

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

**Professional Services Division
March 2019**

Overview of this Report

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

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple and Single Subject	6	6		
Preliminary Mild/Moderate Disabilities	22	20	2	
Preliminary Moderate/Severe Disabilities	24	22	2	
Preliminary Administrative Services	9	9		
Clear Administrative Services	5	5		

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team

- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: Touro University
Dates of Visit: February 10-13, 2019
**2019 Accreditation
Team Recommendation:** Accreditation

Previous History of Accreditation Status	
4/25/2010	Accreditation

Rationale:

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

Program Standards

All program standards were **Met** for the Preliminary Multiple and Single Subject credential programs.

All program standards were **Met** for the Preliminary Education Specialist Mild/Moderate and Moderate/Severe credential programs except for Preliminary Teaching Standards 11 and 15 which were **Met with Concerns**.

All program standards were **Met** for the Preliminary Administrative Services credential program.

All program standards were **Met** for the Clear Administrative Services credential program.

Common Standards

All common standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documentation, the accreditation website, evidence provided at the site visit, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers, district-employed supervisors, institutional administration and other staff.

The team unanimously recommends a decision of **Accreditation**. Based on this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject, Traditional/Intern
Preliminary Single Subject, Traditional/Intern
Preliminary Mild/Moderate Disabilities, Traditional/Intern
Preliminary Moderate/Severe Disabilities, Traditional/Intern
Preliminary Administrative Services, Traditional/Intern
Clear Administrative Services

In addition, staff recommends that:

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

Accreditation Team

Team Lead and Common Standards:	Brad Damon National University
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Staff to the Visit:	William Hatrick Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Program Review Submission
Common Standards Addendum	Program Review Addendum
Course Syllabi and Course of Study	Candidate Advisement Materials
Accreditation Website	Faculty Vitae
Candidate Files and Portfolios	Assessment Materials and Reports
Candidate Handbook	Budget Reports
Master Teacher Handbook	District MOUs
Survey Results	Performance Expectation Materials
Precondition Responses	Admission Rubrics
TPA Results and Analysis	Program Summaries
Intern Handbook	EdTPA Materials and Manual
Unit and Program Data with Analyses	Advisory Board Agendas/Minutes

Interviews Conducted

Stakeholders	TOTAL
Candidates	34
Completers	20
Employers	22
Institutional Administration	27
Program Coordinators	11
Faculty	30
TPA Coordinator	2
Advisors	7
Field Supervisors – Program	22
Field Supervisors – District	10
Credential Analysts and Staff	4
Advisory Committee	11
Community Partners	16
Assessment Committee	13
TOTAL	222

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

Background Information

Established in 1997, Touro University California (TUC) offers graduate degrees in osteopathic medicine, pharmacy, physician assistant studies, nursing, public health and education. The mission of Touro University California is to educate caring professionals to serve, to lead and to teach. Students from diverse backgrounds are recruited nationally to create a dynamic, robust learning environment. Of Touro’s 1,435 graduate and credential program students, approximately 46% identify as Asian, 31% as White, 9% as Hispanic/Latino, 5% as two or more races, 4% Black or African American, and 5% other or unknown. The TUC campus is located in the city of Vallejo on Mare Island, which was home to the first naval base on the west coast.

The Touro College and University System is comprised of Jewish-sponsored non-profit institutions of higher and professional education. Touro College was chartered in 1970 primarily

to enrich the Jewish heritage, and to serve the larger American community. Approximately 19,000 students are currently enrolled in its various schools and divisions. Touro College has branch campuses, locations and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Jerusalem, Moscow, Paris, and Florida. Touro University California and its Nevada branch campus, as well as Touro College Los Angeles and Touro University Worldwide, are separately accredited institutions within the Touro College and University System.

Education Unit

The Graduate School of Education's (GSOE) mission is to promote equity, diversity, and inclusive education, and to prepare and continuously support innovative, culturally responsive educators to serve, lead, and teach with integrity. The GSOE currently offers five preliminary credential programs: Multiple Subjects, Single Subject, Education Specialist (Mild/Moderate and Moderate/Severe), and Administrative Services. These credential programs are offered through both traditional and intern pathways. A dual credential program is available for candidates who wish to obtain both an Education Specialist and Multiple Subjects or Single Subject credential at the same time. Additionally, a Clear Administrative Services credential program is offered.

During the 2017-18 academic year, Touro had 74 completers across its credential programs. Currently there are 55 enrolled full-time candidates and 145 enrolled part-time for a total of 200 candidates for the 2018-19 academic year. Approximately half of those candidates identify as Hispanic/Latino, Black or African American, Asian, two or more races, or other. Candidates are supported by the Dean of the College of Education and Health Sciences, Assistant Dean/Director, six faculty members, three coordinators, and two administrative assistants. Additionally, there are 41 adjunct faculty who serve as instructors, coaches, and student and intern teacher supervisors.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Preliminary Multiple Subject	11	31
Preliminary Single Subject	10	26
Preliminary Mild/Moderate Disabilities	9	23
Preliminary Moderate/Severe Disabilities	5	10
Preliminary Administrative Services	18	14
Clear Administrative Services	21	44

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Preliminary Multiple and Single Subject Credential Programs with Internship

Program Design

Touro University's Preliminary Multiple and Single Subject credential programs were approved by the CTC in 2004. The programs are housed in the Graduate School of Education (GSOE) and currently serve 57 students. The programs are chaired by a full-time GSOE faculty member who leads and coordinates both programs. The chair reports to the GSOE director. The chair and director coordinate with the dean of the College of Education and Health Sciences (CEHS) and faculty colleagues to review stakeholder input, assessment data, program goals and initiatives and allocate necessary resources. The dean regularly attends GSOE program chair and faculty meetings and participates on the GSOE advisory board.

