Reading Program Coordinator and admission is voted on by the Teacher Education Committee. Candidate advising is provided by a CBU Graduate Admissions advisor. The CBU credential analyst verifies completion of all program requirements prior to acceptance of the application for the Reading Certificate.

So that the Reading Certificate program can be reactive to K-12 school needs, biannual advisory meetings are held in March and October each year. Additionally, candidates evaluate each course, upon its completion, to provide CBU feedback regarding effectiveness in meeting stated objectives in the Reading Certificate course syllabi.

Course of Study

The Mechanics of Reading and Writing course provides a foundational understanding of reading and writing, explication of the reading processes and products, emphasis on the linguistic elements of reading as well as essential components of a balanced literacy program conceptually based on the 2007 California Reading Language Arts Framework. Methods and approaches of teaching reading and writing are emphasized and focus is placed on instructional strategies to enhance acquisition of literacy for all learners. Special focus is placed on oral language development. Emphasis on the No Child Left Behind Act of 2001 and the tenets of Response to Intervention (RTI) are infused in this class and all classes in the program. Effective use of RTI strategies are designed to reduce needs for special education services through effective teaching and remediation.

Paired with the Mechanics of Reading and Writing is the course Advanced Assessment and Intervention Strategies in Reading and Language Arts. This class provides candidates the opportunity to review and practice the administration of numerous informal and formal assessments in reading and writing as well as further elaboration of intervention strategies appropriate for students with reading difficulties, including English language learners. A special focus on assessment and instruction of culturally and linguistically diverse students is included in this class. The course project requires the candidate to complete three comprehensive case studies on three students (one primary, one intermediate, and one English language learner), allowing the candidate to further refine and expand knowledge attained in their fieldwork. The

class places a clear focus on a sophisticated application of tenets of differentiation and the understanding of RTI.

Diagnosis of Reading Problems provides candidates with an overview of theoretical perspectives on reading, writing and a beginning plan for diagnosing/assessing reading problems. This class reviews the foundations of literacy, explores different types of instructional settings and how to collect student background information. It also focuses on how to get started in an instructional setting, thus providing the necessary knowledge for candidate's success in fieldwork. Adaptation of instruction in word recognition, vocabulary, comprehension and writing are further emphasized, providing candidates with the essential tools to begin successful instruction of children in tutorial settings, small groups and whole groups. Finally, the class provides instructional strategies for teaching reading and writing to English language learners.

Diagnosis of Reading Problems: Fieldwork, includes a 45 hour field-work/practicum component. A fieldwork handbook is provided to each candidate that lists required observations and activities. Fieldwork activities provide a full range of experiences, thus allowing the candidate to meet each of the designated factors in the fieldwork standard. The fieldwork is coupled with a Seminar at CBU which provides candidates with the opportunity to reflect upon experiences, share insights and discuss appropriate plans for remediation.

Fieldwork hours are spent at various school sites and in the candidate's own classroom. Candidates are supervised during the clinical portion of the fieldwork to ensure competence in assessing students for the purpose of designing instruction. Candidates are required to provide a completed fieldwork handbook that documents off-campus experiences.

Candidates are required to tutor for 22 hours during the semester they take Diagnosis of Reading Problems: Fieldwork. The fieldwork includes three distinct tutoring opportunities: beginning readers, English learners intermediate or secondary students who are struggling with reading. Candidates also produce three ten-minute videos of themselves working with a single student, a small group of students and a group of students that includes English language learners and illustrates appropriate strategies for their instruction. The video is reviewed in class by the instructor and other members of the class during the seminar for appropriate feedback.

Fieldwork and tutoring are also a part of the general education courses Reading and Writing in the Content Areas and Teaching Reading. The required fieldwork in Diagnosis of Reading Problems and Mechanics of Reading and Writing provide opportunities for candidates to assess, diagnose, and teach individual and small groups of students. Within these two courses candidates have ten hours of classroom application for each course and have the opportunity to discuss and reflect on their experiences.

