

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Saint Mary's College of California**

**Professional Services Division
March 2020**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Saint Mary's College 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 Standard Decisions
For All Commission Approved Programs Offered by the Institution**

| Common Standards | Status |
|---|---------------|
| 1) Institutional Infrastructure to Support Educator Preparation | Met |
| 2) Candidate Recruitment and Support | Met |
| 3) Course of Study, Fieldwork and Clinical Practice | Met |
| 4) Continuous Improvement | Met |
| 5) Program Impact | Met |

Program Standards

| Programs | Total Program Standards | Met | Met with Concerns | Not Met |
|--|--------------------------------|------------|--------------------------|----------------|
| Preliminary Multiple Subject, with Intern | 6 | 5 | 1 | 0 |
| Preliminary Single Subject, with Intern | 6 | 5 | 1 | 0 |
| Preliminary Education Specialist: Mild/Moderate | 22 | 22 | 0 | 0 |
| Preliminary Administrative Services | 9 | 9 | 0 | 0 |
| Pupil Personnel Services: School Counseling | 32 | 32 | 0 | 0 |
| Pupil Personnel Services: School Psychology | 27 | 27 | 0 | 0 |

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: Saint Mary's College of California

Dates of Visit: February 23-26, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

| Accreditation Reports | Accreditation Status |
|---|-------------------------------|
| October 2, 2011 Team Report | 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:

Preconditions

After review of all relevant preconditions for this institution, all preconditions have been found to be aligned.

Program Standards

All program standards for all programs offered by Saint Mary's College (SMC) were **met** except Program Standard 6: Induction Individual Development Plan in the Preliminary Multiple Subject credential program and Program Standard 6: Induction Individual Development Plan in the Preliminary Single Subject credential program, which were **met with concerns**.

Common Standards

After a review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all Common Standards are **met** for Saint Mary's College.

Overall Recommendation

Based on the fact that the team found that all program standards were met with the exception of program standard 6 for the Preliminary Multiple and Single Subject programs, which were met with concerns, and that all Common Standards were met, the team unanimously recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject, with Intern
Preliminary Single Subject, with Intern
Preliminary Education Specialist: Mild/Moderate, with Intern
Preliminary Administrative Services
Pupil Personnel Services: School Counseling
Pupil Personnel Services: School Psychology

In addition, staff recommends that:

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

Accreditation Team

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Staff to the Visit:

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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
Assessment Materials
Candidate Handbooks
Survey Results

Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Candidate Progress Monitoring Document
Assessment Tools
Support Plans
Recruitment Materials
Supervisor Handbooks
Fieldwork Handbook
ADS Data
Meeting Agendas and Minutes
Professional Learning Center Websites

Interviews Conducted

| Stakeholders | TOTAL |
|--|--------------|
| Candidates | 145 |
| Completers | 45 |
| Employers | 9 |
| Institutional Administration | 9 |
| Program Coordinators | 5 |
| Program Directors/Managers | 7 |
| Faculty | 19 |
| Adjunct Faculty | 23 |
| TPA Coordinator | 2 |
| Fieldwork Coordinator | 5 |
| Field Supervisors – Program | 47 |
| Field Supervisors – District | 9 |
| Cooperating Teachers | 13 |
| Credential Analysts and Admissions Staff | 11 |
| Advisory Board Members | 13 |
| TOTAL | 362 |

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

Located in Moraga, Saint Mary's College of California (SMC) is one of the oldest colleges in the west. It started operation in 1868 and was incorporated in 1872— given a charter empowering it to confer degrees and exercise all other privileges of a university under the laws of the State of California. In 1970, the College became co-educational. With about 732 full-time equivalent faculty and staff supporting teaching activities, over 54 percent of the faculty and staff are White, and about 31 percent are from the Latino, African American, Native American and Asian populations. Saint Mary's current full-time equivalent students is 3,572 with 70 percent at the undergraduate level.

Education Unit

The Kalmanovitz School of Education (KSOE) at Saint Mary's College houses six Commission-approved credential programs. KSOE is a student-centered learning community that promotes innovation in counseling, education, and leadership. Through the practice of shared inquiry, collaborative learning, and community engagement, KSOE advocates for students to lead change according to the principles of social justice and the common good.

Each of the KSOE's six educator preparation programs offer a curriculum based on theory and research. KSOE programs as a whole are based on principles and theories of adult learning, with the awareness that adults are typically self-directed and motivated to learn, desire to see the relevance and applicability of new information and providing opportunities for self-reflection, goal setting, and personal growth.

The KSOE credential programs are also deeply influenced by two overlapping and critical perspectives on student learning: a sociocultural perspective of student learning and culturally relevant pedagogy. A sociocultural and constructivist perspective on learning assumes that education and learning are basically social and interactive processes that build on the natural potential in each child. The key to learning in schools is to provide an environment where students have the opportunity to actively experience the curriculum and abundant opportunities to interact with each other and the teacher. The KSOE subscribes to a framework that supports a culturally relevant pedagogy so that educators are taught to work effectively with culturally and linguistically diverse populations, particularly students in schools where a majority of students qualify for free/reduced lunch.

In addition to the emphasis that the curricula in KSOE credential programs place on research and theory as the basis for sound educator practice. All educator preparation programs are grounded in an inquiry-based, action research approach to practice. The impetus behind educator as researcher is both methodological and pedagogical in nature. Coursework supports candidates in posing questions that are inquiry-based and grounded in professional dilemmas and then engaging in a systematic inquiry—both to inform future practice and to share with others. KSOE currently has 299 candidates enrolled across all programs.

Table 1: Program Review Status

| Program Name | Number of Program Completers (2018-19) | Number of Candidates Enrolled (2019-20) |
|--|---|--|
| Preliminary Multiple Subject, with Intern | 48 | 82 |
| Preliminary Multiple Subject, with Intern | 38 | 57 |
| Preliminary Education Specialist: Mild/Moderate, with Intern | 79 | 59 |
| Preliminary Administrative Services | 11 | 11 |
| Pupil Personnel Services: School Counseling | 10 | 41 |
| Pupil Personnel Services: School Psychology | 7 | 49 |

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple Subject and Single Subject, with Intern

Program Design

The Preliminary Multiple Subject and Preliminary Single Subject programs at Saint Mary's College (SMC) are housed in the Kalmanovitz School of Education (KSOE). Both programs are overseen by the chair of teacher education, who reports to the dean, and program directors. The chair and program directors are responsible for the following: overseeing department operations and faculty; recruitment, admissions, and advisement; curriculum, instruction, and an assessment; and program goals, evaluation, and improvement. The chair and program directors are also supported by admissions and field experience coordinators. These coordinators oversee the hiring and assignment of college supervisors, arrange supervised teaching placements, and monitor candidate progress in placements. They are also supported by a college assessment coordinator who oversees accreditation and assessment processes and procedures, including faculty development and collaboration. Additionally, the admissions and field experience coordinators are supported by a department manager who coordinates the implementation of a multi-year assessment cycle, oversees data collection and annual data submission reporting, and coordinates data analysis protocol meetings for the department.