The program design follows the CTC standards and is guided by the GSOE's mission: to promote equity, diversity, and inclusive education, and to prepare and support innovative, culturally responsive educators to serve, lead, and teach with integrity. The programs are grounded in a philosophy of culturally responsive teaching. They have intensive sustained coursework and field experiences that are specifically targeted toward teaching historically underserved students including: students from low-income families, English learners, and children whose racial and ethnic backgrounds differ from dominant school culture. In each course, candidates learn to recognize and build on the strengths of students from varied cultural backgrounds and to develop curricula to meet students' educational needs. In field experience, candidates build safe learning environments and support students to take ownership of learning. Candidates reported that their coursework prepared them to work as culturally responsive educators in communities where they were going to be teaching. Additionally, interns learned strategies that could be implemented the following day in their classrooms. Candidates also reported that many of the courses integrated teaching English learners and students with disabilities.

During coursework, faculty support candidates to build knowledge, demonstrate skills and abilities in the domains of effective teaching and developing their professional identity. Candidates explore Common Core Standards for their subject area and use standards as the foundation of instructional planning. Methods courses employ the work of Marzano as candidates learn to plan authentic learning experiences using formative and summative assessments to guide instruction. Touro University faculty members model the steps of planning, instruction, and assessment and provide candidates with substantive feedback. Key assignments demonstrating progress toward the Teaching Performance Expectations (TPEs) are archived in each candidate's online portfolio using TaskStream. Candidates reported being aware of the TPEs and how each key assignment is integrated with the TPEs. They see a clear trajectory of TPE development in their coursework and key assignments. Review of documents also showed a clear progression of TPE development across the programs.

As a result of reviewing data and stakeholder input over the last two years, course changes, policy changes, and changes to key resources have been implemented. The first change was in response to the importance of digital literacy in the new TPEs and in districts, so course content was updated to include additional digital literacy assignments. The second change was a response to a finding that a number of students were delaying submission of edTPA resulting in challenges with the assessment and longer program completion times. Policy and deadlines were revised to require students to submit edTPA within six months of their last class and clear timelines for submission and support were clarified. The third change was to update the lesson plan format to reflect edTPA language, current practice in schools and districts, and TPE changes. Embedded in the lesson plan format are opportunities for students to develop their understanding of academic language and reflective practices. Community members and candidates reported that their feedback regarding the edTPA was taken into consideration and that changes were made in the way Touro prepared candidates to be more successful in passing the edTPA on the first attempt. Candidates and alumni reported that revising the Touro lesson plan better prepared them to pass the edTPA because they were “speaking a common language.” In addition, university supervisors and adjunct faculty reported that the resources available to candidates for re-submitting the edTPA were very supportive.

Soliciting stakeholder input on the quality and effectiveness of the program is done in a variety of ways and shown in the GSOE’s unit assessment cycle. Employer surveys, alumni surveys, end of program surveys, course and instructor evaluations, and assessment scores are collected and reviewed in a systematic way. In addition, TUC has an advisory board with numerous community and district experts who provide input on programs. Formal and informal feedback occurs with school districts and their leaders and students on a regular basis. All of this feedback informs the leadership program of areas of strength, as well as areas for growth where program changes may be implemented. When it is evident that a program change needs to occur, they are documented in the GSOE’s assessment action plan. Various stakeholders reported that Touro administrators were very receptive to using data to improve programs. Interviews with Touro administrators and coordinators indicated data was used to make decision about programs, assessments and coursework. They also continue to seek new ways to collect data that can be more efficiently collected and more easily reported for better decision making.

Course of Study (Curriculum and Field Experience)

Each credential program is 36 units in length. Traditional and intern candidates takes classes in the evening and are allowed the flexibility to be a part-time or full-time student and can enter during the spring, summer, or fall semesters. Instruction is primarily face-to-face with hybrid elements depending on the course. Program standards and TPEs are introduced, practiced and assessed in a variety of ways. Fieldwork experience begins early in the program and consists of a continuum of teaching practice throughout the program. Candidates and completers confirmed that the flexibility of the program was a major reason for choosing the program and were pleased with the outcome. They reported strong field placement experiences and said they preferred face-to-face courses as a method of instruction.

