Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Fielding Graduate University

May 2015

Overview of This Report

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

Common Standards Decisions

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

Program Standard Decisions

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Administrative Services	15	5	9	1

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

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

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **Fielding Graduate University**

Dates of Visit: **March 22-24, 2015**

Accreditation Team
Recommendation: **Accreditation with Major Stipulations**

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

Common Standards
The team reviewed the nine Common Standards related to the Preliminary Administrative Services program to determine if standards were met, met with concerns, or not met. The team found that Common Standards 3, 5 and 6 were found to be **Met**; Common Standards 1, 4, 7 and 9 were found to be **Met with Concerns**; Common Standards 2 and 8 were **Not Met**.

Program Standards
Team members discussed findings and provided input regarding the Preliminary Administrative Services Program. Following the discussion, the team determined that Program Standards 1, 3, 4, 10 and 13 were **Met**; Standards 5, 6, 7, 8, 9, 11, 12, 14, 15 were **Met with Concerns**; and Program Standard 2 was **Not Met**.

Overall Recommendation
Based upon the preponderance of evidence, a small number of candidates in the program who spoke highly of certain program aspects and a thorough review of the distinctions between Accreditation with Major Stipulations and Accreditation with Probationary Stipulations as found in Chapter 8 of the Accreditation Handbook, the team recommends a finding of **Accreditation with Major Stipulations**.

The stipulations to be addressed in a **focused re-visit** to take place within one year are:

1. The unit demonstrates alignment of the curriculum and assessments with the Commission's Preliminary Administrative Services Program Standards.

2. The unit provides evidence that fieldwork includes experiences noted in the Program Standards.

3. The unit provides evidence of a program assessment and evaluation system with data that informs program improvement based upon program standards and input from PreK-12 partners.

4. The unit provides evidence of a unit assessment and evaluation system that includes evaluation of faculty as well as feedback for district-employed supervisors.

5. The unit provides evidence that they collaborate regularly and systematically with colleagues   in PreK-12 settings and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.

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

Services Credentials
Preliminary Administrative Services Credential

Staff recommends that:

- The institution's response to the preconditions be accepted.

- Fielding Graduate University be permitted to propose new credential programs for approval by the Committee on Accreditation after all stipulations have been cleared.

- Fielding Graduate 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 Leader:	**Stephen Davis**
	Cal Poly Pomona (Retired)
Common Standards Cluster:	**Rollin Nordgren**
	National University
Advanced/Services Programs Cluster:	**Beth Bythrow**
	Los Angeles Unified School District
Staff to the Visit	**Jo Birdsell**
	Acting CTC Consultant
	Gay Roby
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Documents Reviewed

University Website	PASC Portfolio and Project Handout
Course Meeting Agendas	Program Summary
Candidate Portfolios and Presentations	Initial Program Approval Document (2008)
Biennial Report Feedback	Preconditions
Term Book Lists	Field Experience Logs
Schedule of Classes	Handout for Fieldwork Hosts
Advisement Documents	Faculty Planning Documents
Faculty Vitae	

Interviews Conducted

	TOTAL
Candidates	11
Completers	8
Employers	1
Institutional Administration	7
Program Coordinators	3
Faculty	8
Advisors	1
Field Supervisors – Program	1
Field Supervisors - District	4
Credential Analysts and Staff	2
Advisory Board Members	6
TOTAL	52

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

Background information

Fielding Graduate University was founded in March, 1974, in Santa Barbara, California, the realization of the vision of four founders: Frederic Hudson, Hallock Hoffman, Renata Tesch, and Marie Fielder—all distinguished higher education administrators and educators.

The founders envisioned a nationally recognized graduate school that would serve mid-career professionals wanting to pursue an advanced degree, but whose educational and professional objectives could not be met by traditional institutions of higher education. Their success was predicated on two basic, rather advanced, notions: changing demographics were altering the world of higher education and adults learn in ways that are significantly different from adolescents and young adults.

Squarely in the center of the progressive educational movement at the time, the learning model was originally designed as a hybrid, competency-based model. Students would travel to various locations all over the country to meet with faculty in intensive, face-to-face seminars, then would

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go home and work directly with faculty and other students in their communities and across distance.