The Preliminary Multiple and Single Subject programs have effective communication on both a program and institutional-level. The leadership team meets regularly and the Multiple and Single Subject faculty meet either weekly or biweekly. At the beginning of the year, both programs establish goals and priorities and discuss any program changes. In addition to time-sensitive university, school, and program business, meeting agendas include standing items for the Admissions and Field Experience Coordinator's report, sharing data, vetting candidate issues and determining appropriate follow-up for candidates and the programs. Both programs maintain shared Google Drives which contain Candidate Success folders and course/instructional support materials. Part-time faculty and field supervisors are given access to these folders and receive updates through email. In addition, new hires are oriented to the program and provided a mentor.

Faculty note that the programs provide "high touch" services and supports to candidates. Effective communication allows both programs to maintain a personalized approach and feel. The admissions and field experience coordinators get to know each candidate upon enrollment and ensure that a candidate's needs are met through program completion. A program assistant also guides candidates through the program as "a concierge" who provides access to

information regarding admissions, registration, financial aid, advisement, supervised teaching, and the credential application process. SMC's new student portal effectively tracks candidate application information (e.g., CBEST, transcripts, letters of recommendation) and automatically generates email reminders for candidates that are missing items. Another database system tracks candidate progress and the program assistant regularly shares reports (e.g., candidates that did not enroll for a term and candidates who have not met subject matter competency) to program directors and coordinators so they may make informed decisions.

Both programs collaborate with district administration, site administration, and field supervisors to select qualified field placement sites with credentialed administrators and cooperating teachers/intern support providers who have demonstrated exemplary teaching. Additionally, program supervisors, cooperating teachers/intern support providers, and candidates are all provided with a copy of the clinical practice handbook which details the expectations, roles, and responsibilities for each group. Furthermore, supervisors are responsible for providing an initial orientation for candidates and cooperating teachers and for ensuring that cooperating teachers/intern support providers complete training.

The goal of the Multiple Subject program is to “prepare competent classroom teachers and empower program completers to become leaders who can contribute to an educational system that is more equitable and effective for all students, without regard to ethnicity, race, gender, culture, social class, language, or disability.” Coursework and fieldwork include 36 units carefully designed around the following pillars:

- Reflective and Inquiry-Based Practice
- Learner-Centered Instruction
- Community and Culturally Relevant Practices
- Focus on Social Justice and Equity
- Interdisciplinary Learning

Multiple Subject candidates complete two supervised teaching experiences in K-2, 3-5, and/or 6-8 core classrooms in schools that reflect the diversity of California. These supervised teaching experiences total 637 hours and include four weeks of solo-teaching under the mentorship of their cooperating teacher and college supervisor. The first placement is in a self-contained or core classroom for two and a half days a week for approximately 18 weeks. During this placement, candidates take on increasing levels of responsibility as their knowledge and skills develop, and candidates conclude with one week solo/takeover of all subjects. For the second placement, candidates are assigned to a self-contained classroom with a significant number of English language learners for four full days a week for approximately 14 weeks. Candidates observe and teach English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) lessons and receive support and feedback from their cooperating teacher and college supervisor. This placement finishes with a three-week solo/takeover. Candidates are observed by college supervisors at least six times in each placement and are evaluated using a TPA-based rubric at the middle and end of each term.

The single subject program offers preliminary credentials in eight subjects: English, mathematics, science, social science, art, music, physical education, and world languages. The goal of the single subject program is to prepare candidates to work effectively with culturally and linguistically diverse populations, particularly students in schools where a majority qualify for free/reduced lunch. Courses apply a culturally-sustaining, pedagogical approach and an asset-based lens when working with candidates, families, and communities that contend with multiple layers of systemic discrimination based on institutional racism, classism, sexism, as well as candidates who are undocumented, historically marginalized, unaccompanied minors, and those facing intergenerational trauma – course titles (e.g., Humanizing Methods, Teaching for Social Justice, Methods of Liberations), content, structure, and sequence all reflect this commitment. Additionally, candidates complete an introductory field placement experience at a dynamic urban school during their first course and are placed in public Title I middle and high schools for both semesters.

With support from the assessment coordinator and data specialist, the programs follow a multi-year assessment cycle calendar to ensure continuous program improvement. Program directors share and analyze data from admissions, external stakeholders, program surveys, and standardized assessments (e.g., RICA, CSET, edTPA) with faculty and submit annual action plan reports to the dean based on their input. Examples of recent data-informed changes include the following:

- Based on candidate and faculty feedback, the single subject program reassigned candidate advisors. Candidates' field experience course instructors now serve as their advisors, instead of faculty with content-specific expertise. This change provides candidates more accessible and timely feedback and support from their advisors.
- Based on candidate and faculty feedback, the programs have made their commitment to social justice more explicit by changing course titles (e.g., Humanizing Methods) and adding social justice outcomes to the common lesson plan template.
- Based on advisory group feedback, the Multiple Subject program changed the behavior intervention plan assignment to a more teacher-friendly behavior learning plan assignment.
- Based on edTPA results, the programs completed video lesson study training with supervisors, added video analysis to the edTPA practicum and Praxis course curriculum, enhanced information to better prepare candidates for the edTPA requirement, and developed a remediation and resubmission process.

Interviews confirmed the programs share data and receive ongoing input from their advisory board and from strong communication channels with administrators, teachers, and part-time faculty.

Course of Study (Curriculum and Field Experience)

The Preliminary Multiple Subject program sequence consists of 16 courses totaling 36 units and can be completed within one year across four terms that include a summer and January session. The Preliminary Single Subject program sequence consists of 12 courses totaling 38

units and can be completed within one year across four terms, including a summer and January session.