Key courses in critical areas are EDUC 771-Teaching Diverse Learners and EDUC 718-Inclusive School Environments for all Learners. These are foundational classes and required for all students. In early field experiences candidates observe diverse classroom and school settings, work one-on-one with students, and lead small and whole group instruction under the direct supervision of a teacher or university supervisor. Culminating field experience, as student teachers or university interns, is guided by CTC program standards, which require that candidates exhibit integrity, self-assess, respond to feedback, and model respect for all students while developing their teaching abilities. There is a progression in clinical practice and candidates observe, begin practice, and then take full responsibility for the instruction. Review of program documents supports the gradual progression that candidates are expected to assume full time student teaching responsibilities.

Multiple Subjects and Single Subject candidates complete a 13-week student teaching assignment, gradually taking full responsibility of the classroom. Intern candidates complete a full semester as the teacher of record under their internship credential. Interns report to the intern support coordinator, who helps them log all instruction and support and supervision, at least 72 hours in this semester and at least 23 hours of specific instruction and support related to English language development. In addition, an intern supervisor is assigned to supervise and support the candidate and district assigned mentor teacher. Student teaching and intern seminar topics include classroom and time management, curriculum development, assessment, and working with at-risk, Special Education and English learner students, and instruction on completing the edTPA. District partners, faculty, staff, candidates and completers reported that the process for documenting support received during an internship was well explained and easy to implement and report.

Assessment of Candidates

All coursework and fieldwork prepares teacher candidates to gain knowledge and skills in the TPEs as outlined by the CTC. Credential candidates show evidence of meeting each standard through coursework and key assignments/assessments stored in TaskStream. Assessment on key assignments and fieldwork is done using rubrics. Faculty, staff and candidates reported that this was clearly articulated to them and each party was well aware of their roles and responsibilities in completing and scoring key assignments.

Fieldwork is assessed through candidate self-assessments, feedback on lesson planning and teaching observations, and formal mid-term and final evaluations by the fieldwork supervisor. Candidates, university supervisors, and mentor teachers reported collaborating on the midterm and final evaluations. In addition, university supervisors reported they conduct scripted evaluation on candidates throughout the field experience giving them feedback in how they are progressing toward meeting the TPEs.

Students are required to successfully complete a Teaching Performance Assessment (edTPA) during their culminating clinical practice. TPA instruction and support is given during clinical

field experience courses EDUC 780 and EDUC 781. Touro employs a TPA coordinator who teaches the edTPA seminar and provides one-on-one mentoring to candidates in need of additional edTPA support. University instructors and field supervisors provide acceptable support to candidates as they complete the edTPA. Candidates must pass the edTPA to be recommended for a teaching credential. Candidates and alumni reported that staff did a good job of breaking down the timeline to help them submit the edTPA on time.

Candidates, faculty, and staff reported that before final recommendation for a preliminary credential, the TaskStream portfolio, including assignments, reflections, evaluations, and materials developed throughout the preparation program, is evaluated and packed up as a digital record of the candidate's progress toward the TPEs. Lastly, candidates meet with an advisor for an exit interview to review completion of program requirements and review plans for teacher induction and further professional development. Candidates reported completing the Induction Individual Development Plan and meeting with the program chair to discuss plans for future development as a professional educator.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, 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 Preliminary Multiple and Single Subject Credential Programs.

Preliminary Education Specialist Mild/Moderate Disabilities with Intern Preliminary Education Specialist Moderate/Severe Disabilities with Interns

Program Design

The Preliminary Education Specialist Mild/Moderate Disabilities (MMD) and Moderate/Severe Disabilities (MSD) Credential Program at Touro University is offered in the GSOE which is within the College of Education and Health Sciences (CEHS). The program shares leadership within the credential as it is chaired by a faculty member. The chair reports to the GSOE director and together they coordinate with the dean of the CEHS. The program is monitored through a variety of means, including an advisory committee and oversight from the assessment committee.

Program faculty interviews and review of the syllabi demonstrate coursework that is sequential and relevant, and changes are made that reflect student data and feedback. Policies concerning the credential program are established by the dean and program director. Interviews confirm that program faculty and adjunct faculty collaborate through a variety of means including semester meetings with the college and regular program meetings. Recommendations for revision to program policy and procedure are informally collected through ongoing collaboration with the credential analyst, fieldwork coordinator, program chair and program director. Multiple interviews confirm the evidence of adaptation to practice based on this collaborative interaction.

TUC offers candidates traditional and intern credential pathway including a dual option for candidates wishing to earn a Multiple Subjects or Single Subject credential with an Education Specialist credential. Courses are structured to maximize candidate enrollment in shared courses among the different credentials to facilitate timely completion. Additionally, candidates are well situated to flow into the variety of master's programs that are offered. Most Education Specialist candidates are working on an internship or pre-service internship credential. As such, courses are designed to be offered with the working candidate in mind. Additionally, courses are offered throughout the summer, fall, and spring semesters.

Interviews with district representatives stated that significant program improvements in intern supervision and feedback have occurred over the last year. Additionally, interviews with adjunct faculty members described program revisions for integrations of the TPEs into coursework, the creation of authentic projects/activities that are relevant to the culture and climate of the local school community, and an emphasis on teaching 21st century skills. The program has been intentional in responding to the teacher shortage in the area by creating a systematic and supported intern pathway for special education.