Candidate Competence

Candidates are assessed in each course to determine how they meet course objectives by completing projects, weekly quizzes, a mid-term examination and a final examination. The Mechanics of Reading and Writing, Advanced Assessment and Intervention Strategies in Reading and Language Arts and Diagnosis of Reading Problems all require assessment of students, analysis of assessment, and application of knowledge to classroom practice. Rubrics are used to provide preliminary understanding of the tasks. Interviews are conducted with individual candidates as needed to enhance learning. Candidates completing the course Diagnosis of

Reading Problems: Fieldwork, are observed weekly during their 22 hours of tutoring and receive feedback on their plans.

To apply for the Reading Certificate, candidates must verify successful completion of all coursework, submit a copy of their teaching credential and provide proof of three years of full-time teaching experience. This documentation is submitted to the Credential Analyst who submits the application for credential to the Commission.

Findings on the 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 for the Reading Certificate Program are **Met**.

Pupil Personnel Services: School Counseling, with Internship

Program Design

The CBU PPS: School Counseling Program is aligned with the Commission on Teacher Credentialing (CTC) and the American School Counselors Association (ASCA) standards. Since program faculty plan to seek future approval by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), program requirements include many of these standards. CBU prepares school counseling candidates to have a broad knowledge base in seven areas of professional practice that are considered essential for successful practice as a school counselor:

- I. Human Growth and Development
- II. Social and Cultural Foundations
- III. Helping Relationships
- IV. Lifestyle and Career Development
- V. Groups
- VI. Research and Evaluation
- VII. Professional Orientation

Course critical assignments are designed to assess one or more of the ASCA Domains of Competency as they align with the CTC state standards and CBU program student outcomes.

A full-time advisor in Graduate Admissions assists counseling candidates with program admission. Once admitted, each candidate is assigned a full-time credential program advisor to ensure that each candidate completes the program and meets state requirements in a timely manner.

The Dean established an Advisory Committee to support program development for the PPS in School Counseling. That Advisory Committee continues to meet each fall and spring and via email throughout the year to collaborate on changes in courses and course content.

In 2008, the CBU school counseling program changed its Educational Assessment course from a special education to a PPS specific course. The course now includes process assessment training along with academic achievement assessment training. In 2009, the School Counseling and

School Psychology Programs adopted a new set of program candidate outcomes directly related to the fields of school counseling and school psychology. The previous program candidate outcomes were more teacher candidate specific which made it difficult for the PPS programs to accomplish.

Course of Study

The PPS Credential Program in School Counseling is a 48 semester unit graduate program. The counseling program consists of 12 school counseling courses (equal to 36 semester units), 6 units of practicum, and 6 units of paid or unpaid internship. Completion of 42 semester units of coursework will qualify candidates to apply for the State of California Internship Credential as a school counselor. Paid Internship candidates and unpaid interns (field experience candidates) must complete two courses of Fieldwork/Internship in School Counseling, earning 3 units for each course.

Candidates who complete all program requirements successfully, including a 600-hour Field Experience/Internship, and the National School Counseling Examination (PRAXIS II in School Guidance and Counseling) are eligible to apply for the CBU Master of Science degree with a Specialization in School Counseling and the PPS: School Counseling credential. Candidates with an earned master's degree from another accredited institution may elect to complete credential requirements only, including the Praxis exam and field-work experience/internship.

The three basic field experience settings for school counselors include (a) elementary, (b) middle school or junior high, and (c) high school. Candidates complete field experiences in two (2) of these three (3) settings with a minimum of two hundred (200) hours in each setting. A total of 200 hours may be completed in other appropriate settings and activities with approval of program coordinator. The site supervisor/field mentor provide an average of at least 2 hours of regularly scheduled individual or small group supervision time each week with the candidate.

Final field experience/internship in school counseling is paid or unpaid and candidates must be supervised by a credentialed school counselor with a minimum of two years of experience in school counseling. The site supervisor/field mentor provides an average of at least two hours of regularly scheduled individual or small group supervision time each week with candidates.