Both Multiple and Single subject programs are cohort-based, have admissions in summer and January, and include full-time, part-time, and undergraduate 4 + 1 options – the Multiple subject program has also added a new undergraduate Justice, Community, and Leadership pathway. Both programs emphasize critical pedagogy, culturally-responsive pedagogy, and restorative justice in addition to preparing candidates to be intern-eligible after completing the first full-time semester of coursework.

During interviews, candidates stated that the strong reputation, commitment to social justice, work with Title I and urban schools, and flexible pathways were reasons for enrolling in the Multiple or Single Subject program. Candidates, program completers, and employers consistently expressed that the coursework prepared candidates to meet the TPEs and to be effective teachers in diverse schools. Additionally, many candidates continue in the Masters of Arts in Teaching program upon completion of the program.

Multiple Subject field experiences are effectively integrated throughout the program and cover all phases of the K-8 school year at public and/or private schools. During their first term, candidates complete an Introduction to Field Experience and a health and physical education course. During the second term, candidates complete a fieldwork seminar alongside supervised teaching and are placed in a self-contained/core classroom for two and a half days a week. Candidates complete coursework assignments for social studies and humanities, mathematics, literacy, and teaching English Learners as they move through a continuum of observation, small group, and whole class instruction. Furthermore, candidates complete two lessons in English as a Second Language/English Language Development and several “Sheltered” (SDAIE) content lessons that culminate in at least one week of solo instruction. During this placement, candidates are observed a minimum of six times.

During the January or summer intersession, candidates complete a Teacher Performance Assessment (TPA) practicum that helps them understand the requirements while also preparing them to complete their edTPA portfolios.

In the final term, candidates complete a second fieldwork seminar and supervised teaching course and are placed in a self-contained/core classroom for four days a week. During this time, candidates complete coursework assignments for literacy, science, and teaching candidates with special needs as they move through a continuum of observation, small group, and whole class instruction. Candidates observe and practice three lessons in English as a Second Language/English Language Development and several “Sheltered” (SDAIE) content lessons in addition to teaching each content area. In their seminar course, candidates conclude with at least three weeks of solo instruction while also completing the edTPA and submitting a self-assessment. During this time, candidates are observed a minimum of six times by their supervisor.

Single subject field experiences are also effectively integrated throughout the program and allow candidates to connect theory to practice in meaningful ways. During their first term, candidates complete an intensive foundations of secondary education course where candidates explore historical contexts for education, complete a communities research project, and identify ways to challenge detrimental practices. During the second term, candidates enroll in a teaching for social justice course and a humanizing educational methods course where the candidates analyze and apply various critical/theoretical frameworks to push against systemic inequalities. Candidates also complete a seminar and fieldwork course and are placed in a public, Title I and/or urban school with a credentialed administrator five days a week for a minimum of three hours per day. Candidates begin to teach the Common Core Standards and content area frameworks, and complete practice exercises that simulate the edTPA.

During the January or summer intersession, candidates complete a TPA support course so they understand the TPA requirements and are prepared to complete their portfolios during their second field experience.

In the final term, candidates enroll in courses focused on universal access, foundations of literacy, health education, advanced teaching methods for liberating instruction, and courses that further develop pedagogical and subject matter skills to support English learners and students with special needs. Candidates focus on promoting academic language, bringing students' voices and funds of knowledge into lesson design, and developing transformative practices. Additionally, candidates complete a seminar, a third supervised teaching class, gain exposure to another content area within their designated subject, and complete and submit their edTPA.

Both the Multiple and Single Subject programs include coursework in specialized areas. The Multiple subject course sequence includes two curriculum and instruction courses in literacy in addition to dedicated courses for teaching English learners and teaching candidates with special needs. Additionally, the Multiple subject program includes dedicated courses for mathematics, science, social studies and humanities, health and physical education, and technology. The single subject course sequence includes two courses in humanizing and liberating methods of instruction that include breakout groups for subject-specific areas. Additionally, the program also includes a universal access course focused on supporting English learners and students with special needs. Faculty have effectively infused social justice in coursework, fieldwork, and into the common lesson plan. Both programs offer two full semesters of supervised fieldwork in diverse, urban and/or Title 1 schools – this fieldwork exceeds 600 hours across the arc of the program. Furthermore, all candidates become intern-eligible after completing their first full semester.

College supervisors play a critical role while serving as liaisons between the school sites and SMC. Each program has a comprehensive handbook that clearly delineates the roles and responsibilities of the college supervisors, cooperating teachers/intern support providers, and candidates. Supervisors are responsible for both summative assessments based on the TPEs as

well as formative assessments throughout the fieldwork experience. Interviews with supervisors, cooperating teachers/intern support providers, and candidates confirmed these expectations are clear.

Candidates reported that they receive effective support and advisement from admissions through program completion. Prior to admission, candidates are provided a Program of Study that notes all credential requirements, and once enrolled, candidates attend an initial, intensive orientation. In addition to the program website, course catalog, and field experience handbook, candidates receive additional program information from faculty, advisors, the program director, and coordinators.

The program assistant, program director, and admissions and field placement coordinator use a database to track candidate progress through the program. In addition, the placement coordinator communicates with cooperating teachers at least once each term to check on candidate progress and to address any questions or concerns. Candidate issues are flagged for appropriate and timely follow-up. Upon completion of the program, candidates upload evidence of meeting all credential requirements to Taskstream, and the credential analyst checks the requirements to ensure all are met. The placement coordinator and program director review candidate audit sheets and sign off on whether or not a candidate has met all coursework, fieldwork, and program requirements before recommending a candidate for a credential.

Assessment of Candidates

Both Multiple and single subject candidates are assessed throughout their program and must demonstrate they meet all TPEs and program requirements before being recommended for a preliminary credential. The Multiple and Single subject programs clearly communicate assessment requirements to candidates through admissions materials, syllabi, handbooks, advisement, and checkpoints. Candidate issues and concerns are regularly addressed in meetings, and if candidates need additional supports, the supports are tracked and candidates are provided timely intervention and/or edTPA remediation.

To be admitted into the Multiple or Single Subject program, candidates must provide evidence of the following:

- Possession of baccalaureate or higher degree from an accredited institution (in a subject other than professional education when applying for the single subject program)
- Meeting the minimum GPA requirement
- Letters of recommendation
- Meeting the basic skills requirement

Once admitted, the admissions and fieldwork coordinator tracks each candidate's progress to ensure they have satisfied the subject matter competency requirement and district clearance requirements before entering supervised teaching.