Long before the Internet, Fielding was known as a pioneer in what was called "distributed education," now referred to as hybrid or blended learning. First accredited by WASC in 1982, Fielding Graduate University continues to offer distributed education to accomplished professional adults who want to extend their skills and knowledge as scholar-practitioners. In the past four decades, Fielding has grown from a doctoral program in clinical psychology to a university comprising three schools, representing a broad array of disciplines in the social sciences and committed to academic excellence in master's and doctoral education. The schools are the school of psychology, human and organizational development, and educational leadership for change. The commitment to academic excellence ensures that students have the opportunity and mentoring needed to further push their intellectual boundaries during the completion of their work at Fielding. The school of Educational Leadership and Change (ELC) is the youngest of the three schools at Fielding Graduate University. Founded in 1996, ELC offers the Doctorate of Education (EdD) and the MA in Collaborative Educational Leadership.

Education Unit
The Education Unit went through a change approximately one year ago, as did the entire university. Some positions were re-titled. The unit includes a Program Director and a Faculty Lead. In addition to the one full-time Faculty Lead, there are 3 part-time faculty who teach and supervise in the program. There is also administrative support for the program. The institution and unit together provide help to prospective candidates with admissions, financial aid and other support.

The Faculty Lead oversees the Master of Arts in Collaborative Educational Leadership (MA-CEL). Within this program, candidates may elect to study for and earn the Preliminary Administrative Services Credential (PASC). Also offered within the program are two concentrations. They are Charter School Leadership and Dual Language Education.

The program is offered to a cohort of students that can be established where there is a need. To date there have been 5 cohorts in Riverside and 2 in Los Angeles. Each cohort includes candidates who may be studying for the Preliminary Administrative Services Credential only or the credential and the Masters Degree. In addition, there are candidates in the cohort who are pursuing the Masters Degree only.

The MA-CEL degree is a four-term program that prepares professional educators, public service individuals, and social justice advocates to serve in leadership roles in their professional settings. These professionals teach and work in PK-12 public, charter and private school settings; city, county, and state agencies; and nonprofit organizations in urban, suburban, and rural settings. The Preliminary Administrative Services Credential is completed in the first three terms of the program.

The curriculum integrates research, theory, and practice that can be applied immediately in a professional setting. Participants become a member of a professional community dedicated to

collaboration, reflective practice, knowledge creation, and critical inquiry through action research. The curriculum addresses institutional and educational reform models in an integrated curriculum that blends research with current practice. MA-CEL candidates share their passion and enthusiasm for teaching and learning while working toward an equitable and just education system. The program is offered in a hybrid model where candidates meet face-to-face for intensive weekend study supplemented by on-line course support through additional readings and discussions.

Table 1

Program	Number of Program Completers (2011-14)	Number of Candidates Admitted (14-15)
Preliminary Administrative Services	31	4

The Visit

The visit began with one consultant who provided a year of support and guidance to the institution prior to the visit but could not be at the visit due to unexpected surgery. A former Commission consultant was hired on a personal services contract as an Acting Consultant to attend the site visit. Both consultants were in continuous contact with one another to ensure that all the previous work was shared and available for the visit.

Those who were interviewed were candidates who earned their credential and some who earned both a credential and a degree. Candidates who were studying only for the MA-CEL were not interviewed as a part of the visit.

There were no other unusual circumstances during the visit. Team members reviewed the on-line materials that were available prior to the visit on a Moodle site. Additional materials were requested and provided during the visit and posted on the site. The Faculty Lead also provided additional interviews with those that were requested throughout the visit. The Mid-Visit report was presented in the early afternoon of the second day. The team finished interviews on day two and the exit report was at noon on day three.

Common Standards

Standard 1: Educational Leadership   **Met with Concerns**

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

The Preliminary Administrative Services Credential (PASC) program's mission is to prepare education leaders to transform California schools through rigorous results-based, interrelated learning experiences, with a strong focus on building skills that address the needs of high priority, underperforming schools. Evidence from course agendas, student capstone projects, interviews with current and past students, program faculty, and fieldwork mentors clearly point to a thematically integrated curriculum designed to provide candidates with hands-on, project-based learning experiences. It is not clear as to what process is used to provide candidates with exposure to high priority, underperforming schools.