The program chair, director, and dean participate in advisory board meetings as a means of establishing direction and accountability for the program. Interviews with community advisory members confirm that the college and program leadership participate in the Vallejo Board of Advisory (VBA) to gain community input on responding to needs in education.

The Education Specialist Credential Program completer survey results for 2017 yielded a small number of responses (10), however the information shared indicate that completers are adequately to very well prepared for the field. Interviews with program completers identified tangible examples of how candidate feedback was integrated into program revision. Examples shared included an increased program emphasis on behavior supports and intervention and Moderate/Severe evidence-based practices woven throughout the program. Consistent feedback from multiple interview sources and review of documents showcase a program that has continued to evolve and grow resulting from community and district feedback and needs of the field of education.

Course of Study (Curriculum and Field Experience)

Candidates for MMD and MSD credentials complete a 36-unit program. Candidates are offered flexibility in course enrollment status of full or part-time and courses are offered summer, fall and spring semesters. They start their program with three core courses that are completed alongside their general education credential peers. These courses address classroom management, diverse learners, and literacy. At this point candidates can become intern eligible if they have met all state requirements (CBEST and CSET) and will enroll in an intern supervision course which is carried throughout the length of time they are interns prior to the student teaching seminar/experience. MMD and MSD candidates complete five additional courses and self-select one elective course. MMD candidates then enroll in specialized courses which offer

disability range specific content and pedagogy. The final Student Teaching Seminar is a 9-unit semester course. Candidates attend a weekly seminar which addresses fieldwork support and preparation for RICA as reported by fieldwork supervisors and the program chair.

The program chair works closely with all faculty and adjunct faculty to reflect on the entire program content. Interviews confirm that they share syllabus content to ensure that it meets CTC standard requirements and aligns with the special education TPEs. Program advisors are also course instructors, and interviews with candidates support the access to the chair and course instructors for decisions related to the program. Fieldwork is arranged by the fieldwork coordinator, who oversees the general and special education credential programs. Collaborative communication between the program chair and fieldwork coordinator for candidate placement was confirmed by both.

The program is guided by the program director who regularly meets and collaborates with chairs. Decisions for the Education Specialist program are made with considerations for changes that are occurring in the Multiple Subjects, Single Subject, and Administrative Services Credential programs. Evidence of monthly coordinating meetings was provided.

Review of the syllabus for EDUC 770: Educational Psychology and Classroom Management, and interviews with faculty shows how this course has brought critical content for policy and procedures for specialized health care. This content is provided to all credential candidates in general and special education. Candidates complete EDUC 772: Elementary Literacy and Planning Instruction, which covers critical content for English Learners. Interviews with faculty and evidence provided show how the program is moving to develop modules on typical and atypical human development. However, at this time it is still in the development stages.

Candidates are placed for traditional student teaching through a joint process of candidate expressed interest in a school/district and input from the district or principal. Interviews with district representatives and program staff confirm this collaborative process. Candidates that are completing student teaching as interns have followed the university and state requirements for selection of a site that meets expectations and where a Memorandum of Understanding (MOU) has been established.

Candidates complete an extensive amount of observations and early fieldwork experiences throughout the arc of the program. Candidates self-select the location of their fieldwork observations and interviews with current candidates, completers, and program faculty. The emphasis is on utilizing the practical and relevant work experience. An emphasis on cross-age range and disability spectrum is a continued area of focus. The program clearly requires a variety of types of experiences that include general education, transition, working with families, and community connections. Interviews with program completers and current candidates confirm the variety of coursework observations and assignments that addressed these different experiences and could be completed in their own classrooms.

Candidates and adjunct faculty indicate through interviews that they are advised on their program progress as they lead to final fieldwork through a process of one-to-one advisement during a course offering. Some candidates and completers report that student support services were not systematically employed across all credential programs, leading to some advisement confusion for the Education Specialist candidates. As candidates progress through courses they are required to complete several early fieldwork assignments that offer practice and assessment of coursework content. Review of syllabi supports the variety of early fieldwork experiences that are expected of candidates. Multiple interviews with program completers indicate that coursework in behavior supports and management was extremely beneficial to tying their coursework to classroom experiences.

The observation protocol for EDUC 781 clearly calls for ten observations across the student teaching semester. University supervisors report that seven of these are lesson observations, one of which is an online video submission, and three of the observations are meetings. At each of the lesson observations, candidates pre-complete a lesson planning template, which supervisors report also has space for lesson feedback and then student reflection. The Education Specialist observation report document calls for specific evidence of candidates' competency as observed by the master teacher and university supervisor. Many of the candidates in the program are interns, and as such track their support through the intern support record, "My Internship Journal." This information is tracked by the intern coordinator who faculty/staff report carefully monitors the required hours and informs interns of their progress.

Interviews with district representatives and with university faculty indicates that master teachers are selected by the district with consideration for the needed support and are invited to trainings and orientations through both the district and university. Additionally, evidence from multiple interviews indicates that ongoing communication between the district and university allows for monitoring and reflecting on this support/training.

Assessment of Candidates

Data from a variety of sources are gathered and reviewed monthly. Interviews with Touro faculty and staff confirmed a collaborative process of gathering and reviewing formal and informal data on candidate success (i.e. RICA passing) and strategies for intervention and support are developed through the GSOE assessment cycle.