Interviews and documentation confirm that both the Multiple and Single Subject programs provide Multiple opportunities for candidates to learn, practice, apply, and be assessed on the TPEs. Once enrolled in supervised fieldwork, each step of the candidate's progress is monitored and supported by the cooperating teacher, the college supervisor, and course instructors. All candidates have at least six formal lesson observations, with pre- and post-observation conferences with their supervisor/intern support provider. Candidates also have mid and end of term evaluations based on the TPEs. A majority of Multiple and Single Subject candidates have been successful passing the edTPA; however, the few candidates that did not worked with faculty advisors to remediate and develop a resubmission plan.

In the second fieldwork seminar, Multiple subject candidates complete a self-assessment assignment while single subject candidates complete and upload a self-assessment using a Transformative Educator Inventory to their digital portfolio. Both programs have appropriate plans in place to involve cooperating teachers and supervisors in the development of candidate Induction Development Plans (IDP).

Completer survey data and graduate interviews confirm that candidates are well-prepared for the TPEs and to teach in their Multiple or Single subject content area(s). District employers and cooperating teachers consistently reported that graduates from the Multiple or Single subject program are better prepared than candidates completing other programs and are sought after for teaching positions. Many employers and cooperating teachers noted that SMC's graduates are well-prepared to delve into curriculum and work with diverse populations in urban schools. Employers also noted that SMC's graduates are more receptive to feedback and willing to "go the extra mile and take risks" than graduates from other programs.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, intern teachers, graduates, faculty, coordinators, program and district field supervisors, employers, the team determined that all program standards are **met** for the for both the Preliminary Multiple Subject and Preliminary Single Subject credential programs except for the following:

Standard 6: Induction Individual Development Plan – Met with Concerns

There is no clear evidence that collaboration occurs between candidates, district-employed supervisors, and program supervisors regarding the development of an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program.

Preliminary Education Specialist: Mild/Moderate with Intern

Program Design

The Preliminary Education Specialist: Mild/Moderate program at Saint Mary's College is housed in the Kalmanovitz School of Education (KSOE) and is founded upon the theory of social justice. The program is practically implemented according to Lasallian values that can be seen manifested in small class sizes and personal attention and respect for the whole person. The program offers both traditional and intern pathways. Additionally, the Justice, Community, and Leadership (JCL) undergraduate major has a Teachers for Tomorrow (TFT) concentration where candidates earn both a JCL Bachelor of Arts degree and a Preliminary Mild/Moderate teaching credential in four years.

The leadership structure within the Mild/Moderate program is clearly delineated. Interviews with the faculty, program director, and department chair confirmed that the leadership in the credential program is highly collaborative and engages in shared governance where the input of one's colleagues is valued and respected.

Communication among all members (full-time, adjunct, field supervisors) of the program is regular and open. Formal meetings take place once per week as needed and informal contacts occur on a daily basis.

The Mild/Moderate program has two starts: a January/spring start with the 120-hour intern pre-service courses offered over a five-month period, and a summer semester intensive start that offers the pre-service courses over a six-week period. All candidates, regardless of the program they are following (traditional or intern), follow the same sequence of courses. The practical nature of the coursework is reflected on experiential learning and field-based activities. The goal is the implementation of evidence-based, data-driven strategies to meet the learning outcomes for the students with whom they teach.

Interviews with faculty confirm that even though no major program modifications were made over the past two years, the faculty are constantly reflecting on program effectiveness and student needs.

Interviews with members verify that the Mild/Moderate program has assembled an advisory board where members have opportunities to provide input regarding the Mild/Moderate program, particularly during small group roundtable conversations. Furthermore, stakeholders confirm that changes have been made based on stakeholder input.

Course of Study (Curriculum and Field Experience)

Preliminary Mild/Moderate program candidates complete two field placements. The first placement consists of 90 hours of fieldwork where candidates progress incrementally toward the full responsibility of solo-teaching. Candidates then engage in solo-teaching for five consecutive half-days. The second placement consists of 180 hours of fieldwork in which

candidates engage in solo-teaching for five full days. Candidates continue to add one or two more subjects or groups to prepare for and teach each week at the discretion of the cooperating teacher. During the week of solo-teaching (five half-days for one semester and five full-days for the other), the candidate assumes full responsibility for teaching the class. Current candidates and program completers of Mild/Moderate program confirm that the course of study has been designed to allow them to practically apply what they are learning through coursework. Supervisors further confirm that candidates leave each course with a knowledge of best practices they can immediately apply in the classroom. Fieldwork in the Mild/Moderate program begins with an orientation to the school community as well as detailing the expectations of the fieldwork supervisors. All fieldwork supervisors are required to conduct a minimum of four lesson observations during Fieldwork I (student teaching) and six lessons observations during Fieldwork II (student teaching). Fieldwork supervisors meet with candidates on a regular basis to discuss fieldwork progress and review lesson evaluation data. Based on interviews with fieldwork supervisors, additional contact with candidates is determined by candidate need. If candidates do not exemplify adequate growth, the fieldwork supervisor, in conjunction with the program director, will develop a plan for supporting candidate success.

Assessment of Candidates

Once candidates have been accepted to the Mild/Moderate program, a Program of Study Progress Form is developed which provides a framework for progress monitoring. Additional assessment of competencies occurs during both fieldwork experiences and during the last two courses of the program respectively.

Interviews with candidates confirm that candidates review the program handbook in the first Teaching and Learning course. The handbook contains a field experience assessment form that is completed during both the spring and fall Teaching and Learning courses. Additionally, throughout the candidate's assignment as a student teacher, the candidate meets weekly with their cooperating teacher to discuss efforts, successes, challenges, questions, etc. that are directly connected to improving the teaching abilities and performance of the candidate.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, employers, faculty, credential staff, advisory board members, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Education Specialist: Mild/Moderate program.

Preliminary Administrative Services

Program Design

The leadership team for the preliminary administrative services credential (PASC) program at St. Mary's College (SMC) works collaboratively to maximize the quality of the educational experience for students and ensure that program outcomes are clearly aligned with Commission on Teacher Credentialing's (CTC) standards. The Dean of the Kalmanovitz School of Education (KSOE) oversees the work of the academic chair and the PASC program director who are both housed in the leadership department of the KSOE. The academic chair coordinates the strategic planning of the PASC program and four other programs within the leadership department. The chair provides vision and oversight of the PASC curriculum, classroom observations, evaluations of faculty, and ensures pedagogical excellence for optimal student learning. The chair works closely with the PASC program director to ensure successful completion of all accreditation expectations.