An interview with the Provost, Vice President for Academic Services, the Dean for Student Development, and the PASC program director revealed a clear and commonly understood sense of mission and a vision for the future. Themes relating to social justice, equity, change leadership, and transformational leadership emerged in these and several other interviews. Top level university administrators expressed their unwavering commitment to the PASC program and explained that program impact was more important than making a profit. They described a strong sense of "market strategy" in terms of proactively seeking candidates who might not ordinarily envision themselves as school leaders and who come from diverse backgrounds ethnically, linguistically, and socio-economically.

A Faculty Lead is responsible for the PASC program Administrative oversight is provided within the unit by the Program Director and at the institutional level by the Vice President of Academic Excellence. When the PASC program was first accredited in 2008 the plan was for the program director to meet with an Advisory Committee to assess program implementation, the articulation process from the university to the field, professional development, credentialing information, and other issues related to facilitating effective working relationships. However, interviews with the program director, faculty lead, and two newly appointed advisory committee members revealed that an advisory committee had not been meeting on a regular basis and was now being reformed and reinstituted.

Interviews with program administrators and faculty revealed that strong and ongoing working relationships among program stakeholders help to ensure effective communications, decision-making, and candidate assessment protocols. Interviews also revealed feelings of collegiality, camaraderie, cooperation and mutual respect among faculty stakeholders. Feedback from school

site mentors was uneven. In one case, the mentor described her relationship with Fielding University faculty as "seamless and ongoing." In another case, an opposite perspective was offered. Unfortunately, the number of school site mentors interviewed was too small to draw broad conclusions regarding the qualities and characteristics of that aspect of the PASC program.

Interviews with faculty, program and university administrators, and students revealed a close knit and agile program where organizational, student, and personnel problems are resolved quickly and intra-organizational communications are fluid and ongoing. The limited size and scope of the PASC program and physical proximity of university administrators appears to contribute to this dynamic.

Evidence was not provided that the close-knit group who are an integral part of the program operations reach out to other relevant stakeholders for involvement in program planning, coordination, or governance of the programs unless they are going to establish a cohort in that region. There has been some effort to reconstitute an Advisory Board.

Rationale: The site review team could not find evidence that the "vision provides direction for …candidate performance and experiences" in high priority, underperforming schools, or that the "vision provides direction for… collaboration, and unit accountability" or "relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs."

Standard 2: Unit and Program Assessment and Evaluation   **Not Met**

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

Fielding Graduate University did not submit an updated Common Standards document but rather used the prior Common Standards. In that previous version, there was no Common Standard related to Unit and Program Assessment and Evaluation. However the team did search for documentation of a system and interviewed administrators, faculty and staff to report on any elements of an assessment and evaluation system that was in place. The process for program improvement and evaluation is informal. It is based primarily upon feedback that faculty receive from cohort candidates at the end of a meeting or term.

Although the commercial e-portfolio software program, Chalk and Wire, will provide evaluation tools for the electronic portfolios, there is no current formal system of data collection used to inform program improvement efforts.

Rationale: There was no evidence found that "the education unit implements an assessment and evaluation system" except for informal and episodic data gathering.

Standard 3: Resources   **Met**

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

There is one full-time PASC faculty member and four part-time faculty members who comprise the educational leadership faculty. This was verified by interviews. In addition, as the need arises, additional part time faculty may be hired from a particular cohort region. Typically, these faculty members are employed as school or school district administrators and possess a doctoral degree. Given the fluid geographical dynamics of the PASC program the number of cohorts, program faculty, and school site mentors may vary dramatically from year to year. According to the Provost and Vice President for Academic Services the university is committed to providing sufficient fiscal and personnel resources to sustain the PASC program into the future.

A common theme expressed by current candidates and program graduates was the high level of faculty accessibility and responsiveness to candidate needs. Candidates interviewed felt that they had open access to their instructors and that their problems and issues were handled fairly and expeditiously. In addition, students reported that university advisors were readily available to assist them with academic issues. According to the Dean for Student Development, much of the advising activities are carried out on-line or over the telephone.