Candidates demonstrate competencies on the TPEs through a variety of course assignments. These assignments are initially reviewed by course instructors, uploaded into TaskStream, and then reviewed again for their match to each TPE through a 1-4 rubric based evaluation process. Any assignment that does not meet a passing score on the rubric is required to be re-submitted. In the above stated TaskStream submission of assignments, candidates receive information on the rubric score (1-4) via the platform. At the end of their program, candidates complete an exit interview where they are given individualized feedback on their mastery of state and university

required assessments and clearly written guidance on items needed prior to recommendation for their credential. At this time an individual development plan is created for each candidate to guide their induction.

Candidates that are exhibiting a need for support are identified by faculty and adjunct faculty. Faculty interviews stated that candidates are then placed on an individualized plan for success. Examples of supports offered throughout the arc of the program have included writing supports for academic success, mental health supports, remediation support for failed grades and flexibility in the types and number of fieldwork supervision meetings.

In final fieldwork both supervisors and candidates report that there are formative and summative evaluations of progress towards the TPEs. Completers indicate an opportunity to self-reflect and to match that information with supervisor feedback. Additionally, candidates are provided with written assessment results from every supervision meeting which is directly tied to summative and formative evaluations.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, 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 Preliminary Education Specialist Mild/Moderate and Moderate/Severe Credential Programs except for the following:

Standard 11: Typical and Atypical Development – Met with Concerns

The standard states that candidates demonstrate comprehensive knowledge of typical and atypical human development. There is concern that candidates are not demonstrating comprehensive knowledge for atypical development. The program has begun creating a module to address this missing standard content, but it is not being implemented yet.

Standard 15: Field Experience in a Broad Range of Service Delivery Options – Met with Concerns

The standard states that the program ensures experiences/interactions that must reflect the full diversity of grades/ages outlined in the specific authorization. There is concern that the program experiences/interactions for some candidates has a limited and narrow exposure to age ranges across the grade span. There is no system in place to ensure that depth and breadth of experience is had for every candidate due to candidates self-selecting early fieldwork assignments.

Preliminary Administrative Services Credential with Intern

Program Design

The Preliminary Administrative Services Credential (PASC) mission, aligned to the GSOE's mission to "prepare reform-oriented school leaders who are able to energize a school community in achieving equitable outcomes" for all minoritized students, and student groups is integrated throughout the program. The program includes a coherent, developmental and integrated/interrelated theoretical and practical learning experiences for each candidate. Included in this is the goal for candidates to embrace the diversity within school communities, inclusive of parents, community members and other stakeholders, as partners critical for the implementation of practices and resulting mind-sets required to understand the need to institutionalize practices required to enact the GSOE's mission.

The PASC program, as confirmed through candidate and faculty interviews, is committed to supporting the development of reflective educational leaders who understand the challenging situations of students and families who attend schools in low socio-economic status districts. Through effective modeling of culturally relevant practices by the faculty and staff, threaded throughout each course, candidates are engaged in pedagogies which promote collaborative decision-making centered in distributed leadership and problem-based learning focused on equity issues representative of the social demographics within their schools and districts.

To accomplish this, the structure and sequence of the course work and fieldwork is inclusive of pre-assessment and Visionary Leadership (EDUC 601); Cultural Diversity and Equity and Leadership (EDUC 602); Instruction, Curriculum and Supervision (EDUC 605); Budget Planning and Human Resources (EDUC 606); Law, Ethics and Special Education (EDUC 607); Fieldwork in School Administration (EDUC 608 A and EDUC 608 B); Innovative and Digital Design (EDUC 611); and Capstone Seminar for Master's Project (EDUC 792) in which all are situated in a problem-based and real-world curricula and aligned to the California Administrator Performance Expectations (CAPEs). Each course builds upon one another in preparing candidates to better understand current challenging situations that surface in our schools and districts.

Two critical program modifications made during the past two years to strengthen the sequence of courses and better ensure student outcomes aligned to the CAPEs have been the integration of the California Administrator Performance Assessment (CalAPA) learning activities into all facets of the program so candidates gain an understanding of what is required of all administrators in California public schools. The second modification was changing the placement of the post assessment class, now earlier in the program, to present the formative and summative assessment data on leadership skills and dispositions required of being an effective educational leader.

Augmenting the PASC program, periodic input and feedback is garnered by GSOE in the unit assessment cycle. Utilizing surveys from employers, alumni, end of the year program surveys,

course and instructor evaluations, coupled with assessment scores, are systematically reviewed to assess and monitor program effectiveness.

Course of Study (Curriculum and Fieldwork)

The PASC program is completed in eleven months and consists of nine cohort-based courses. Course are deliberately sequenced to ensure a deep understanding of each CAPE that is sequentially integrated into the semester scope and sequence that builds candidates' abilities to become reflective thinkers so as to enable them to advocate more effectively on behalf of minoritized students, school, and school community populations. Paramount to the building of leadership skills, candidates work as a group of professional educators who enter the program at the same time. Candidates confirmed that this cohort structure is designed to collaboratively work together and support one another during their program, and to sustain this collaborative relationship upon exiting the program.