The PASC program director, in collaboration with the chair, oversees all program developments and activities. The director receives 50% faculty load weight for administration and 50% for teaching within the program. The director hires all adjuncts who teach in the program, assists with recruitment for the program, and works in concert with the credential analyst to verify that students have completed all program requirements before filing for a Certificate of Eligibility or preliminary administrative services credential with the Commission.

The chair and program director are assisted by a staff member who serves as the department manager and is directly involved with the recruitment and admission of new students. Program meetings occur weekly with the chair, director, and department manager to track student progress throughout the program and to strategize on how to offer support to students to maximize their opportunity to experience success and enjoyment of their educational journey at SMC.

The dean convenes several faculty meetings each semester to promote effective communication throughout the KSOE. Adjunct faculty report that the director of the program is extremely communicative in sharing all program expectations and changes. There is a faculty website with robust resources that communicate supportive pedagogical tips that help adjunct faculty feel connected to the KSOE. The program's fieldwork supervisor visits each school site, where candidates do their fieldwork, to communicate program expectations to the site supervisors. Program completers, current students, and site supervisors all reported that they felt the professors and program leaders communicated very clearly to enhance their experience in the program.

Course of Study (Curriculum and Field Experience)

The PASC program consists of 24-semester units, which can be completed in one summer and two semesters. These 24 units may also apply to the SMC's 35-semester unit master's degree program in Educational Administration. Students are grouped into cohorts throughout their program which candidates report is a highly valued feature of the educational experience.

Students meet every other week during their six week terms over the course of three semesters. Courses are offered in a hybrid format combining asynchronous online learning on Moodle and face-to-face learning sessions on Saturdays from 8:00-3:30. The online discussion forums are designed to take the place of live classroom discussions where candidates are expected to participate in weekly discussion forums. The face-to-face classes consist largely of group discussions, debates, and oral presentations based on assigned readings.

Candidates have the opportunity in their field experiences to put course content into practice through supervised, planned activities within participating schools. Each candidate is partnered with a site supervisor and a field experience supervisor to design and implement an experience that provides relevant exposure to the tasks assumed by school administrators. This experience is a requirement for successful completion of the administrative credential and an integral component to completing the leadership cycles for CalAPA.

The leadership team within the PASC program developed a thorough curriculum map of program courses after the CalAPAs were operationally administered in the fall of 2018. This exercise led to the development of four new courses and a revision of course sequence to provide students with a stronger integration of updated California Administrator Performance Expectations (CAPE) standards relative to achieving success on the CalAPA cycles. The program handbook was revised in September 2019 to include a thorough explanation of the CalAPA and how students will be prepared for their assessments through the courses taken in the PASC program.

Program leaders are eager to receive input from key stakeholders on the effectiveness of program structure, curriculum, and assessments. The dean, who began her tenure in the summer of 2019, is taking carefully measured steps to create an advisory council to seek ideas for improvement within the KSOE. This council, which met for the first time in December 2019, is comprised of program faculty, adjunct faculty, site supervisors, and community members – a second meeting is scheduled for June 2020. In addition, the director of the PASC program is holding an advisory board meeting with leaders from local school districts in March 2020. Program leaders also acquire valuable input on program effectiveness through course evaluations provided by students, student exit interviews, survey data from alumni, and evaluations of the program provided by site supervisors.

Candidates begin their field experience in the fall semester and continue through the spring semester. These field experiences are connected with two courses, EDAD 349A and EDAD 349B. Candidates use their current school site or district to participate in the field experience requirements which is supervised by a university fieldwork supervisor and a district-employed site supervisor. Both supervisors hold clear administrative services credentials and work closely with the candidate to support their leadership growth and development.

These field experiences focus on the three leadership cycles of the CalAPA to investigate, plan, act, and reflect on what the candidate observes in their placement site. Before beginning the field experience assignment, the candidate collaboratively develops, with their university

supervisor and site supervisor, a fieldwork plan that provides a template connected to CAPE standards for the major activities expected of the candidate over their two semesters.

Each candidate receives excellent support from their university supervisor throughout the two semester experience. This university supervisor meets with the candidate two times a semester and serves as a mentor to answer questions that may arise about administrative practices and to offer advice as needed on specific steps related to achieving success on the three CalAPA cycles. Candidates, as a required component of EDAD 349B, will develop an e-portfolio at the conclusion of their field experience to present what they have learned about themselves over the course of the year while also reflecting on what it means to be an equity-driven leader.

A noted highlight of the program, as reported by site supervisors, completers, and faculty, is the program's commitment to preparing candidates to be educational leaders who embrace social justice and equitable practices in their school. Throughout the program, beginning in their first course, titled Inequity in Education, course assignments and field experiences have a focus on social justice and culturally-responsive strategies to promote successful inclusion for all students.

Assessment of Candidates

Interviews with candidates, completers, faculty, and field supervisors confirmed that formative and summative assessments measure competencies aligned with CAPE standards and CalAPA cycles. Candidates are assessed throughout the program in competencies in each course through well-developed signature assignments which verify the ability to make practical application of knowledge, understandings, and skills. At the beginning of each course, instructors present course syllabi that explain course objectives, assignments, and assessments used to measure student learning.

Site supervisors and university supervisors conduct a formative assessment on each candidate at the midpoint of each semester and then a summative assessment at the end based on their cumulative development of leadership understanding and abilities. Candidates are clearly informed of program information, assessments, course and fieldwork expectations in an orientation to the program and in the program handbook. A noted strength of the program is that the director of the program is involved in the summative assessment of each candidate by personally assessing all e-portfolios at the end of the candidate's program.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with program administrators, program staff, faculty, candidates, completers, and site supervising practitioners, the team determined that all program standards are **met** for the Preliminary Administrative Services program.