Since the PASC program is conducted through a combination off-site and on-line instruction, the Fielding University does not maintain classroom facilities. However, the university has an Instructional Technology department that provides technical support to students as needed. Face-to-face classes are held at various off-site locations. Staff support is provided to secure meeting locations. Similarly, a range of online library resources, e.g. material and instructional, are offered by the university and were confirmed through an interview with the Director of Library Services. Students and faculty have access to several databases and thousands of online journals and articles. Currently, there are two and a half librarians at Fielding, including the Director. Library services and updates are provided to faculty and student via a faculty newsletter, email postings, and orientation sessions. In addition, the library staff provides its own IT support, periodically co-teach courses, markets library services to the university community, and provides access to materials through an inter-library document delivery service.

The team discussed if the program had sufficient resources for all of the parts of the standard. Due to the small size of the program, the positive feedback from candidates and program completers interviewed as well as program faculty, it was determined that resources were met.

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

> Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel

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

Currently the university employs one full-time faculty member and four part-time faculty members in the PASC program. The four part-time faculty members serve as instructors as well as the field supervisors for all candidates. Site-based administrators serve as the fieldwork hosts. The faculty members are reflective of a diverse society and have a grasp of the academic standards—as indicated by attention to the Common Core State Standards in meeting agendas and during interviews. A review of the vitae for the program director, program faculty lead and the part-time faculty indicate that they have expertise and experiences relevant to assigned responsibilities.

While in recent times there has been no need for faculty recruitment, the Fielding University Human Resources department has a delineated process for hiring faculty that includes steps to promote diversity. There is variation with respect to the hiring of part-time faculty. Interviews of faculty administrators and HR personnel indicated that there is no formal process for evaluating faculty members or faculty field supervisors that has been implemented with consistency. The team found no documentary evidence of "equitable procedures for the identification of effective and ineffective course instructors and field supervisors" or evidence relating to the recognition of faculty excellence.

Given the small size of the PASC program and its lack of growth in recent years, there have been very few new faculty members hired. As a result, the team was unable to locate evidence of faculty recruitment policies in practice. In addition, faculty departures have been limited. While full time faculty members are required to possess a doctoral degree, part-time faculty may not. During an interview, the Provost and Vice President noted that the university was particularly focused on hiring people with educational leadership experience.

Faculty members are highly collegial in their planning and preparation. For example, they meet to map curriculum, as well as plan class sessions, agendas, reading lists, and homework. Class sessions are designed to encourage a high-level of interaction and collaboration for supporting candidates. There is little evidence of professional development provided to part-time faculty other than technology training. Professional support is provided informally through the faculty lead.

Evidence was not provided that the close knit group members who are an integral part of the program reach out to other relevant stakeholders for involvement in the organization, coordination and governance of the programs unless they are going to establish a cohort in that region. Program faculty members understand that there is a need to be more connected with the PK-12 schools and districts they serve. There has been some effort to reconstitute an

Advisory Board. Two educators who have been invited to join the Advisory Board were interviewed.

Rationale: The team could not find evidence that the "…institution provides support for faculty development" or that the "unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective." Additionally, no evidence was found that faculty "collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation."

Standard 5: Admission   **Met**

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

A review of documentation and interviews with staff, faculty, and candidates confirm that the PASC program has established clear admissions criteria and procedures for the program. This documentation verifies the applicant's potential to meet the PASC program requirements as well as his/her potential to be an effective education leader. The admissions process includes a letter of intent, proof of five years teaching experience, three letters of recommendation, and official transcripts. The materials are reviewed by the director of advising and program staff. Questions are directed toward the appropriate staff member. The faculty lead plays a crucial role in recruitment by contacting districts to establish cohorts and then meeting with potential cohort participants.

Admissions criteria are clearly stated at the university's website, including prerequisites, time, and cost. The Faculty Lead communicates with applicants via email, providing them with a Letter of Recommendation form, PASC statement of responsibility, and brochure. This was confirmed in an interview with program support staff and the faculty lead.

Evidence from documents and interviews with faculty found that the program lead advertises the program at professional conferences to attract a diverse candidate pool. For instance, she has recently had Fielding University recruiting tables at the Dual Language Institute and Charter School Conference.

Interviews with candidates, completers, faculty, and staff found that during the admissions process candidates are informed by the faculty lead and the registrar about scholarships for which they might be eligible.