The program consists of two field-based courses. Fieldwork assignments are aligned to build candidates' experiences based on the CAPEs and critical to the CalAPA. With the guidance and support of the program fieldwork coordinator and site fieldwork supervisor, candidates have numerous opportunities to focus on real world applications, actions, and decisions that influence outcomes impacting the academic, social, and emotional outcomes of minoritized students within a school. Through these experiences, candidates reported that they began to understand the need to develop, and subsequently embrace, an equity lens that frames and guides each on-the-job experience in diverse public schools.

Assessment of Candidates

Assessments are viewed as two-fold: to assess candidates' progress each semester, and for the program to reflect on ways to more effectively assist candidates throughout program completion. During the first semester, candidates are provided with program information, resources, and assessments critical to the successful completion of the program. Authentic assessments, aligned to each CAPE, are reflective of each candidate's growth of leadership skills and equity-centered dispositions required of a beginning administrator. Each of the following key assignments are required:

- Key activities and subsequent assignments in all cohort courses
- Fieldwork assignments aligned with each CAPE and critical to deepening candidates' understanding of CalAPA activities
- CalAPA submissions
- Exit Portfolio and presentation

Throughout the program, candidates can self-monitor their progress utilizing the Canvas Learning Management System, and from the course instructors.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, 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 Preliminary Administrative Services Program.

Clear Administrative Services Credential

Program Design

The Clear Administrative Services Credential is designed for full-time school administrators who hold the Preliminary Administrative Services Credential. Key to the success of the program is the seamless alignment of the Clear Induction Administrative Services Credential program to the GSOE's mission to "prepare reform-oriented school leaders who are able to energize a school community in achieving equitable outcomes" for all minoritized students and student groups integrated throughout the program. A full-time faculty member who leads and coordinates the Clear Administrative Services Credential works with the GSOE to coordinate with the dean and faculty to continuously review stakeholder input and program goals for induction candidates, evaluate student outcomes, and the effectiveness of coaches.

As a result, the GSOE employs and retains qualified coaches who participate in professional learning and development that focuses on current effective coaching practices and knowledge of the current context of public urban schooling. In addition, under the guidance of the chair, coaches systematically collaborate with colleagues to engage in dialog and share field-based and clinical experiences, current literature (both theoretical and practical), and practices in which their assigned candidates are experiencing. To ensure that alignment occurs with the needs of the participating schools/districts, the department chair and coaches regularly meet with district superintendents, human resources staff, and other key personnel to ensure that the preparation of their candidates is inclusive of the current and/or ongoing skills needed in their districts, and in their current context of standards, practices, accountability systems, and their diverse demographics.

The program's coaching-based program includes an individual induction plan, professional learning opportunities, and ongoing assessment. This two-year program requires the candidate to work one-on-one with an assigned job-embedded coach, who is an experienced administrator, trained by GSOE and the program, and has relevant administrative experience to the candidate's current assignment. This coaching model, anchored in candidates' individual and personal skills, knowledge, and experience needed for their personalized growth and understanding of what is required to be effective and reflective leaders in their school/district environment, supports the university provisions of trained coaches.

Program modifications made during the past two years to strengthen the effectiveness of the job-embedded coaching sequence has continued to ensure timely training of coaches and provide them with research-based and evidenced-based strategies for use with candidates. Real-time solicitation of feedback from multiple sources ensures all credential candidates continue with an understanding of the depth of thinking required of all administrators in California schools. Modifications have changed with replacing the post assessment class, originally held at the end of the program, to serve as the formative and summative assessment data on leadership skills and dispositions required of being an effective educational leader in our system of schooling.

Periodic feedback from coaches, candidates, schools and districts, alumni surveys, and end-of-year program surveys, allow the program chair to ensure that the professional learning activities embedded into all facets of the program are reflective of their input. Additionally, periodic input and feedback is garnered by the GSOE in the unit assessment cycle. Utilizing surveys from employers and alumni, course and instructor evaluations, and assessment scores, program effectiveness is systematically assessed and monitored.

Course of Study (Curriculum and Field Experience)

Coursework grounded in current research on effective practices is purposefully linked with field experiences to provide candidates with a cohesive and comprehensive program to experience, learn, practice, and demonstrate required competencies. Thus, all candidates are required to enroll in the university's four course coaching practicum internship series that is situated at their work site for a period of two years. The induction program, inclusive of a coherent, developmental and integrated/interrelated theoretical job-embedded learning experience, supports candidates as they build mastery of the CPSELs.

The program has established a rigorous qualifying criterion for the unique needs of their partner districts. Candidates, in collaboration with their coaches, build a plan that strengthens their understanding of the CPSELs through real-life experiences to support their development as a reflective educational leader who understand the administrative experiences they encounter in their respective schools/districts. As a result, multiple measures are framed and anchored in the candidate's individual induction plan (IIP).

The induction course series supports and mentors the candidate by providing one-on-one coaching and support for the IIP, and is based on each candidate's needs in mastering the CPSELs. Concurrently, the induction plan provides for specialization and individual development based on an assessment of each candidate's needs, interests, and career goals that is developed jointly by the candidate and the coach and revised/modified each semester based on benchmark assessments.