Pupil Personnel Services: School Counseling and School Psychology

Program Design

Saint Mary's College of California offers both a Pupil Personnel Services: School Counseling and Pupil Personnel Services: School Psychology credential program in the Kalmanovitz School of Education (KSOE). Both credential programs operate in a cohort model and have an established series of courses and field experiences that are requirements for earning a Pupil Personnel Services: School Counseling or School Psychology credential with an master of arts degree. The programs admit candidates in both the fall and spring semester. The leadership structure of the Pupil Personnel Services programs includes oversight by the department chair of the counseling department and the Pupil Personnel Services program director, with additional support being provided from advisors, faculty, staff, and the placement coordinator. In an interview, the Pupil Personnel Services program director reported both adjusting and updating the curriculum related to current issues for K-12 students and families during the past two years – there have been no recent structural modifications in either credential program.

Additionally, both programs hold biannual community advisory meetings where stakeholders may provide program feedback and highlight current trends in the field to the university.

Course of Study (Curriculum and Field Experience)

The course of study for both the School Counseling and School Psychology programs includes coursework and field experiences. The candidates follow a prescribed scope and sequence as they work through the program as a cohort. Candidates attend an orientation at the beginning of their studies and meet regularly with their advisor and placement coordinator. The classes are delivered in a face-to-face format, and it was noted during interviews with completers, current program candidates, and site supervisors that all constituents respect the rigor of the coursework and the emphasis on developing counseling skills and a commitment to social justice and equity. Current candidates report that the course of study is clear, related to their practice, and that the coursework is associated with the field experiences.

The School Counseling and School Psychology programs both require the successful completion of field experiences. Candidates must complete the fieldwork hours under the supervision of a credentialed School Counselor for the School Counseling program or a credentialed School Psychologist for the School Psychology program. Completers and current candidates both commented that the combination of coursework and fieldwork provide them with a solid foundation needed to meet the demands of the profession.

The two programs share a joint process for training and communicating with district-employed field supervisors. The placement coordinator meets with site supervisors with a standardized agenda, which includes the following: an introductory letter outlining the expectations of the supervisor; a Credential Candidate Evaluation Form (CCEF); and Pupil Personnel Services field placement hour log. Additionally, the coordinator asks site supervisors to sign an agreement form indicating their understanding of their obligations and responsibilities, as well as those of the candidate.

All interviews with current university and site supervisors verify that course instructors present educational theories that are applicable to the profession. In addition, site supervisors confirmed their opportunities to provide students with feedback and evaluation. District supervisors confirmed opportunities for ongoing training and feedback from the university, including information sessions, site supervisor training, and supervision meetings with faculty mentors and credentialing staff. District supervisors report both a willingness to participate in these events and that the program faculty are receptive to providing and receiving feedback. District supervisors reported that School Counseling and School Psychology candidates display the necessary counseling skills needed to work with diverse groups of students in schools. Furthermore, district supervisors reported that candidates demonstrate an eagerness to gain new knowledge during their fieldwork experience. For example, fieldwork supervisors gave feedback about how students reflect, question, and seek opportunities to engage in new activities at the school site, such as trauma and crisis intervention plans and how to apply these skills with young children and families.

Both programs allow candidates to select from a list of approved sites for their fieldwork which affords the candidates the flexibility to choose a preferred location – the selected placement is then vetted by the credential staff. Field placements are diverse in terms of grade level (P-12) and there are also expectations of diversity and for multiethnic settings. District supervisors must undergo supervision training provided by the program faculty. Through interviews, district supervisors described the training as an overview of best practices, ethics, and supervision guidelines.

Assessment of Candidates

Candidates in both the school counseling and school psychology programs are assessed throughout the program on their knowledge, skills, attitudes, disposition, and competencies. During interviews, faculty reported that candidates are assessed at many points during the program and given details of the assessment framework. The link between course assignments is clearly articulated, and candidates submit a culminating project which includes evidence of the professional development that illustrates counselor skills. School counseling candidates can choose the Counselor Preparation Comprehensive Examination (CPCE) or a thesis to assess school counselor competencies. The PRAXIS is administered school psychology candidates at the end of the program. School psychology candidates prepare a portfolio that includes key assignments and evidence of the candidates' professional development that illustrates their practice and competence as a beginning school psychologist.

Field supervision, advisement, and evaluations are outlined in the program handbooks. During interviews, faculty and site supervisors described assessment points in both coursework and field experiences. Candidates and completers provided examples of lectures, readings, and experiences in which the themes of social justice and equity were a matter of focus.

Program completers and current candidates report receiving feedback about their progress along the way. During interviews, field experience supervisors reported evaluating candidates

on their competencies twice a year in fall and spring. Additionally, they reported meeting with program faculty and candidates and reviewing the guidelines and expectations. District supervisors also reported that discussion between the university and site supervisors occurred as necessary to address any concerns.

Completers reported in interviews that the case study provided them with a platform to share evidence of their professional growth, competency, and impact they had on students. Program completers and current candidates from both programs report feeling supported and well-advised through their respective program. Candidates indicated that they had a clear understanding of all required coursework, fieldwork placement, and program requirements. In addition to assigned advisors, candidates felt the liberty to seek advisement from another faculty member as well if needed. Candidates from both programs stated that they felt confident in their understanding of program requirements for matriculation and completion of the program. In addition, both programs provide resources like scope and sequence forms, peer mentors, advisory nights, and faculty/advisor meetings to foster successful completion.

All interviews with faculty, adjuncts, current students, completers, and current site supervisors for both the school counseling and school psychology programs verify that course instructors present educational theories while site and university supervisors observe its application in the field. In addition, site supervisors report that current candidates are competent in working with diverse students, including students with special needs and individuals from multiethnic and diverse linguistic backgrounds, while also reporting that candidates demonstrate leadership skills in social justice advocacy. The district supervisors note that candidates are well-prepared and that the clinical practice courses provide candidates well-rounded experience in theory and assessments.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with all stakeholders, alumni, advisory board, employers, fieldwork coordinator, admissions coordinator, faculty, site supervisors, adjuncts, and current candidates. The team determined that all program standards for both the Pupil Personnel Services: School Counseling and Pupil Personnel Services: School Psychology are **met**.

COMMON STANDARDS FINDINGS

| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | Team Finding |
|---|---------------------------|
| Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure: | <i>No response needed</i> |
| 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. | Consistently |
| The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. | Consistently |
| 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. | Consistently |
| 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. | Consistently |
| 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. | Consistently |
| Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. | Consistently |
| 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 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. | Consistently |
| The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. | Consistently |

Finding on Common Standard 1: Met

Summary of information applicable to the standard

In all aspects of their operations and academic programs, Saint Mary's College demonstrates their commitment to Lasallian core principles that include concern for social justice, quality education, inclusive community, and respect for all persons. The expression of these core principles at all levels of the institution is evident in their approach to planning, resource allocation, student and faculty recruitment, faculty teaching, advising, and research, as well as determining programmatic priorities and decision-making processes at both the institutional and unit levels.