Formal partnerships are typically established when Fielding enters into a relationship with an educational agency for the purpose of providing a specifically tailored service. A recent partnership was established with the Los Angeles Unified School District to provide the PASC to several in-position administrators and the university is currently in discussions with the Santa

Barbara County Office of Education to establish a similar partnership. However, formal partnerships may not be established with the schools or school districts represented by all of Fielding's candidates.

Standard 6: Advice and Assistance   **Met**

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

Through a document review of website documents and exhibits and from interviews with faculty leaders, graduates, and current candidates it is clear that the PASC has a well-thought-out, comprehensive advising and assistance process that provides strong support for candidates across the programs from initial contact through program completion. The program offers continuous, personal, in-depth advising to prospective candidates and enrolled candidates. In interviews, current candidates and program completers spoke highly of the support and assistance that they received from the moment of their initial interest in the program, to the submission of their applications and through their experiences in the program. Support staff interviewed clearly explained the process and their roles throughout in the entire program experience of a PASC candidate. The Advisor, Financial Aid, and registrar/credentialing analyst provide effective support from the beginning to the end of the program. In addition, the Faculty Lead is engaged with these support staff throughout the candidate's program experience including orientation and the preparation of the credentialing packet that is sent to the Commission on Teacher Credentialing.

Interviews with candidates, completers, faculty, and fieldwork hosts revealed that the field experience is personalized, thereby allowing the candidate, fieldwork host and fieldwork supervisors to work collaboratively to ensure the candidate completes experiences s/he needs to become an effective entry-level school administrator. Interviews with fieldwork hosts indicated that there were inconsistencies and gaps in the process. For example, one fieldwork host received much more information about the process at the beginning and throughout than the other who was interviewed. No documentation of how candidates were assessed by the fieldwork host was found nor could any recall using a form or document to do so. All assessment from the fieldwork host was informal. There was no evidence that fieldwork hosts are recognized for their service.

Faculty and candidates confirmed that mock interviews and/or principals' panels were offered during the program to help the candidates obtain an administrative position. Those interviewed found these to be helpful in their preparation.

Interviews with staff confirmed website information indicating that candidates needing special assistance are made aware that accommodations can be obtained through the graduate program advisor's office. This office informs all relevant faculty members of these accommodations.

Accommodations can help those with either or both physical or learning needs such as access to online coursework.

Candidates who are unable to complete the program within the three terms allotted for their cohort may request an extension. This may be due to academic or personal concerns and is usually reported to the faculty lead or advisors who work with the candidate to develop a plan that usually has her/him complete the program with the next cohort, and can offer academic remediation. The program only retains candidates who are suited for entry into, or advancement in, the education profession. Information regarding candidate progress and performance in courses and fieldwork activities is utilized to guide advisement and assistance efforts.

Interviews with candidates, completers, and staff found that credentialing information is shared at the beginning of each program by the faculty lead and registrar's office. Both the registrar and faculty lead work with the candidate to complete her/his application to the commission for the preliminary administrative services credential.

Candidates who have a grievance or want to appeal a grade are informed of the process on the website and the first night of their coursework. This was verified by interviews with candidates, completers, and staff.

Standard 7: Field Experience and Clinical Practice   **Met with Concerns**

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

Site selection is up to the candidates, usually choosing to use their own principal out of convenience. One candidate reported that his principal was not credentialed; therefore, he was told by the Institution to find a site and mentor on his own (which he did).

There is inconsistency in whether or not the field experiences address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning. The field experiences are designed by the candidate, faculty member and fieldwork host and may vary from candidate to candidate without connection to the knowledge and skills noted in the Program Standards. However, field experiences were designed to address each CPSEL. This was evidenced by candidate and program completer portfolios.

Interviews with current candidates and program completers indicated that there had been opportunities to complete fieldwork that helped them understand and address issues of diversity that affect school climate as well as issues of teaching and learning. This was confirmed by meeting agendas that addressed the Common Core State Standards.

Rationale: The team could not find evidence that the unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards

Standard 8: **District-Employed Supervisors**   **Not Met**

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

Evidence found in documents provided by the institution and interviews with faculty, candidates, completers, and fieldwork hosts confirmed that district employed supervisors are credentialed administrators; however, no further screening is completed nor are criteria for field supervision developed and implemented. District-employed supervisors, known at Fielding as fieldwork hosts, are not formally recognized for their service nor are they provided systematic training and support.