Candidate Competence

At the beginning of the program, candidates complete a Learning Plan that includes the following standards-based performance domains:

1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Lifestyle and Career Development
6. Assessment
7. Research and Evaluation
8. Professional Orientation
9. Use of Technology

The candidate's Learning Plan must identify at least three specific experiences to be accomplished each semester. At the end of the semester, the candidate completes the Self-Evaluation Form that assesses actual experiences and accomplishments during the semester. Summative evaluations of professional competence are made by the university supervisor and the district supervisor at the end of each internship semester. Candidates must also successfully complete the PRAXIS II examination for school psychologists.

Each district supervisor rates the candidate's demonstrated performance in each of the domains using the Mid-Semester and End-of-Semester Evaluation Forms. Following discussion of the candidate's performance, the forms are signed by each evaluator, university supervisor and the candidate. If a candidate does not meet program expectations either a remedial plan or extended fieldwork experience will be required and an Improvement Plan for the candidate will be developed.

A full-time credential analyst verifies the candidate's completion of all Commission requirements and ensures that the evidence is recorded and maintained for each candidate. The credential analyst will not recommend candidates for the credential until the candidate has presented verification that all course requirements have been met; standardized examination in school counseling (Praxis II) has been passed; final field experience/internship has been completed successfully; and the candidate has been recommended by the program coordinator for school counseling. Once the candidate's file is complete, the credential analyst will assist the candidate in applying for their credential.

Findings on the Standards:

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Pupil Personnel Services: School Counseling Program are **Met**.

Pupil Personnel Services: School Psychology, with Internship

Program Design

The Dean works with the Associate Dean of the School of Education and the Assistant Dean and the PPS School Psychology Program Coordinator to assist with the administration of the program. In the initial stages of program development, the dean collaborated with other education faculty, practicing school psychologists, and members of the CBU School of Behavioral Sciences regarding syllabus content and program design. This Advisory Committee continues to meet each fall, spring and by email throughout the year to collaborate on changes in the School Psychology program.

The CBU School Psychology program is designed in alignment with the National Association of School Psychologists (NASP) eleven "Domains" for training programs identified within the "Blueprint for Training and Practice III" document published by NASP:

- Domain 1. Data-Based Decision-Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Effective Instruction and Development of Cognitive/Academic Skills
- Domain 4: Socialization and Development of Life Skills

- Domain 5: Student Diversity in Development and Learning
- Domain 6: School and Systems Organization, Policy Development, and Climate
- Domain 7: Prevention, Crisis Intervention, and Mental Health
- Domain 8: Home/School/Community Collaboration
- Domain 9: Research and Program Evaluation
- Domain 10: School Psychology Practice and Development
- Domain 11: Information Technology

A full-time advisor in Graduate Admissions assists PPS candidates with the admission process. Once admitted, each candidate is assigned a full-time credential program advisor to ensure that each candidate finishes the program and meets state requirements in a timely manner.

Candidates are required to complete all coursework, including 450 hours of field practice, approval for the internship by the Education Committee and approval of fieldwork site by the program coordinator or advisor. Supervised field experience is a paid or unpaid internship in school psychology.

In 2008, the CBU School Psychology program changed the CBU Educational Assessment course from a special education course to a School Psychology specific course. The course now includes process assessment training along with academic achievement assessment training. Also in 2008, the Praxis II exam for school psychologists was rewritten and the scoring system changed.

In 2009, the School Counseling and School Psychology Programs adopted a new set of program candidate outcomes directly related to the fields of school psychology and school counseling. The previous program candidate outcomes were more teacher candidate specific which made it difficult for the PPS programs to accomplish.

In 2010, due to changes in surrounding school districts, including districts returning to traditional school calendar, four school psychology courses were changed from 15 week courses to 7 weeks each: Educational Assessment, Advanced Research Methods, Group Counseling and Crisis Response. This change allows candidates to begin their Internship/Final Field Experience in the fall semester instead of the spring semester, as the program was originally designed, and allows candidates to complete their internship field experience when it is originally scheduled in the spring and summer semesters. The courses are being taught as hybrid courses but the courses have maintained their integrity and rigor despite the shortened length in time. Candidates attend class each week and also have web-based assignments to complete outside of class hours.