Assessment of Candidates

Each semester, coursework prepares candidates to better understand current challenging situations that surface in their schools and districts, and their own continual development of skills to be effective and reflective practitioners. Thus, the fieldwork practicum is also aligned to and woven into the individual needs of each candidate. Through these experiences, candidates began to understand the need to develop, and subsequently embrace, an equity lens that frames and guides each experience in their diverse schools. As a result, assessments are two-fold: to assess candidates' progress and provide candidate's feedback each semester towards meeting their IIP goals, and for the program to reflect on ways to more effectively assist candidates throughout program completion. During the first semester, candidates are provided with program information, resources, and assessments critical to the successful completion of the program. To ensure candidates are progressing satisfactorily, they are provided with informal feedback during coaching sessions and complete a monthly self-assessment. The summative assessment is conducted at the end of the program

The final course in the program consists of a presentation and an electronic portfolio inclusive of the candidate's initial self-assessment of the CPSELs, their formative and summative assessments, and post assessment of the CPSELs. At the end of the two-year CASC program, candidates will be certified for eligibility through the evaluation of the portfolio and one of the following to ensure that the coach, program coordinator, district or site representative, and the assistant dean determines that the candidate has met competency:

- electronic portfolio which includes a comprehensive collection of artifacts and verifications that the candidate has met the professional competencies required to effectively lead, manage, and improve educational organizations
- faculty approval options consisting of:
 - an exit interview with the district supervisor and approve final portfolio
 - meeting with faculty and others in their cohort to present competency completion

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, 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 Clear Administrative Services Program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 	X		

content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met		
<p>The Graduate School of Education (GSOE) at Touro University of California (TUC) promotes innovation and community partnerships through numerous programs in accelerated and flexible formats. Documents reviewed and interviews conducted indicated that Touro University deploys a research-based vision that involves relevant stakeholders. The institution ensures collaboration through monthly GSOE department meetings, assessment meetings, and multiple meetings throughout the year with several advisory boards comprised of community business leaders, educators, and administrators from k-12 and higher education institutions.</p> <p>University leadership provides GSOE program leadership with the resources and support required to fully address the needs of the credentialing programs, including the hiring and retention of qualified staff with current knowledge of California public school requirements. A review of supporting evidence, program documents, interviews with TUC leadership, and students, confirmed that credential programs receive the needed institutional support and authority required to support their educator preparation programs.</p>			
Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		

<ul style="list-style-type: none"> • Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. 	X		
<ul style="list-style-type: none"> • Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
<p>Finding on Common Standard 2: Candidate Recruitment and Support</p>	Met		
<p>After conducting a document review and thorough interviews with university administrators, support staff and stakeholders, the accreditation team determined that the credential programs at TUC have a well-defined candidate recruitment and admission process in place. Clear criteria for admission to each program based on multiple measures of candidate qualifications are communicated through application materials, information meetings, and program website.</p> <p>The GSOE has developed and maintains on its website, a Diversity, Equity and Inclusion webpage that provides links to scholarship opportunities for under-represented students and a video testimony from a GSOE student that was awarded a \$3,000 Diversity Scholarship through the university’s College of Education and Health Sciences (CEHS). There is ample evidence that the CEHS has been recruiting, admitting and supporting a diverse candidate population for all programs. For example, CEHS employs a recruiter who actively reaches out to community organizations and feeder schools to recruit students who represent and support diversity, such as the Hispanic Chamber of Commerce, African American Chamber of Commerce, Filipino Chamber of Commerce, local churches and the GSOE partners with school districts to host career fairs to recruit diverse applicants to credential and graduate programs. In 2017 TUC hired a full-time Director of Equity and Diversity, which is a new position for the university. The director is overseen by the Dean of Student Services and collaborates with university administrators, faculty, staff, and the GSOE Diversity Committee to support students, staff and faculty to support the institution’s vision in fostering a culture that embraces diversity, inclusion and restorative practices.</p> <p>Policies and requirements are communicated through program personnel, handbooks, websites, as well as clearly identified support personnel that include program coordinators, faculty, supervisors, and staff. A review of appropriate documents and interviews with candidates, stakeholders, administrators and staff confirmed that candidates are well-supported by program personnel.</p>			