Interviews and documents indicate that field placements are made by convenience and are determined by the candidate with little direct involvement of the institution. The orientation provided to district-employed supervisors may be a meeting with the university supervisor and there is some written documentation that may be provided to them. The team could not find a systematic manner for evaluating or providing feedback to the Fieldwork Host.

Rationale: The team could not find evidence of a "process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students" that is "based on identified criteria." Additionally, the team could not find evidence that the "supervisors are trained in supervision, oriented to the supervisory role, evaluated or recognized" in any manner.

Standard 9: Assessment of Candidate Competence   **Met with Concerns**

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

Candidates demonstrate their knowledge and skills relating to state adopted academic standards through two primary summative assessments, a field-based project (including a formal presentation) and PASC portfolios which include artifacts and reflections. The team reviewed portfolios that were provided. Interviews confirmed that the field-based project and reflective portfolios are reviewed and graded by an assessment panel that consists of the program faculty lead, fieldwork supervisor, and the district administrative mentor. A rubric has been developed as a guide to scoring the field-based project. Upon a recommendation from the assessment panel, the program director will make a final determination regarding the candidate's eligibility for the PASC. In addition telephone interviews with current candidates and recent graduates

revealed that they had received instruction regarding the newly adopted Common Core State Standards.

While there was evidence that these assessments were designed to address the California Professional Standards for Educational Leaders (CPSEL), the team could not verify that assessments were aligned with the Commission-adopted competency requirements as specified in the program standards.

Rationale: The site visit team was unable to find evidence that the institution's assessments "indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards."

Preliminary Administrative Services Credential Program

There are two themes that run through the Program Standards that were not met or met with concerns. One is confusion between the professional standards, CPSEL, and the Commission's Program Standards. The instructional program is built upon the CPSEL which are encapsulated within the Commission's Preliminary Administrative Services Program Standards but do not represent the entirety of the Preliminary Administrative Services Credential Program Standards. While the institution has delineated some of the CPSEL content in each course, no crosswalk or alignment of instruction as to how and where the Program Standards are introduced, practiced or mastered exists. The team reviewed meeting agendas to find where standards were included in the instruction, but it was difficult to ascertain.

The second theme is that each cohort's instruction varies based upon the instructors' preferred readings and/or other topics of interest at that time. Although that is commendable and to be continued, there needs to be an assurance that instruction in the elements of the program standards are covered in each cohort as a core part of the instruction that can then be built upon with topical items of immediate interest.

The desire of the university to have an integrated, constructivist model of instruction meets the needs of adult learners and parallels the idea of pedagogy per the Common Core State Standards, however, in the quest to do things thematically there are elements of the standards that do not seem to be addressed in some cohorts while emphasized in others.

Program Design

The Fielding Graduate University website indicates that the Preliminary Administrative Services Credential Program (PASC) is offered in the School of Educational Leadership for Change (SELC) and embedded within a Master of Arts in Collaborative Educational Leadership (MA-CEL) program, although it can be earned without the degree. The PASC program mission is "to prepare educational leaders to transform California schools through rigorous results-based, interrelated learning experiences, with a strong focus on building skills that address the needs of high priority, underperforming schools. The Fielding website which was reviewed by team members expands on this by describing the purpose of the program as "developing educational leaders who are agents of change in their own communities and across the globe, and with a particular emphasis

on correcting social and ecological injustices while preparing educators to become instructional leaders in a collaborative learning community environment." University website narratives and interviews with program faculty indicated that graduates may work in traditional K-12 school districts, charter schools, and nonprofit organizations in urban, suburban, and rural settings.

The PASC program is guided by six key goals and objectives--to engage in dialogue and reflect on teaching and learning practices that inspire, renew, and improve professional practice, to share and model effective strategies for supporting knowledge creation and learning in the classroom and/or the workplace, to serve communities in the midst of demographic changes, to create assessments for community-established expectations while developing skills in social and classroom/workplace leadership, to build a community of learner where member engage and support one another in professional development, to awaken curiosity, encourage critical inquiry, and engage in continuous research. Interviews with faculty confirmed the focus on the six key goals and objectives.

All the administrative programs are led by the program director, formerly titled Dean, and the faculty lead, formerly titled Associate Dean. Administrative oversight of the unit is provided by the Program Director, formerly titled Dean.