Through interviews with the administration, faculty, staff, and students, it was clear that the experience of students in the educator preparation programs at St. Mary's is the highest priority. The centers and departments established in the Kalmanovitz School of Education (KSOE) promote the scholarship and application of social justice, equity, inclusion, and culturally relevant pedagogy in schools. Faculty scholarship in the P-12 schools informs instruction and contributes to the literature and the identification of effective practices in schools.

The KSOE has a new dean who has initiated plans to reinvigorate the involvement of community stakeholders through steering committees and advisory boards related to several initiatives in support of the educator preparation programs in the school. The dean is appointed by and reports to the provost and Vice President for Academic Affairs and serves as the chief executive and academic officer of the KSOE. The provost works with the dean's office to ensure support for adequate resource allocation from Academic Affairs to the KSOE.

The KSOE community is organized into three departments and collaborates closely with an undergraduate program of Justice, Community and Leadership (JCL). The organizational structure of the KSOE provides opportunities for leadership and collaborative decision-making from the program level up to the dean's office. Each program has a faculty program director and each department has a department chair and a department manager to ensure that all administrative and academic policies are routinely implemented to ensure the recruitment, hiring, and retention of qualified tenure track, full-time, and adjunct faculty. These processes are supported by staff and leadership in the dean's office. The credential analyst also serves as the assessment director under the the associate dean in the KSOE. Clear procedures for collecting and evaluating credential applications are evident.

The KSOE's education professional preparation programs are not only supported by an invigorated and established infrastructure at the unit-level, but also by a reinforced commitment from the institution to creatively expand the school's success and impact in the local community.

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| Common Standard 2: Candidate Recruitment and Support Candidates are recruited and supported in all educator preparation programs to ensure their success. | Team Finding |
| The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. | Consistently |
| 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. | Consistently |
| Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. | Consistently |
| 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. | Consistently |

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The unit utilizes a holistic approach to recruitment and admissions that includes multiple opportunities for applicants to meet program criteria as well as showcase their qualifications. Recruitment materials and interviews with admissions personnel confirmed that a focus on the diversification of the unit’s candidate population, California teaching force, and program faculty informs the selection of recruitment fairs and events attended. Involvement with recruitment and admissions processes is unit-wide and even guides future candidate fieldwork placement as verified by interviews with coordinators and faculty.

Once candidates are enrolled into their program of study, the unit’s holistic approach turns into a high-touch “circle of support” care model that allows the unit to identify any potentially struggling students quickly. Documentation and interview data indicate frequent meetings (weekly or bimonthly) at the program and department levels that all contain standing agenda items dedicated to discussing student progress data. Additionally, interviews with all student-facing personnel confirm that student development and progress is a critical topic of ongoing discussion and monitoring across all programs.

Candidates are continuously tracked, actively checked on, and engaged in their own program progress. Input from candidates confirmed that when experiencing challenges, they know exactly who to reach out to for assistance, which is timely and comprehensive. The student-

centered approach to candidate development and support is a clear strength of the unit and highlighted by candidates, staff, faculty, and administrators alike.

The unit’s focus on social justice, critical, and culturally-responsive pedagogies is infused into the restorative justice framework used to address candidate support needs and designed interventions. Candidate interviews highlighted the individualized support, personal connections, and authentic care they experience in their interactions with all program personnel they encounter, even when facing academic or personal struggles. Additionally, they speak clearly to the accountability that is expected of them in meeting program requirements and competencies for their profession.

SMC’s holistic care model of candidate recruitment and support is a noteworthy characteristic of their programs.

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
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| 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. | Consistently |
| 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. | Consistently |
| 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. | Consistently |
| 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. | Consistently |
| Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. | Consistently |
| The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. | Consistently |
| Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. | Consistently |

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
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| All programs effectively implement and evaluate fieldwork and clinical practice. | Consistently |
| 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. | Consistently |

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Preparing candidates to be field-ready is a clear goal in the design of all programs. Programs infuse clinical experiences early and throughout a candidate’s progress to provide multiple points of ongoing exposure to the reality of working in California’s public schools. Interviews with program directors, faculty, and fieldwork personnel confirm that a shared goal across all programs is to ensure candidates understand the diversity of needs and populations in the communities they will be expected to serve prior to entering the field as a licensed professional. Candidates shared a keen awareness that their programs were preparing them with the skills and knowledge needed to be successful as beginning education professionals, and that this foundation would be pivotal to their growth and success as developing professionals.

Commitment to the surrounding regional school communities is evident in the multiple partnerships with local districts and schools the unit establishes. The reputation of the unit’s work and connections to the field has led to an organically-grown pool of highly recommended and experienced fieldwork personnel, specifically university supervisors and site supervisors. Interviews with fieldwork coordinators and candidates verified that the unit is careful not only in the selection and retention of fieldwork personnel, but also in the matching of these individuals to candidates. Program directors, fieldwork coordinators, and university supervisors all spoke to the diligent and structured vetting process used to identify, select, match, orient, train, and support fieldwork personnel.

Candidates upheld the successful integration of early immersive clinical practice experiences in schools during their programs, and how this contributes to their confidence in gradual release opportunities during their full-time clinical experiences such as student teaching or Pupil Personnel Services internships. Program faculty and university supervisors also highlighted the ongoing reinforcement of diversity-focused pedagogies and curriculum during candidates’ clinical experience in order to consistently support the connection between theory and practice. Additionally, and impressively, candidates were able to clearly articulate their understanding of the importance of their placement sites at Title I schools with strong populations of English language learners and exceptional learners.