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
· Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	X		
· Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
· The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
· Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
· All programs effectively implement and evaluate fieldwork and clinical practice.	X		
· For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met		
<p>There is ample evidence of collaboration between programs and numerous outside partners regarding the design and implementation of a planned sequence of coursework and clinical experiences that support the knowledge and skills of students in meeting state-adopted content standards. Interviews with both school site and district personnel reported that the candidates come well-prepared to teach and serve as administrators in their schools. District partners spoke highly about the candidates in all programs and their abilities to effectively implement research-based strategies, maintain a positive classroom/school environment, and engage all students in the learning process. A partner county superintendent enthusiastically remarked, "I would like to see Touro clone their education program and provide them to other institutions."</p> <p>Interviews confirmed that there are formal procedures in place for advising and supporting candidates who are not making satisfactory progress in their program. These areas include but are not limited to support in academic writing, fieldwork, state mandated assessments (i.e., CBEST, RICA, CSET, CalTPA, CalAPA), counseling, pathways through success, tutoring, and time management.</p> <p>The field experience/intern coordinator reported that the GSOE collaborates with district representatives to select appropriate sites for their candidates. This was validated by GSOE partner districts at the site visitation. All fieldwork sites that partner with GSOE provide the candidates with opportunities to work with English Learner, Title I, socio-economically disadvantaged, and students with disabilities in an ethnically and culturally diverse setting.</p> <p>The GSOE has well-established connections with numerous local school districts and have shown great resolve in their commitment to finding the best placements for their candidates. The field experience/intern coordinator recruits, interviews and recommends all field supervisors for employment and verifies that all fieldwork supervisors are certified and experienced in teaching the specified content or performing the services authorized by the credential and meet a number of identified criteria. These criteria are communicated to the school districts in order for the districts to select appropriate district-employed supervisors. A comprehensive field supervisor handbook has been developed and provided to all field supervisors. Interviews with district human resource administrators and school superintendents verify that GSOE fieldwork supervisors are well-trained and valuable to the student teaching process.</p>			
Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that	X		

identifies program and unit effectiveness and makes appropriate modifications based on findings.			
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		
Finding on Common Standard 4: Continuous Improvement	Met		
<p>TUC has a comprehensive continuous improvement process at the institution and unit level, and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. It is clear from interviews with administrators, program leadership, candidates and completers that there have been significant improvements within programs over the last several years. Programs demonstrated the ability to identify their effectiveness and to make appropriate modifications based on findings from a variety of data sources including end of course and program candidate surveys, feedback from program advisory boards, key stakeholders, and leadership teams.</p> <p>A review of supporting evidence, program documents, and interviews with Touro leadership and students confirmed comprehensive systems of program evaluation. Program chairs and directors regularly meet and share data to evaluate program standards and explore ways to evaluate the unit's performance. The assessment system for the credential programs at Touro include direct assessments of candidate and completer performance as well as measures of candidate learning and program effectiveness. Assessment and evaluation information for the unit includes:</p> <ul style="list-style-type: none"> ○ Proficiency on respective candidates CPSEs, TPEs, and TPAs through signature assignments and individual development plans. ○ Completion rates of the program(s) ○ Summative candidate fieldwork assessment ○ Classroom observation checklist/evaluation ○ E-portfolios/portfolios including candidate reflections and self-assessments ○ End of course evaluations ○ Mentor/coaches evaluation ○ Faculty evaluations 			

The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation. GSOE received accolades from external stakeholders for their success in modifying their courses to enhance content around technology integration in the classroom and strategies to help new teachers meet the needs of urban based schools.

Common Standard 5: Program Impact

Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students	X		
Finding on Common Standard 5: Program Impact	Met		

Through review of both quantitative and qualitative data, it is clear that the GSOE ensures that all candidates recommended for a credential have the required knowledge and skills identified in the Commission’s standards. Interviews, program document reviews, and assessment protocols and instruments, confirm that the institution ensures that candidates understand and demonstrate the knowledge, skills, and abilities necessary to educate and support all students. Each program works collaboratively to implement courses and fieldwork experiences that prepare candidates for successful practice as educators. Appropriate assessments are implemented to verify that candidates meet state adopted competency requirements as specified in the program standards. The credentials office has processes in place to ensure that only those candidates who have completed all requirements are recommended for a credential. Interviews with candidates and completers from initial and advanced programs confirm that they appreciate the impact that programs have on their personal and professional growth and learning. Candidates were very positive about their classroom instruction and student engagement opportunities provided in their courses. Several candidates remarked they appreciated that many of the adjunct faculty currently teach in the public schools and provide them real-life experiences in class.

Employers report that teacher and service candidates from TUC are knowledgeable in state standards and have a high level of engagement in designing lessons and building positive rapport

with their students, fellow staff members, and the school community. In addition, the GSOE Advisory Board meets monthly and includes key stakeholders from the community and Touro personnel. This partnership group exchanges information, data, and updates. Finally, a review of the employer, alumni, and faculty surveys are all exceptionally complimentary of the positive impact the program has had on its students and community.

INSTITUTION SUMMARY

TUC is committed to a research-based vision that effectively addresses the needs of the community it serves. The mission of TUC is "to provide graduate and professional educational excellence in the fields of Health Sciences, Public Health, and Education." The TUC learning experience is student-centered, enriched by focused research and scholarship, and prepares professional candidates. A major strength of the credential programs housed in TUC's GSOE is its strong culture of continuous improvement. Areas of growth for GSOE are strengthening systems to ensure all interns in education specialist assignments experience the full diversity of grades/ages associated with his or her authorization and to complete the modification currently underway for all education specialist candidates to demonstrate comprehensive knowledge or atypical and typical human development.

Based on interviews, key stakeholders greatly appreciate TUC and acknowledge the university's positive impact on the community and organizations they serve and GSOE's ability to quickly adapt to meet partner needs. Candidates, mentors, and administrators who were interviewed demonstrated a passion for student learning, a positive attitude, and a growth mindset. These attributes are valued and modeled by the program leadership's commitment to educator excellence and social justice.