The core content courses of the PASC curriculum are integrated within the Master of Arts program, with the primary difference being that the PASC is earned after three semesters, while the degree is earned after four semesters (after completing additional coursework in research methods and an action research project). The PASC program requires the successful completion of 24 semester units and includes a professional development plan, a reflective portfolio, and capstone research project. This was confirmed through review of documentation provided on the website and in informational literature.

Fifty percent of the PASC program is delivered in a face-to-face format. Twenty five percent of the program is fieldwork, which requires each candidate to complete an action-based leadership project that integrates both face-to-face and on-line components of the program. Finally, twenty-five percent of the program is offered online and consists of chat-rooms, discussion boards, and research activities. Meeting agendas and on-line sessions developed in Moodle were reviewed.

Formal partnerships are established when Fielding enters into a relationship with an educational agency for the purpose of providing a specifically tailored service. A recent partnership was established with the Los Angeles Unified School District to provide the PASC to several in-position administrators and the university is currently in discussions with the Santa Barbara County Office of Education to establish a similar partnership. However, there may be candidates in the program who are not employed by the educational agency with whom the partnership is established. Interviews with faculty lead and program director confirmed this model for partnerships.

An important philosophy of the PASC program as articulated by faculty in interviews is that there is "no one right answer" to the question of how to best structure the program to meet the needs of partner school districts. The university is in the business of "reaching out" to charter schools and districts to provide services in the communities served by them. As a result, the program is

not constrained to a particular geographical area or region. Depending upon circumstances, the university and a partner agency (e.g., COEs, districts) may enter into a Memorandum of Understanding that specifies the services to be provided and any related mutual obligations.

In interviews, it was noted that feedback from partners appears to be largely informal (e.g. school site mentor comments to fieldwork supervisors). The team could find no evidence of a systematic approach to information sharing or inter-agency communication. Likewise, the team found no evidence that program partners "cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection, and advisement of candidates."

The design of fieldwork experiences however, is done through the collaborative input of school site fieldwork hosts, candidates, and fieldwork supervisors. Each candidate's fieldwork project is individually tailored to address the needs of the candidate and the school. In addition, a set of six fieldwork activities are required that align with the California Professional Standards for Educational Leaders (CPSEL). Interviews with program faculty members indicated that field-based projects reinforce the in-class instruction particularly in planning, communication and understanding the school or district as a whole and candidate's role as change agent.

Fielding Graduate University has, in the past, had Advisory Boards, whose work is to keep the program abreast of current stakeholder needs and advise the university on program changes. However, currently, the Advisory Board is being reconstituted. Interviews with two people who have been contacted regarding participation on the Advisory Board were held.

Course of Study
The program provides opportunities for candidates to learn and apply professional perspectives through their face-to-face and electronic meetings. This was confirmed through a review of the readings and agenda activities as well as in interviews with candidates and completers. The field based projects reinforce the in-class instruction particularly in planning, communication and understanding the school or district as a whole and their role as change agent.

After a review of session agendas, book lists and interview notes reviewers found evidence that candidates explore and reflect upon principles of educational equity and diversity. Candidates have opportunities to examine their personal attitudes toward race, and socio-economic status. Throughout the visit, the commitment to a focus on equity and diversity was noted.   This focus was confirmed through interviews with faculty and candidates.

Interviews highlighted that text discussions, and face-to-face and online activities were inconsistent across cohorts and terms.   Each cohort's instruction varies based upon the instructors' preferred readings and/or other topics of interest at that time. Although that is commendable and to be continued, there needs to be an assurance that instruction in the elements of the program standards are covered in each cohort as a core part of the instruction that can then be built upon with topical items of immediate interest.

After a review of session agendas, book lists and interview notes reviewers found little evidence that candidates have an opportunity to examine the principles of democratic education including

historical and policy decisions, prevailing practices, and the impact on current education. There were readings and discussions on the importance of public schools to provide equitable and excellent education to all students in order to ensure their participation in society.

The team found evidence of instruction, application of knowledge and skills and assessment in relation to instructional leadership and corresponding CPSEL. However, little or no reference was made in coursework, assignments, or syllabi to the Program Standards. Areas of overlap between the CPSEL and Program Standards are a part of the program.