Saint Mary’s College models how institutions can capitalize on their successful preparation of education professionals and presence in school communities to build an effective support system of clinical experience to professionalization for candidates.

| Common Standard 4: Continuous Improvement | Team Finding |
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| The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. | Consistently |
| 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. | Consistently |
| Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services. | Consistently |
| 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. | Consistently |

Finding on Common Standard 4: Met

Summary of information applicable to the standard

A review of documents and interviews with unit and program leaders and faculty confirmed that the unit has an improvement process, the Kalmanovitz School of Education (KSOE) Continuous Improvement Process which is implemented across all Commission-approved programs. A graphic representing the process and key assessment types was among the accreditation documents provided. The Assessment Roles and Responsibilities for Personnel in the Unit and Programs document defines assessment and improvement responsibilities for positions in the unit and programs, and the lines of reporting among unit personnel are indicated in an organizational chart. The college and unit have a schedule for individual program reviews from 2018-2025 conducted by the institution that is displayed in the Multi-Year Unit Assessment Cycle and Schedule. St. Mary’s College (SMC) conducts a campus-wide six-year review cycle for all programs, including educator preparation programs. A description of the improvement process was aided by review of the Data Analysis Table document that lists types of data, where data is stored, and the schedule for analysis and meetings with unit personnel.

Each program has access to multiple sources of data that include standardized tests (e.g., EdTPA, CalAPA, Praxis for School Counseling, CSET, RICA), candidate field evaluations, course assignments, faculty evaluations, CTC completer and employer surveys, feedback from advisory boards and school district partners, as well as SMC’s own program review process. The unit

recently created and filled the position of data specialist that is responsible for gathering and compiling data in preparation for reviews by program leaders and staff. The unit adopted a data discussion protocol that is employed quarterly to review unit-level data, and this protocol is also used by each program. The data discussion protocol concludes with a section on follow-up actions that programs or the unit will take.

Program directors indicated that they schedule data discussions with faculty and program staff throughout the academic year, generally looking at one type of data at each meeting. Schedules for and minutes of data discussion meetings held in 2019 were among the documents reviewed. Program directors, staff, and faculty described data discussion meetings in interviews and gave examples of improvements made to programs that emerged from data analysis. Examples of changes to increase impact on candidates include a change in the crisis management assignments in the Pupil Personnel Services programs, development of a RICA support course, and changes to better prepare candidates to work with English learners through an equity lens. Programs use various types of data to assess impact, including information from stakeholders gathered through surveys and advisory boards. Survey results were among the documents reviewed; stakeholders reported responding to surveys and contributing information at advisory board meetings.

| Common Standard 5: Program Impact | Team Finding |
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| 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. | Consistently |
| 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. | Consistently |

Finding on Common Standard 5: Met

Summary of information applicable to the standard

The institution has appropriate candidate assessments and processes in place to ensure that all candidates recommended for a credential are prepared to serve as professional school personnel before recommending them for a credential. Program coordinators track candidate data and maintain records on progress of each candidate that is shared with program directors and faculty. At program completion directors review each candidate’s record and verify to the credential analyst that all requirements have been met. For programs such as school counseling that are connected to a degree, the institutional degree verification process must also be successfully met for the credential recommendation to be made.

The unit and its programs and staff have a positive impact on candidate learning, and teaching and learning in the Bay Area through participation in partnerships, grant funded projects, and outreach activities. Unit faculty and staff reported on the intentional practice of providing a high level of individual attention to candidates to ensure success. Examples of unit impact on the education community in the region include being a host site for the Better Together: California Teachers' Summit and serving as state headquarters for the summit in 2017. The summit is a day of free teacher EdCamps held at sites throughout California. For over 25 years, the unit has sponsored a distinguished speaker professional learning series for educators that features faculty presentations on scholarship to better understand and impact classroom practice. Several faculty members are consistent presenters at education and social justice events throughout the Bay Area and beyond. Additionally, a regional action research conference for educators has been offered for over a decade, and in 2018, the unit began offering Teacher Education LEARN Events for professional learning for alumni, current candidates, and educators in the community.

Interviews confirmed the value and impact of grant-funded projects, including the following: partnerships with local K-12 districts and a community college in a transfer pipeline project with Mt. Diablo and Moraga school districts on a para-professional credentialing project called ASSETS that is serving 25 or more candidates each year; and a recently announced partnership with the University of Kansas on the Class-Wide Function-Related Intervention Teams program, a classroom management initiative – the unit will establish a training center to expand the program. For over 25 years, the unit has been the home for a Reading Recovery Training Center, one of only 17 at university campuses in North America. Since 1995, the Center for Environmental Literacy has been part of the River of Words program founded by alum and former U.S. Poet Laureate, Robert Hass. This program is a blend of science and the arts, both visual and literary. An impact often mentioned in interviews with district stakeholders was how well-prepared program completers are with an understanding of educational practices to apply in schools, classrooms, and agencies as well as an understanding of educational theory that support practices and the desire to care for K-12 students.

INSTITUTION SUMMARY

Through their educator preparation programs, Saint Mary's College (SMC) and the Kalmanovitz School of Education (KSOE) consistently demonstrate their commitment to Lasallian core principles that include concern for social justice, quality education, inclusive community, and respect for all persons.

The unit utilizes a holistic approach to recruitment and admissions that includes multiple opportunities for applicants to meet program criteria as well as showcase their qualifications. The student-centered approach to candidate development and support is a clear strength of the unit as highlighted by candidates, staff, faculty, and administrators alike. The KSOE models how institutions can capitalize on their successful preparation of education professionals and

presence in school communities to build an effective support system of clinical experience to professionalization for candidates.

The KSOE uses a system they developed to support assessment and continuous improvement by critically analyzing evidence that informs decision-making. Each program has access to multiple sources of data that includes but is not limited to standardized test scores, candidate field evaluations, course assignments, CTC completer and employer surveys, and feedback from advisory boards and school district partners. The unit recently created and filled the position of data specialist and adopted a data discussion protocol that is employed quarterly to review unit-level data by each program in order to support their continuous improvement work.

The unit and its programs and staff have a positive impact on candidate learning, and teaching and learning in the Bay Area through participation in partnerships, grant funded projects, and outreach activities. The KSOE is home for a Reading Recovery Training Center, one of 17 at university campuses in North America, for over 25 years. Additionally, since 1995, the Center for Environmental Literacy has been part of the River of Words program founded by alum and former U.S. Poet Laureate, Robert Hass. Along with the incorporation of undergraduate and transfer student pipelines into their program, these centers highlight the KSOE's response to serving all learners. An impact mentioned often in interviews with district stakeholders was how well-prepared program completers are to teach diverse learners in today's classrooms; the KSOE has earned a well-established reputation in preparing strong education professionals.^[P-1]_[SEP] SMC and the KSOE demonstrate a commitment to mission-lead, research-based, data-informed, and community-invested education professional preparation programs as necessary contributors to the success of California public schools.