Course of Study

Each course within the School Psychology program is designed to include instruction in at least one of the eleven NASP Domains. The critical assignments are designed to assess one or more of the NASP Domains of competency as they align with the CTC state standards and CBU program student outcomes. The School Psychology program is a 61 semester unit graduate program. The program consists of 14 school psychology courses (equal to 42 semester units), 6 units of practica, a 1-unit report writing seminar, and 12 units of paid or unpaid internship. Completion of 49 semester units of coursework will qualify candidates to apply for the State of California Internship Credential as a school psychologist. Paid internship candidates and unpaid interns (field experience candidates) must complete Fieldwork/Internship in School Psychology, earning 6 units for each course.

Candidates who complete all program requirements successfully, including 61 units of required courses or electives, 1200-hour Field Experience/Internship, and the National School Psychology Examination (PRAXIS II for School Psychologists) will be eligible to apply for the Master of Science degree with Specialization in School Psychology. Candidates with an earned master's degree from another accredited institution may elect to complete credential requirements only, and must also complete the Praxis exam and internship.

Candidates for the PPS credential complete 600 hours of field experience for each internship course and must receive satisfactory evaluations by the university and district supervisors. At least 800 hours of the total 1,200 must be in P-12 schools. Four hundred (400) of the 1,200 hours can be completed in other appropriate settings and activities as documented by institutional records. At least 150 hours must be work with culturally diverse populations. Fieldwork may be completed on a full-time basis over the course of one academic year, or on a part-time basis over the period of no more than two consecutive academic years. This is met through extensive field practice prior to the internship, and during the internship semesters.

In the course *Developing Culturally Competent Practice*, candidates demonstrate an understanding of how their own personal values influence their ability to work effectively with pupils who have different values and beliefs. Course activities require candidates to identify specific aspects of language, culture, ethnicity, race, religion, and gender that affect the practice of school counseling and school psychology. Candidates discuss multicultural counseling theory and constructs.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. Candidates are required to complete field experiences in three (3) of these four (4) settings. A total of 200 hours is required for the second and third field experience settings when combining all practica and field experiences.

The site supervisor/field mentor provides at least two hours of regularly scheduled individual or small group supervision time each week with the candidate. Candidates meet with the university instructor for seminars held every other week for a minimum of 15 hours. PPS candidates discuss issues and concerns related to the PPS Final Field Experience, as well as information related to professional development.

Candidate Competence

At the beginning of the program, candidates complete a Learning Plan that includes standards-based performance domains. The candidate's Learning Plan identifies at least three specific experiences to be accomplished. At the end of the semester, the intern completes the Self-Evaluation Form that assesses actual experiences and accomplishments during the semester. Summative evaluation of professional competence is made by the university supervisor and the district supervisor at the end of each internship semester. Candidates must also successfully complete the PRAXIS II examination for school psychologists.

A full-time credential analyst verifies the candidate's completion of all Commission requirements and ensures that the evidence is recorded and maintained for each candidate. Once the candidate's file is complete, the credential analyst will assist the candidate in applying for

their credential. A complete candidate file contains evidence that: all course requirements have been met; standardized examination in school psychology (Praxis II; internship has been completed successfully; candidate has been recommended by the school psychology program coordinator.

Findings on the 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 for the Preliminary Administrative Services Credential Program are **Met**.

Preliminary Administrative Services Credential Program

Program Design

The CBU Preliminary Administrative Services credential coursework is designed to allow candidates to gain cumulative experiences and competences consistent with the needs and demands of school administration. Candidates travel as a cohort through the program, which provides for seamless continuity of content and reinforcement of learning as the courses build upon each other. The cohort model lends itself to coordination of the administrative components and is designed so that candidates can complete the program within five semesters.