Based on interviews of candidates, completers, fieldwork hosts, and faculty, as well as a search of the documents provided by the institution, it was determined that the field experience relies heavily on the candidates' own documentation of their activities, although the fieldwork host signs off on the activities as they are designed and completed. Site selection is up to the candidates, usually choosing to use their own principal out of convenience. No evidence was found that fieldwork hosts are screened for their knowledge of leadership other than holding an administrative credential and/or being employed in an administrative position. No training is provided to fieldwork hosts. In interviews, fieldwork hosts stated that they had contact with the institution through the field experience supervisor, however, these contacts do not appear to be planned as no protocol has been established for when these were to take place and what was to be discussed or accomplished. However, field experiences need to address each CPSEL. This was evidenced by candidate and program completer portfolios.

Interviews with a variety of stakeholder groups revealed that guidance, assistance, and feedback, regarding candidate progress is informal and not explicitly based upon the program standards that outline the competencies of a beginning administrator as defined by the Program Standards. Rather, the feedback provided is based upon the CPSEL. Candidates who fail to meet performance standards are provided individual coaching by the program faculty lead and fieldwork supervisor. In some cases a candidate may need to repeat a particular course or some course activities. Candidate academic records are confidentially maintained in electronic and paper forms and securely stored in a database file storage system. Paper copies are stored in a locked filing cabinet in the program director's office.

Candidate Assessment
Field-based projects are co-constructed by the candidate, fieldwork host, and fieldwork supervisor. This was confirmed through interviews of candidates, fieldwork hosts and supervisors. Once a project plan has been established, the candidate works directly with his/her fieldwork host to implement the plan (e.g., gather data, solicit stakeholder input and support, and craft a change initiative for the school). Formative assessments of candidates occur throughout the PASC program through the observations of the course instructor and fieldwork host. Occasionally, cohort members will provide feedback to each other on key program projects and learning activities. PASC faculty members informally confer regarding candidate performance and to review the structure and content of summative assignments. The team could not find evidence of how candidate assessment is aligned to the Program Standards.

It was confirmed through interviews that candidates have opportunities to craft and refine a personal vision statement and in addition learn to facilitate the collaborative development of a shared vision for an entire school community. Additionally, learning activities that support working with diverse families and communities is found throughout the PASC program. Evidence of this was found in the lists of readings and meeting agendas.

In examining the program's work with the remaining program standards (11, 12, 14, 15) the team found some evidence of instruction, application of knowledge and skills and assessment based upon the CPSEL. Evidence of this was found in portfolios, reading lists and meeting agendas. Interviews confirmed that candidates knew about the standards, but they were referring to the CPSEL. A review of documents supported the use of CPSEL but with no correlation to the Commission's Program Standards.

Findings on Standards
Due to the fact that there the alignment between the program content and the Commission's Preliminary Administrative Services Program Standards is not clear, the team could not confirm that candidate assessment provides evidence of meeting many of the standards. There is some guidance for candidates to ensure they have addressed the six CPSEL. The consensus of the team is that Program Standards 5, 6, 7, 8, 9, 11, 12, 14, 15 were ***Met with Concerns*** and Program Standard 2 was ***Not Met***. The rationales for these findings are provided below:

Program Standard 2-***Not Met***: The team was unable to find "…one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation."

Program Standards 5-***Met with Concerns***: The team was unable to confirm that "… candidates have an opportunity to examine the principles of democratic education including historical and policy perspective." Or that the program includes the study of how "…policy decisions and prevailing practices have an impact on current education."

Program Standard 6- ***Met with Concerns***: The team was unable to confirm that "…the program provides multiple opportunities in the program for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in Standards 10-15…."

Program Standard 7- ***Met with Concerns***: The team was unable to confirm that every candidate has the range of experiences defined in this standard.

Program Standard 8- ***Met with Concerns***: The team was unable to confirm that every candidate is guided, assisted, and evaluated in each field experience.

Program Standard 9- ***Met with Concerns:*** The team was unable to confirm that "…on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence."

Program Standards 11, 12, 14, and 15-***Met with Concerns***: The team found some evidence of instruction, application of knowledge and skills and assessment as it relates

to these four CPSEL. However, since there was no clear alignment to the Program Standards, the team was unable to find these Program Standards fully met.