The cohort is assigned an Administrative Services Program Advisor who meets with the cohort a minimum of once a semester for advising and registration. In addition, the director of the Administrative credential program, in conjunction with the Administrative Services Credential Advisor, oversees the progress of each candidate. Candidates are also provided the *Administrative Services Credential Handbook* that outlines program expectations and requirements for admission into the program and successful completion of the program. The program culminates with a capstone course on site-leadership and organizational development and six units of fieldwork.

The Director of the Administrative Services program solicits feedback from the university supervisors, on-site supervisors and adjuncts who are practicing administrators to monitor and enhance the quality of the program. The Director also hosts an annual meeting with the Administrative Services Ad hoc Committee, adjunct faculty in the department and site-supervisors to report on the program and solicit feedback for program improvement. The Senior Credential Analyst conducts an exit interview with each candidate to verify completed state and program requirements necessary for filing for the preliminary credential.

The twice a year series of mock interviews, during which surrounding school districts personnel participate to hire CBU graduates, provide an additional forum for monitoring the effectiveness and needs of the program. Securing experienced adjunct professors and practicing school administrators has created opportunities for dialogue in the design and monitoring of the program's effectiveness.

Course of Study

Candidates are required to complete 24 semester hours of program coursework and conduct site visits and interviews as they progress through the program. Candidates also complete six units of structured fieldwork.

Educational Computing is completed by candidates prior to program enrollment to ensure that candidates enter the program with competence in the use of technology. In Program Development and Evaluation, School Law and Finance, Fieldwork and Applied Educational Research candidates learn how to use technology to gather and analyze data from multiple sources to generate reports and presentations. In Introduction to Educational Leadership, candidates purchase Live Text (a digital portfolio) and submit their evaluated work and best practices as they progress through the courses in the program. Each course in the program utilizes digital learning management system, which demonstrates and reinforces the uses of technology for instructional support and to guide program improvement. The program is geared to equip candidates with competences in developing people through Personnel Leadership and Development, programs, as in Program Development and Evaluation, and culture through Curriculum Theory and Development and Governance, Policy and Community Relations.

The fieldwork requirements are designed to assist candidates with the practical application of their newly acquired knowledge and skills to develop the necessary competences to be effective site leaders. In the two fieldwork courses candidates complete their digital portfolio and receive feedback from their university supervisor and on site principal on each task outlined in the fieldwork handbook. The handbook (*School Leader Internship: Developing, Monitoring and Evaluating Your Leadership Experience*) is written to meet Interstate School Leaders Licensure Consortium (ISLLC), National Council for Accreditation of Teacher Education (NCATE) and Educational Leadership Constituents Council (ELCC) standards and aligned with the CTC standards. The 38 assessed skills and experiences are evaluated formally and informally by the site supervisor and the university supervisor.

Candidate Competence

Formative and summative assessments are intentionally embedded in the course syllabi as a means of accomplishing the objectives of the Administrative Services Credential program. Candidates receive formative and summative assessments in each course of the program in the form of evaluation of papers, exams, case-studies and action research. Candidates also complete a capstone course, School Site Leadership and Organizational Development, concurrent to their first session of fieldwork that provides for a comprehensive assessment of the candidates competences. A systematic summative assessment is provided through the completion of the requirements outlined in the fieldwork handbook.

The fieldwork component is a comprehensive assessment that includes performance requirements, personal reflection/journal and two action research projects. The fieldwork component also provides multiple opportunities for formal and informal assessment from both the university and site supervisors. Formal and informal feedback is valued by the CBU program as the size of the program makes such interactions conducive for faculty to collaborate and target areas for program and student growth.

The fieldwork handbook requires candidates to self-assess and receive formal evaluation at the beginning, midway and at the end of the field experience from their site supervisor and

University supervisor regarding each standard in Category III of the Commission Standards. The program supervisor, on-site supervisor and the candidate meet at the end of each of the two semesters of fieldwork experiences for a final summative evaluation of the candidate's strengths and suggestions for improvement. Following completion of all program requirements, the Senior Credential Analyst conducts an exit interview with each candidate to verify completed state and program requirements necessary for filing for the preliminary credential.

Findings on the 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 for the Preliminary Administrative Services Credential Program are **Met**.